



MEETING OF THE BOARD OF TRUSTEES
Thursday, September 1, 2011 – 3:00 p.m.
Isadore A. Shrager Boardroom

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**Community
College
of Philadelphia**
The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES

AGENDA

Thursday, September 1, 2011 – 3:00 p.m.

Isadore A. Shrager Boardroom

- (1) Executive Session
- (2) Consent Agenda
 - (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of July 7, 2011
 - (b) Gifts and Grants
 - (c) American Sign Language/English Interpreting Program Audit
 - (d) Marketing Program Audit
 - (e) Management Program Audit
- (3) Slate of Board Officers for 2011-12 (A)
- (4) Report of the Chair
- (5) Report of the Foundation
- (6) Report of the President
 - (a) Institutional Effectiveness Report
- (7) New Business

Next Meeting: Thursday, October 6, 2011
3:00 p.m. – Isadore A. Shrager Boardroom M2-1

The Board meeting will be followed by a brief tour of the new Pavilion Building

Future Committee Meetings:

Student Outcomes Thursday, September 1, 2011
3:00 p.m. – Room M2-34

Business Affairs

Wednesday, September 21, 2011
9:00 a.m. – Isadore A. Shrager Boardroom

Audit Committee

Tuesday, September 27, 2011
12:00 noon – Isadore A. Shrager Boardroom

Upcoming Events:

Robert S. King Scholarship Reception

Thursday, September 1, 2011
5:00 p.m. – C2-5

A Commission for Community
Colleges – All-Trustee Assembly

September 22-23, 2011
Hershey Lodge – Harrisburg, PA

Foundation Annual Golf Tournament

Monday, October 3, 2011
11:30 a.m. – Torresdale Frankford
Country Club

40th Annual ACCT
Leadership Congress

October 12-15, 2011
Dallas, TX

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, July 7, 2011 – 3:00 p.m.

Present: Ms. Fernandez, presiding; Mr. Bergheiser, Mr. Blatstein, Ms. Cunningham, Ms. Hernández-Vélez, Ms. Holland, Mr. Honickman, Mr. Lassiter, Ms. Sumners Rush, Mr. White, Dr. Curtis, Ms. Bauer, Ms. Brown-Sow, Mr. Brown, Ms. DiGregorio, Ms. Garfinkle-Weitz, Dr. Gay, Dr. Hawk, Dr. Hirsch, Ms. Ray, and Ms. Yocum

Ms. Fernandez opened the meeting. She indicated that once the Board approved the Consent Agenda, the Foundation Report would follow with a short presentation by Ms. Arlene Yocum, president of the Foundation Board. Following the report by Ms. Yocum, the Board would convene in Executive Session.

(1) Consent Agenda – Board of Trustees

Ms. Fernandez asked for a motion on the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of June 2, 2011
- (b) Gifts and Grants
- (c) 2011-12 Property and Casualty Insurance Renewal Program
- (d) Food Service Contract
- (e) Contract Award, Anthony Biddle Contractors: Site Work and Drilled Caissons
- (f) Change Orders for Bonnell, Mint, and West Buildings and
Pavilion Building Projects
- (g) Finance Audit
- (h) Fire Science Audit

Ms. Sumners Rush moved, with Ms. Hernández-Vélez seconding, that the Consent Agenda be approved. The motion carried unanimously.

(2) Foundation Report

Ms. Yocum updated the Board on the status of the College's first comprehensive campaign. She stated that the College had exceeded its goal to raise \$10 million. She thanked members of the Board for their support of the campaign. Regarding the Kresge Challenge Grant, Ms. Yocum stated that she and Ms. Ray had met with staff at Kresge on June 13, 2011. She stated that while Kresge recognized that the College had been very successful in raising money for student programs and scholarships, however the College needed to raise an additional \$1.6 million in order to complete the Kresge challenge and receive the \$1.2 million in

support of the campaign. Ms. Yocum stated that Kresge left it up to the College to set the time for raising the funds. She stated that staff had recommended to the Executive Committee and the Foundation Board that the Kresge campaign will be extended twelve months, though the College will seek to accomplish the final goals in six months. Ms. Yocum stated that the Kresge Foundation was very impressed with a number of the programs at the College and would like to work with the College on programmatic support.

At the request of Ms. Yocum, Ms. Ray outlined a number of potential donors in the pipeline that would help in raising the \$1.6 million needed to meet the Kresge challenge.

(3) Report of the Chair

(3a) Pathways Breakfast

Ms. Fernandez reported that the Pathways Breakfast took place on June 7, 2011. She stated that the event was very successful. Ms. Fernandez thanked Ms. Cunningham, Mr. Lassiter, and Mr. Honickman for attending.

(3b) August 4, 2011 Board Meeting

Ms. Fernandez reminded members of the Board that the August 4, 2011 Board meeting is canceled. She stated that the next meeting of the Board is scheduled for September 1, 2011.

(3c) Pennsylvania Commission for Community Colleges
Trustee Assembly

Ms. Fernandez reported that the Pennsylvania Commission for Community Colleges Trustee Assembly is scheduled for September 22-23, 2011 at the Hershey Lodge, in Hershey, Pennsylvania.

At the request of Ms. Fernandez, Ms. Sumners Rush stated that the Trustee Assembly is an important meeting which gives Board members an opportunity to meet their counterparts from across the State. She stated that Community College of Philadelphia has always been well represented at the Assembly. Ms. Sumners Rush noted that the meeting would be very beneficial especially to the new members of the Board.

At this point in the meeting, the Board convened in Executive Session.

(4) Executive Session

The Executive Session was devoted to a discussion of personnel matters.

(5) Report of the President

(5a) City and State Budgets

Dr. Curtis reported that Mayor Nutter approved the final budget for the City. He stated that City funding for the College for fiscal year 2011-12 will be at the same level as 2010-11. Regarding the State budget, Dr. Curtis stated that the approved budget included the 10% cut proposed for community colleges. He stated that the budget approved by the Board of Trustees assumed the cuts both by the City and State. Dr. Curtis stated that the State budget did not contain any new capital funding dollars for community colleges.

Dr. Curtis discussed the effects of the cuts on programs. He stated that the College will not be eliminating the dual enrollment program. Dr. Curtis stated that the College will be working with some schools and will be giving a tuition discount for schools to participate. Dr. Curtis noted, however, that the number of students served will be less.

Dr. Curtis reported that PHEEA had decided to change their deadline date for new students, which will have a primary benefit for community college students. He noted that the community colleges had been pushing for this change for over six years.

(5b) National Meetings

Dr. Curtis reported that he had participated in the AACC National Urban League discussion on potential partnerships between the League, AACC, and urban-based community colleges. The meeting was held in Washington, DC on June 15, 2011.

(5c) Off-Campus Events

Dr. Curtis reported that the Pathways Breakfast took place on June 7, 2011. He stated that the breakfast was a great success. He thanked Ms. Fernandez, Mr. Lassiter, Ms. Cunningham, and Mr. Honickman for attending. Dr. Curtis thanked the Institutional Advancement staff for their work in organizing the event.

Dr. Curtis reported that he had attended the Education Nation Executive Roundtable on June 9, 2011. He stated that this event was hosted by NBC News and the local NBC affiliate. Dr. Curtis stated that the panel consisted of top leaders in education and business and focused on current and future workforce needs in the global economy.

(5d) On-Campus Events

Dr. Curtis reported that he had been interviewed by the *Community College Times* on June 6, 2011 regarding the College's efforts to keep Pell strong.

Dr. Curtis reported that the Diagnostic Medical Imaging Pinning Ceremony took place on June 16, 2011. A total of 18 students graduated from the program.

(5e) Announcements

Dr. Curtis congratulated Mr. Johnson and Ms. Brown-Sow on their appointment as members of the Board of the *Philadelphia Tribune*.

Ms. Fernandez stated that due to the late hour, the Institutional Effectiveness Report presentation will take place at the September 1, 2011 Board meeting.

(6) New Business

There was no new business discussed.

(7) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, September 1, 2011 at 3:00 in the Isadore A. Shrager Boardroom.

The meeting adjourned at 5:30 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, July 7, 2011 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Ms. Fernandez, presiding; Mr. Bergheiser, Mr. Blatstein, Ms. Cunningham, Ms. Hernández-Vélez, Ms. Holland, Mr. Honickman, Mr. Lassiter, Ms. Sumners Rush, Mr. White, Dr. Curtis, Ms. Bauer, Ms. Brown-Sow, Mr. Brown, Ms. DiGregorio, Ms. Garfinkle-Weitz, Dr. Gay, Dr. Hawk, Dr. Hirsch, Ms. Ray, and Ms. Yocum

Ms. Fernandez opened the meeting. She indicated that once the Board approved the Consent Agenda, the Foundation Report would follow with a short presentation by Ms. Arlene Yocum, president of the Foundation Board. Following the report by Ms. Yocum, the Board would convene in Executive Session.

(1) Consent Agenda – Board of Trustees

The Board approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of June 2, 2011
- (b) Gifts and Grants
- (c) 2011-12 Property and Casualty Insurance Renewal Program
- (d) Food Service Contract
- (e) Contract Award, Anthony Biddle Contractors: Site Work and Drilled Caissons
- (f) Change Orders for Bonnell, Mint, and West Buildings and
Pavilion Building Projects
- (g) Finance Audit
- (h) Fire Science Audit

(2) Foundation Report

The Board was provided with a status report of the College's first comprehensive campaign and the Kresge Challenge Grant.

(3) Report of the Chair

(3a) Pathways Breakfast

The Pathways Breakfast took place on June 7, 2011.

(3b) August 4, 2011 Board Meeting

The August 4, 2011 Board meeting is canceled.

(3c) Pennsylvania Commission for Community Colleges
Trustee Assembly

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Dr. Curtis attended the Education Nation Executive Roundtable on June 9, 2011.

(5d) On-Campus Events

Dr. Curtis was interviewed by the *Community College Times* on June 6, 2011 regarding the College's efforts to keep Pell strong.

The Diagnostic Medical Imaging Pinning Ceremony took place on June 16, 2011.

(5e) Announcements

The Board congratulated Mr. Johnson and Ms. Brown-Sow on their appointment as members of the Board of the *Philadelphia Tribune*.

Due to the late hour, the Institutional Effectiveness Report presentation did not take place. The Report will be discussed at the September 1, 2011 Board meeting.

(6) New Business

There was no new business discussed.

(7) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, September 1, 2011 at 3:00 in the Isadore A. Shrager Boardroom.

The meeting adjourned at 5:30 p.m.

Community College of Philadelphia				
Office of Institutional Advancement				
Record of Grants and Gifts				
September 2011				
SUMMARY				
	Prior Balance	Current Month	Year-to-Date	Grant Goal
Total Grant Dollars	\$769,987.00	\$1,409,168.00	\$2,179,155.00	\$ 7,000,000.00
Total Number of Grants	5	7	12	
Total Gift Dollars	\$60.19		\$60.19	
Total Number of Gifts	1		1	
Summary by Grant Type:				
Corporation				
Foundation	\$535,000.00	\$147,006.00	\$682,006.00	
Federal	\$234,987.00	\$14,694.00	\$249,681.00	
State		\$1,007,332.00	\$1,007,332.00	
Local		\$240,136.00	\$240,136.00	
Other				
GRANT TOTAL	\$769,987.00	\$1,409,168.00	\$2,179,155.00	
Summary by Gift Type:				
	Prior Balance	Current Month	Year-to-Date	
Gift				
Gift-in-Kind	\$60.19		\$60.19	
GIFT TOTAL	\$60.19		\$60.19	

COMMUNITY COLLEGE OF PHILADELPHIA
Office of Institutional Advancement
Monthly Summary of Grants and Gifts
September 2011

Federal Grant

The National Science Foundation (subcontracted through Drexel University) has funded year three of the Alliance for Minority Participation (AMP) for the Greater Philadelphia Region Phase IV grant in the amount of \$14,694. This AMP program is designed to increase the number of underrepresented minority students in the Greater Philadelphia Region receiving baccalaureate and graduate degrees in science, engineering, and mathematics.

State Grant

The Pennsylvania Department of Education has funded the Perkins Postsecondary Local Plan grant for \$1,007,332 for fiscal year 2011-2012. The goal of the Perkins Postsecondary Local Plan grant is to develop more fully the academic, career and technical skills of students enrolled in career and technical education programs.

Local Grants

The School District of Philadelphia has funded the Garrett Morgan - Automotive Summer Camp grant for \$19,636. This grant supports two, week-long summer camps for rising eighth graders. The camps will focus on STEM and automotive technology, and include site visits to multiple area employers.

The School District of Philadelphia has provided additional funding in the amount of \$220,500 for the Gateway to College program grant which ran in fiscal year 2010-2011. Funding from the School District of Philadelphia will be used to support the Gateway to College program.

Foundation Grants

The Jack Kent Cooke Foundation (subcontracted through Bryn Mawr College) has funded the three-year Jack Kent Cooke Community College Transfer Program grant for \$38,500. This grant will support the Community College Transfer Initiative with Bryn Mawr College. Through this program, College students will receive assistance with applying to and attending Bryn Mawr College. Activities include student recruitment, summer programs and other support to attend Bryn Mawr.

The Gilroy and Lillian P. Roberts Foundation will contribute \$1,000,000 to name the Rotunda in the U.S. Mint Building, the Gilroy Roberts Rotunda. Gilroy Roberts, Ninth Chief Engraver of the United States Mint between 1948 and 1964, created his most celebrated work in the College's Mint Building, the obverse of the U.S. Kennedy half dollar. The foundation owns a collection of art and artifacts of Gilroy Roberts and intends to bring a permanent exhibition of the collection to be displayed in the Rotunda while retaining ownership of the collection. The Gilroy and Lillian P. Roberts Foundation will support the costs of exhibiting and curating the collection.

The Kal & Lucille Rudman Foundation has funded the Rudman Nurse Aide Training Program grant for \$16,109 for fiscal year 2011-2012. The goal of the Rudman Nurse Aide Program is to assist individuals who are unemployed or underemployed gain the knowledge and skills necessary to obtain employment as a nurse aide.

The Wanamaker Institute of Industries has funded the Wanamaker Institute Scholars Program for \$92,397 for fiscal year 2011-2012. The goal of the Wanamaker Institute Scholars Program is to assist Philadelphians who are underemployed or unemployed gain the knowledge and skills necessary to obtain employment. The program provides the opportunity for free education and training to students meeting established selection criteria. Specifically, training is offered in these career fields: nurse aide, pharmacy technician, green manufacturing, and phlebotomy.

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

MINUTES

Thursday, July 7, 2011

1:30 p.m. – M2-34

Presiding: Ms. Stacy Holland
Present: Ms. Helen Cunningham, Dr. Stephen Curtis, Dr. Judith Gay,
Dr. Sam Hirsch, and Ms. Dorothy Sumners Rush
Guests: Mr. James Healey, Ms. Marian McGorry, Mr. Maurice Sampson,
Dr. Sharon Thompson

(1) Executive Session

There was no executive session.

(2) Public Session

(a) Approval of Minutes of June 2, 2011

The minutes were accepted.

(b) American Sign Language/English Interpreting Program Audit

Dr. Gay asked to change the order of the audit reviews by starting with American Sign Language/English Interpreting (ASL/EI) Program Audit. She also informed the Committee that Dr. Hansell had resigned from her position so Dr. Thompson would discuss the ASL/EI audit.

Dr. Thompson reviewed highlights of the American Sign Language/English Interpreting Program Audit. She stated that the program is a good, niche program. If the College moves toward adding some baccalaureate programs, she suggested this is a good one to consider. The audit, however, helped point out the direction the program needs to go. The program was larger in the past. As the program size decreased, there were scheduling issues. The program needs to incorporate distance education and may become an evening program only. Also, standards in the field are shifting. The field is moving toward requiring a bachelor's degree. Some of the student concerns identified have already been addressed. For example, the lab was recently updated.

Ms. Holland asked about the timeline for making needed changes and whether there are enough faculty to implement the changes. Dr. Thompson stated that they have set an aggressive timeline and have already begun to work on the changes. The College is in the process of hiring a full-time faculty member who will also serve as coordinator for the program.

Committee members discussed demand for the program and employment possibilities for students. Dr. Thompson stated that the interpreter community is a tight-knit one. The program has an advisory committee and many employment opportunities come because of advisory committee member referrals.

Ms. Cunningham commented that the audit was particularly well-written.

ACTION: The Student Outcomes Committee recommends continuing the American Sign Language/English Interpreting program for five years.

**(c) Marketing Program Audit and
(d) Management Program Audit**

Because the full-time faculty for the Marketing and Management Programs are the same, both program audits were included in the discussion. Ms. McGorry made some preliminary comments. She stated that she has been assuming the responsibilities of a department head for the programs. Ms. McGorry stated that for a few years only one faculty member has been doing things for the programs. Others only step in if they are given a specific list. Faculty members in the department recommend continuing the Management Program. Ms. McGorry stated that there was a visit to Montgomery County Community College's Entrepreneurial Center. While it was exciting to see that venture, she is concerned about faculty continuing to be energized enough to make something happen. The graduation rates are poor. For example, the graduation rate for the Finance Program was 8.8 while the rate for Marketing is 3 and for Management is 6. There are only 20-30 students in the 200-level capstone course. There is no good explanation for that.

Ms. Holland commented on the low response rate to the student survey and also said it seems that faculty may not be teaching to the level needed.

Mr. Sampson said it is difficult to fight the facts. He said all of the faculty were surprised by the data and should not have been. He explained his history with the program which he said started 37 years ago. He had successful experiences as an entrepreneur and in the military. He mentioned that when he was the department head in 1979, there were 17 faculty in the department. At that time, he said, there was an anti-administration element in the department and not much cooperation. There were many changes in the programs and in the administration. When the Business Transfer Program was created, many students were sent to Business. There were structural things the department could not do much about, in his opinion. The department was not favored at the input level. They used to get students from the General Studies track and now get students from Liberal Arts. Over time the numbers got smaller. The faculty have been involved with distance education – originally

with the TV courses and now with the online courses. There are fewer faculty on campus now to interact with students and get involved in the school.

Mr. Healey stated that he is sad about the current situation. He said that we can look at the numbers and the hard facts, but that is not the whole story. We should not eliminate possibilities for students.

Ms. Cunningham asked about the response to the prior audit recommendations. Mr. Healey stated that the College should not retreat even if the department came up short. He stated that an educational institution cannot be run like a business with a focus on efficiency reports. The surveys are not significant, he stated.

Ms. Holland stated that since 2002, the programs have not met the value proposition as it has been laid out. Mr. Healey responded that the graduation results are always disappointing. He said they do not have a drop out problem, they have a drop in problem.

Ms. Sumners Rush stated that in real life productivity is the important measure. If not enough students are completing, we need to know what to do and how to get there. She stated that you do not get 9 years to solve the problems.

Mr. Sampson stated that there are different definitions for productivity. Many students come in and take a course for different purposes. The data tells one thing, but there are feelings of the heart. They need to continue and do something different.

Mr. Healey said that a standard is needed for all departments. They need to know when they are falling short. Ms. Sumners Rush stated that is the reason for the audits.

Ms. Holland said the task is to look at the data presented including progress since the last audit; graduation (not just whether students stay); the market; how innovative and entrepreneurial the programs are. She stated that the Committee is interested in progress, not perfection. She expressed appreciation on behalf of the Committee for the faculty members sharing their thoughts.

Mr. Healey stated that the department has led the business division in the development of online courses and was the first department to offer a degree all online.

ACTION: The Student Outcomes Committee of the Board recommends discontinuing the Management and Marketing programs immediately and making arrangements for students who are in the program.

(e) Dashboard (Academic Affairs Scorecard)

The Student Outcomes Committee of the Board reviewed the Academic Affairs dashboard information.

The meeting was adjourned.

(3) Next Meeting

The next meeting of the Student Outcomes Committee of the Board is proposed for **Thursday, September 1, 2011 at 1:30 p.m. in M2-34.**

Attachments

Minutes of June 2, 2011

American Sign Language/English Interpreting Program Audit

Marketing Academic Program Audit

Management Academic Program Audit

COMMUNITY COLLEGE OF PHILADELPHIA
STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES
Thursday, June 2, 2011
1:30 p.m. – M2-34

Presiding: Ms. Stacy Holland
Present: Ms. Helen Cunningham, Dr. Stephen Curtis, Ms. Varsovia Fernandez,
Dr. Judith Gay, Dr. Samuel Hirsch, Mr. Chad Lassiter, Dr. James
Roebuck, Ms. Dorothy Sumners Rush
Guests: Dr. Linda Hansell, Ms. Marian McGorry, Ms. Kathy Smith, Mr. Wayne
Williams

(1) Executive Session

No Executive Session was held.

(2) Public Session

(a) Approval of the Minutes of May 5, 2011

The minutes were accepted.

(b) Finance Audit (Action Item)

Dr. Gay gave a brief introduction to the Finance Audit. She stated that the audit was one of three that was facilitated by an outside auditor, Dr. Gary Rizzo. Dr. Rizzo is the former Vice President for Academic Affairs at Reading Area Community College. While the audit does not make a single recommendation, Dr. Gay stated that it seems clear that there are strong reasons to discontinue the program, including that students are not employable in the field of finance with an associate's degree. Dr. Gay said the Department Head, Mr. Williams, would elaborate on the information in the audit. Mr. Williams discussed differences between finance, accounting and economics as disciplines. He agreed that jobs in the field require more than an associate's degree. Students who are currently in the finance curriculum can move to either the business curriculum or the business administration curriculum. He also stated that every business student should be exposed to finance and accounting in addition to business courses. Dr. Roebuck asked about efforts to help students understand the relationship between major and possible careers. Mr. Williams and Ms. McGorry mentioned efforts that are occurring to help students make those links, including orientation, advising and the creation of an International Business

Society at the College. Ms. Holland mentioned that there are two ways to help students make the connection - the curriculum and career exposure. There was a discussion by Board members about the timing of discontinuing the Finance Program. Ms. Cunningham said students should not enter a program if there are no jobs associated with the degree.

Action: The Student Outcomes Committee of the Board agreed to recommend the following to the Board of Trustees:

1. Accept the Finance Audit and eliminate the Finance Program effective with the spring 2012 semester.
2. There must be a phase out plan for the program.
3. Students who applied to the program for fall 2011 must be counseled about their options.

(c) Fire Science Audit (Action Item)

Dr. Gay gave an introduction to the Fire Science Program. Fire Science is a small program with no full time faculty. All of the faculty have extensive experience in the field and the program is supported locally. Philadelphia firefighters who complete the program receive credit toward promotion and students can transfer to a bachelor's degree completion program at Holy Family University.

Ms. Fernandez asked whether students are aware of career options in less traditional jobs such as in the nuclear industry. Ms. Smith said that topic and other recommendations in the audit will be discussed with the Advisory Committee at a fall 2011 meeting. Board members discussed ideas to strengthen the program including working with Corporate Solutions, marketing, and refining the Program's enrollment management plan. Mr. Lassiter recommended that the Advisory Committee be expanded. He suggested identifying someone from the U.S. Department of Emergency Preparedness. Dr. Curtis asked whether students have difficulties with attending classes because of their work schedules. Ms. Smith said the Fire Department has been very accommodating. Ms. Sumners Rush stated that the recommendations in the audit and the timeframe are good.

Action: The Student Outcomes Committee of the Board agreed (with one abstention) to recommend the following to the Board of Trustees: Accept the Fire Science Audit and recertify the Fire Science Program for five years.

(d) Career Services Administrative Audit (Information Item)

Dr. Hirsch provided a brief overview of the Career Services Administrative Audit and highlighted the recommendations.

Ms. Holland asked, based on prior discussions, if Committee members felt there was a need to have administrative audits presented to the Committee since there are no actions for the Committee to take. The Committee agreed that there was no need to present administrative audits in the future.

Next Meeting

The next meeting of the Student Outcomes Committee is scheduled for **Thursday, July 7, 2011 at 1:30 p.m.** in M2-34.

Attachments

Minutes of June 2, 2011
Finance Audit
Fire Science Audit
Career Services Administrative Audit

Community College of Philadelphia

Academic Program Audit: ASL/English Interpreting Program

Division of Liberal Studies

Authors: Brian Morrison
Ruth Ross
Linda Hansell

Contributors: Eve West
Donald Bowers

Date: May 26, 2011

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I. Executive Summary

The ASL/English Interpreting program at Community College of Philadelphia is a select curriculum which prepares students to be professional sign language interpreters in a variety of settings. In addition, the program prepares students for the national certification evaluation administered by the Registry of Interpreters for the Deaf (RID).

The curriculum, created in 1980 and associated with the Center on Disability, has been housed since 1992 in the Department of Behavioral Sciences (now Department of Psychology, Education and Human Services). It was one of the earliest programs in the field of interpreter education and is held in high esteem in the interpreting community.

The last audit of the Curriculum was conducted in 1999 and was followed by an extensive program revision to the curriculum in 2001. Programmatic and curricular changes over time reflect a commitment to the standards of the field of interpreter education. Ongoing development efforts are aimed at insuring the program remains current and positioned to meet newly proposed accreditation standards.

The curriculum consists of seventeen American Sign Language and English Interpreting courses that are offered on a three year cycle. Enrollment patterns have resulted in a rotation between day and evening classes. Some of the ASL courses do not fulfill the requirements of the degree program but serve as entry-level preparation.

The program costs are higher than the College average.

Recommendations in the audit focus on enrollment management issues, curricular revision, faculty training, addressing the impact of the baccalaureate degree requirement for taking the national certification exam, developing relationships with baccalaureate programs, educational technology, and assessment.

II. Program

Program Mission:

The mission of the ASL/English Interpreting Program is to graduate individuals who possess the bilingual and bicultural fluency that enables them to apply professional standards of interpreting ethics and practices to the work of ASL/English interpreting.

Program Level Student Learning Outcomes:

- Demonstrate advanced ASL proficiency and Deaf culture awareness as it applies to a wide variety of deaf-hearing interaction settings and participants
- Practice ethical standards of interpreting as they apply to the role and

function of interpreters described within the NAD-RID* Code of Professional Conduct

- Work effectively with other members of their profession in collegial ways to support their Deaf and non-deaf clients
- Demonstrate the ability to assess and analyze one's own competencies in order to identify areas of need for continuing education and professional development
- Demonstrate interpreting and transliterating competence necessary for effective facilitation of communication in a variety of settings

*NAD = National Association of the Deaf

*RID = Registry of Interpreters for the Deaf

These outcomes are designed to fit into the larger Community College of Philadelphia context in a variety of ways. Located within the Mission of the College is the statement, *"Its programs of study in the liberal arts and sciences, career technologies, and basic academic skills provide a coherent foundation for college transfer, employment, and life-long learning"*. The ASL/English Interpreting program goals fulfill this by preparing students to obtain work as entry-level sign language interpreters. In addition, life-long learning is emphasized as a necessity in the profession. Sign Language interpreting is a constantly evolving profession in which a commitment to life-long learning is essential to stay marketable as an interpreter.

In addition to the program level outcomes, student learning outcomes have been developed for each of the seventeen courses in the curriculum and are available for viewing online.

The ASL/English Interpreting program devotes considerable attention to developing awareness of another culture, that of the American Deaf community. The path of this development includes analysis of traditional "hearing" American culture, as well as similarities between the experience of Deaf people as a minority group in American society and other minority groups. Students learn a second language, ASL, and develop contrastive linguistic analysis skills. These intellectual pursuits support the College mission by enabling students to have a greater appreciation of their own linguistic and cultural background and the diverse world where all are interdependent. Students are required to become involved in the culture of Deaf Americans and their social issues through community involvement experiences. Issues and insights which emerge from these interactions are discussed and evaluated in their coursework. Students are guided toward greater awareness of themselves, the Deaf community they have chosen to learn about, and the larger American society. Obviously, work which provides service to the Deaf community and the hearing people who interact with them can lead to fulfillment and achievement. Students who successfully complete the ASL/English Interpreting program are in great

demand in the field of interpreting and find challenging, rewarding jobs after graduation.

History of the Program:

In the past 30 years, members of the Deaf community, along with advocates for the rights of Deaf people to fully participate in American society, have sought equal access to the services and privileges enjoyed by other Americans. As a result, the need for competent, professional ASL/English interpreters was created. In response to this need, educational programs, funded by various government and private sources along with post secondary institutions, were established. The program at Community College of Philadelphia, which began in the 1970's, was among the pioneers and leaders in this field.

Development of the Interpreter Education Curriculum (IEC) was completed in November 1979 and approved by the Board of Trustees in March 1980. At that time, the Interpreter Education Curriculum was not housed within the existing divisional structure. All activities related to the curriculum were shared by the one full-time faculty member and the Director of the Center on Disability.

The original curriculum was reflective of a field which has changed dramatically in the past twenty years since it was in its infancy. Understanding of second language acquisition of ASL by hearing people, of the complex processes of ASL/English interpretation, and of the cross-cultural mediation skills needed in Deaf-hearing interactions, evolved from research and experience which did not exist before the mid-1970s. The most fundamental shift in approach has come from an informed view of the Deaf community. Prior to the 1970's, members of the Deaf community were perceived as dependent and "handicapped", needing the help and guidance of those who can hear. However, research has revealed that the Deaf community is a linguistic and cultural minority group in our society cut off from typical channels of communication by their hearing loss and need for visual language. When given access to information through interpreters they are able to function independently in the society in which they live. American Sign Language is not a broken, gestural form of English, but a full and distinct language, with its own unique phonology, morphology, syntax and semantic features.

Culturally, members of the American Deaf community observe values and rules of social interaction which often differ from those of mainstream, "hearing" Americans. Thus, the ASL/English interpreter now being trained is a cross-linguistic, cross-cultural mediator serving two or more people who do not communicate in the same language, enabling an exchange of ideas and feelings to take place. With the acceptance of ASL as a full and complete language, the hearing and Deaf consumers are viewed as equals, with the hearing consumer as much in need of the interpreting services as the Deaf consumer.

Description of the Curriculum:

The current ASL/English Interpreting curriculum covers a variety of subject areas, including Deaf culture, structure of ASL, comparison of English and ASL linguistics, professional practices and ethics, interpreting processes in theory and application, and guided skill development in interpreting with diagnostic feedback. Laboratory experiences include frequent practice with video technology.

In addition to traditional classroom lectures and skill development with audio and video taping, the curriculum utilizes hands-on experience through fieldwork, guest lectures, observations and a practicum. Cooperative relationships with professional and community agencies and organizations are maintained to provide opportunities for networking and interaction with the Deaf community and professional interpreters.

This program prepares students for entry-level work as interpreters. It also prepares students for the national certification evaluation given by the Registry of Interpreters for the Deaf, Inc., although for the majority of students several years of professional work experience after graduation are needed before certification can be attained. Students completing the curriculum receive an Associate in Applied Science (A.A.S.) degree.

The curriculum for the program is as follows:

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
SUMMER SESSION I			
ASL 201 - Intermediate American Sign Language I	ASL 102 (or Program placement)	3	Am/Global Diversity
ENGL 101 - English Composition		3	ENGL 101
SUMMER SESSION II			
ASL 202 - Intermediate American Sign Language II	ASL 201	3	
CIS 103 - Applied Computer Technology		3	Tech Comp
FIRST SEMESTER			
ASL 230 - Structure of American Sign Language	ASL 202	3	
ASL 231 - Advanced American Sign Language I	ASL 202	3	Am/Global Diversity
INT 105 - Introduction to American Deaf Community		3	

ASL 215 - ASL Fingerspelling & Numbers	ASL 202	3	
SECOND SEMESTER			
ASL 232 - Advanced American Sign Language II	ASL 231	3	
INT 106 - American Deaf Culture	INT 105	3	
INT 240 - Introduction to the Field of ASL/English Interpreting	ASL 230 , ASL 231 , INT 105 , ENGL 101 , Pre- or coreq: INT 242	3	
INT 242 - Introduction to Interpreting Processes	ASL 215 , ASL 230 , ASL 231 , Pre- or coreq: INT 240	3	
SUMMER SESSION I			
INT 251 - ASL/English Interpreting I	ASL 230 , ASL 232 , INT 240 , INT 242	3	
Science Elective		3/4	Natural Science
SUMMER SESSION II			
Math Elective (MATH 118 or higher)		3	Mathematics
Humanities Elective (Choose one of the following) ENGL 115 , ENGL 116 , ENGL 120 or ENGL 131		3	Humanities
THIRD SEMESTER			
INT 252 - ASL/English Interpreting II	INT 251	3	
INT 255 - Transliterating	INT 251	3	
Social Science Elective		3	Social Sciences
ENGL 102 - The Research Paper		3	ENGL 102, Info Lit
FOURTH SEMESTER			
INT 260 - Interpreting in Specialized Settings	Pre- or coreq: INT 252	3	
INT 297 - Internship in Interpreting	INT 252 , INT 255	4	

MINIMUM CREDITS NEEDED TO GRADUATE: 67

General Education Requirements

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement and the **Interpretive Studies** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated **Writing Intensive** and one course that is designated **Interpretive Studies**. View the courses that fulfill all [degree requirements](#) and receive a more detailed explanation of the College's general education requirements to help in your selection.

Program Placement and Entry Requirements: To be accepted into the ASL/English Interpreting program students must earn a minimum grade of "B" in both ASL 101 and ASL 102 (both program prerequisites). Applicants to the ASL/English Interpreting program who have not taken ASL 101 and/or ASL 102, and who have prior experience with the language of ASL, may request a proficiency screening for acceptance and placement in the program.

To be accepted into the ASL/English Interpreting program students must be English 101 ready. Developmental coursework must be completed before admittance into the program.

Applicants requesting transfer of ASL courses from another college must have earned a minimum grade of "B" in ASL 101, 102, 201 and 202 equivalents at their former college(s) for these courses to be transferable.

Program Retention Criteria: Students who wish to continue into INT level coursework must earn a grade of "B" or higher in both ASL 201 and ASL 202.

To remain in the ASL/English Interpreting curriculum, a student must receive a minimum grade of "C" in all ASL, INT and English courses. A student who demonstrates attitudes and behavior viewed as inconsistent with professional ASL/English interpreting standards may be dropped from the curriculum. In the event a student is dropped from the curriculum, the procedures of the College regarding dismissal of a student will be followed. A student may be readmitted only once to the program.

There is currently a requirement that students must complete all course-work within five academic years of original date of entry into the program. This requirement may put an undue burden on students, given the large number of required courses in the program, and the schedule of course offerings. The intent of this requirement may be met by the additional existing requirement that students who leave the program and wish to return after a period of five years will be evaluated for the need to retake coursework previously taken. (See Findings and Recommendations, p. 23.)

Program of Study and Graduation Requirements: To qualify for an Associate in Applied Science (A.A.S.) degree in ASL/English Interpreting, a student must complete 67 credits as prescribed, and have a minimum GPA of 2.5 in all program

core coursework and an overall grade point average (GPA) of 2.0, with no grade below “C.”

Deaf community interaction is a requirement in coursework from beginning to advanced. In beginning ASL classes, students are required to observe at various events in the Deaf community. At the intermediate levels, they commit at least ten hours of volunteer work per semester. This aspect of the curriculum requires an extensive network of contacts in the Deaf community, the interpreting community, and the service and educational institutions which serve the Deaf people in the Philadelphia area. The program has developed an extensive list of Deaf community contacts to assist students in making connections in the Deaf community.

As students advance through the program, they begin to learn about the profession of interpreting. Throughout the INT courses, students are required to observe working interpreters in the field. In their last course, INT 297 (Internship in Interpreting), students are placed on supervised internship assignments for a minimum of 120 hours. The instructor coordinates a variety of experiences for students in the interpreting community, with each student being placed at two to four different sites during the semester. This aspect of the curriculum depends a great deal on the cooperation of working interpreters in the field.

Curriculum Revisions Since Last Audit:

Although the ASL/English Interpreting curriculum in its original form had been successful in preparing entry-level interpreters, and was well-known in the interpreting community, in 2001 an in-depth curriculum revision to its present form took place in order to continue preparing students for a profession which is continually evolving. This curriculum revision was not only an update of course content, but also encompassed the current philosophies and cultural values of the profession of interpreting and the Deaf community. Further, advances in video and computer technology afforded many new pedagogical opportunities for a program based on the visual nature of American Sign Language. Interpreter education had evolved remarkably since the program’s inception twenty years ago and the revision addressed these changes while maintaining the program’s goal of quality education for its students.

The 2001 revisions encompassed changes in content, strategies, and techniques. Some content was redistributed by dividing courses to distinguish theory based courses from skill development. There was clarification of lecture vs. lab with lab practice increased as well as more effective practical skill development through enhanced technology applications.

A minor revision to three courses took place in 2009. At this time, a lab component was eliminated from ASL 215 (Fingerspelling), the pre-requisite of ASL 102 was

eliminated from INT 105 (Introduction to the American Deaf Community), and the lecture component for INT 297 (Internship in Interpreting) was increased from two to three hours per week.

The program was also revised to meet the College's General Education requirements that went into effect in Fall 2009. These revisions were the following:

- CIS 100 is being replaced with CIS 103 in order to comply with the new Technological Competency requirement.
- One Social Science course requirement is being eliminated from the program.
- English 120:Voice and Articulation is being added as choice under the Humanities Elective since this is a useful elective for students in this program.
- Students will fulfill their Writing Intensive and Interpretive Studies requirements through their science or social science elective.
- The net effect of these changes is that the minimum number of credits required for graduation is decreasing from 68 to 67.

There are course documents and current Act 335 course evaluations on file for all ASL/English Interpreting courses.

Internal Curricular Coherence

Due to language learning and interpreting skill development processes, the ASL/English Interpreting curriculum is specifically designed as a spiraling curriculum. Each course develops skills that must be learned and practiced before moving on to the next level of skill development. Therefore, each ASL course is written and taught to build on the course before. After students have completed the first four ASL courses in sequence, students take ASL 230: Structure of American Sign Language, that delves into more linguistics of the language. Having those first four ASL courses completed aids the students' understanding of the deeper complexities of the language.

Prerequisites are also in place for the Interpreter level courses to ensure that students acquire the knowledge and skills in prerequisite courses before they move on to the next course. The first courses the students take are an Introduction to the Field of ASL/English Interpreting (INT 240) as well as an Introduction to Interpreting Processes class (INT 242). These courses are essential in providing students an understanding of the field as a whole as well as the cognitive processing skills that are needed for effective interpretation skills. After these courses are completed, the next courses in the sequence teach the actual interpreting skills necessary (from consecutive to simultaneous interpreting, situational analysis, identifying styles, etc) that build with complexity as the student progresses through the sequence.

The final course in the program, Internship in Interpreting (INT 297) is the culminating course in which students become engaged in the application of theories, concepts, skills and professional ethics and behaviors learned in previous courses to on-site, real world interpreting work. Course sequencing and coherence are an important aspect of the ASL/English Interpreting curriculum.

Future Directions in the Field/Program:

The profession has been in the process of raising its standards for sign language interpreters. At the RID Biennial Conference in 2003, the membership overwhelmingly passed a motion that requires any person who takes the national certification exam through RID must have a Bachelor's degree by the year 2012. This was in response to growing research about the skills and knowledge needed by sign language interpreters in order to better meet the needs of the Deaf community. This new requirement will need to be addressed from a number of angles, including its potential effect on enrollment, and the evaluation of transcripts of students entering the program with a B.A. degree in another field.

In response to the ever-changing field of interpreter education, the ASL/English interpreting program is currently investigating several projects for the future:

First, the ASL curriculum is in need of a revision. Standards for ASL instruction have been established by the American Sign Language Teachers Association and a revision to the current program is necessary to incorporate these standards. (See Findings and Recommendations, p. 23; See Appendix C for a copy of the standards.)

Second, the use of distance technology has been increasing in the field of interpreter education. Many programs are incorporating online coursework to varying degrees, from individual courses to entire programs being online. (See Findings and Recommendations, p. 23).

Third, the program needs to complete and implement the assessment plan that is in the process of being developed to assess course-level and program-level student learning outcomes. (See Findings and Recommendations, p. 23).

III. Faculty

The full-time faculty that serve the ASL/English Interpreting Program consist of:

Debra A. Krausa, M.S., RSC, has served as a full-time faculty member since August, 1997. During the 1996-1997 academic year, she was a Visiting Lecturer. Her M.S. degree is in Teaching American Sign Language from Western Maryland College and her B.A. degree is in Psychology from Carlow College. She also has a Reverse Skills Certificate (RSC) from the National Registry of Interpreters for the Deaf. She has been involved both professionally and as an advocate in the Deaf community for over 30 years. At Pittsburgh Hearing, Speech, and Deaf Services, Inc., she served in a variety of roles – mental health and rehabilitation counseling, training, teaching, evaluating and interviewing interpreters, interpreting, workshop presentations, and coordinating a Deaf Youth Program. She has worked at the University of Pittsburgh as a consultant and instructor in the Masters Program in Education of the Deaf and Hard of Hearing. Her teaching experience includes a variety of ASL and Deaf culture classes across Pennsylvania and New York. She has also worked at Mt. Aloysius College as an admissions counselor and Teacher's Aide for summer orientation programs for new Deaf students. One of her distinctive talents is her work with the theatre. She has acted, directed, and served as interpreter trainer/coach in several productions. Her talents also include interpreting and advocating for Deaf-blind people.

Brian R. Morrison, M. Ed, CI, CT is a Visiting Lecturer and is serving as the program coordinator and instructor in the ASL/English Interpreting Program. He holds a M. Ed in Adult and Organization Learning with an emphasis in Teaching Interpreting from Northeastern University and a B.S in Education of the Deaf from Missouri State University. He has been a sign language interpreter for 15 years, having been nationally certified for 8 years. He has been teaching interpreting for the past 10 years having been the program coordinator for the interpreter training program at Camden County College for 6 years and most recently, a part-time teacher for the University of Cincinnati, a completely online Bachelor's degree program in Sign Language Interpreting. In addition, he has served on the board for the Conference of Interpreter Trainers (CIT) for the past 7 years in a variety of capacities and is currently serving his second consecutive term as President. Brian specializes in interpreting for the theater and co-owns an interpreting company that provides interpreting for Philadelphia area theatrical events. This specialty has led him to present workshops both nationally and internationally on the topic.

Carla M. Sides, M.Ed., has served as visiting lecturer for a number of years. She received her M.Ed. in Deaf Education from Gallaudet University, a B.B.A. in Accounting and B.B.A. in Business Administration from Interamerican University of Puerto Rico, and her B.A. in Deaf Christian Education from Temple Deaf College. She has been an ASL teacher as well as a Deaf Interpreter for many years. She holds membership in numerous Deaf organizations around the region as well as nationally and is currently serving as President of the Tri-State Deaf Latino Association.

Eve Adelman West, M.Ed., M.A., CSC, NIC, is on half time pre-retirement workload and is Associate Professor of ASL/English Interpreting and English as a

Second Language (ESL). She holds an M.A. in Teaching English to Speakers of Other Languages (TESOL), M.Ed. in Education of the Deaf, and B.A. in Liberal Arts: Speech. She has been a nationally certified Sign Language interpreter since 1979. Under a three year grant, 1977-1980, she created and developed the Interpreter Education Curriculum (IEC). From 1980 to 2010 she served as the Program Coordinator. As a founding member of the Conference of Interpreter Trainers (CIT) she has served on a variety of national committees to further the growing field of ASL/English interpreting. Eve has pursued specialized training in legal interpreting, interpreting for the theatre, and in assessment and evaluation of interpreters. She is also a practicing interpreter working in community and video-relay settings.

The faculty are members of national organizations including:

- American Association for the Deaf-Blind, Inc. (AADB)
- American College of Healthcare Executives
- American Sign Language Teachers' Association (ASLTA)
- Conference of Interpreter Trainers (CIT)
- National Association of the Deaf (NAD)
- National Association of Teachers of English to Speakers of Other Languages (TESOL)
- National Fraternal Society of the Deaf (NFSD)
- National Hispanic Council of the Deaf and Hard of Hearing (NHCDHH)
- National Information Center on Deafness (NICD)
- National Theatre of the Deaf (NTD)
- PRIDE (Promotion & Recognition of Individuals Who are Deaf Everywhere)
- Puerto Rico Association of the Deaf, Inc., San Juan, PR
- Registry of Interpreters for the Deaf (RID)

State memberships are held in:

- Pennsylvania Society for the Advancement of the Deaf, Inc.
- Pennsylvania Registry of Interpreters for the Deaf
- Pennsylvania American Sign Language Teachers Association

The part-time faculty pool consists of approximately nine individuals. The majority of these faculty are Deaf and have had training and experience in teaching ASL. In addition, the program has a Deaf lab aide on staff who assists the students with video recording for class projects and reinforcing language acquisition.

Professional Development

Faculty are involved in numerous organizations that provide professional development in the field of ASL and interpreter education. They attend the

Conference of Interpreter Trainers (CIT) and Registry of Interpreters for the Deaf (RID) conventions to stay current of new developments. In addition, faculty that are certified by RID must complete a certain number of professional development hours in order to keep their certification valid, so this helps to ensure that faculty are providing the most current information to the students. Continual upgrade of skills is an important aspect of the field.

IV. Outcomes and Assessment

Graduates

The number of graduates of the American Sign Language/English Interpreting program has remained small with the largest number of graduates being 9 in both 2007 and 2009.

Number of program graduates

2006	2007	2008	2009	2010
5	9	2	9	1

Student Profile

Enrollment data drawn from the College's Office of Institutional Research website indicates that American Sign Language/English Interpreting students are primarily females over the age of 22 attending college part-time.

The average headcount in the ASL/English Interpreting program is 39 over the last 10 semesters. The largest enrollment came in Fall 2008 with 49 students, while the smallest came in Fall 2009 with 27 students.

Credit Headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	44	37	43	40	37	39	49	43	27	32
College-wide	16,236	16,978	16,871	17,019	17,334	17,661	17,327	18,023	19,047	19,965

Credit FTE headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	24	19	17	19	16	24	21	20	14	14
College-wide	11,017	11,329	11,523	11,296	11,881	11,823	11,883	12,128	13,361	13,784

The following table indicates that the ASL/English Interpreting program consistently enrolls more female students than male students. In the past nine semesters, there has been an average of nearly 70% more female students than male students enrolled in the ASL/English Interpreting program. When compared to the College as a whole, the ASL/English Interpreting program enrolls a greater proportion of female students, by an average of 16.7% over the past nine semesters.

Program Enrollment by Gender as Compared to College-wide Enrollment (Percent)

Gender		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Female	Program	81.1	79.1	80.0	78.4	76.9	87.8	86.0	88.9	87.5
	College	66.5	66.5	66.8	66.6	66.4	66.3	65.8	65.3	65.3
Male	Program	18.9	16.3	15.0	18.9	17.9	12.2	11.6	7.4	9.4
	College	32.2	32.3	32.1	32.3	32.7	32.9	33.1	33.8	33.9
Unknown	Program	0	4.7	5.0	2.7	5.1	0	2.3	3.7	3.1
	College	1.2	1.2	1.1	1.1	.9	.9	1.1	.9	.8

Enrollment in terms of Racial/Ethnic background has varied over the last nine semesters. White students represent the largest racial/ethnic group enrolled in the program encompassing an average of 65% of the program over the past nine semesters, nearly four times the proportion of the next largest racial/ethnic group, Black students (an average of 16.7% in the past nine semesters). When compared to the College as a whole, the ASL/English Interpreting program is enrolling about 30% less Black students and about 40% more White students.

Program Enrollment by Racial/Ethnic Background

Race	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	0	0	0	0	0	0	0	0	0
Asian	1	0	0	0	0	0	0	0	0
Black, Non-Hispanic	5	7	6	7	7	11	10	2	5
Hispanic	1	2	2	3	2	1	2	2	2
Other	1	3	2	0	0	1	0	0	0
Unknown	3	3	3	3	5	7	4	3	7
White, Non-Hispanic	26	28	27	24	25	29	27	20	18

Program Enrollment by Racial/Ethnic Background as Compared to College-Wide Distribution (percent)

Race		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	Program	0	0	0	0	0	0	0	0	0
	College	.6	.5	.4	.5	.4	.4	.4	.4	.3
Asian	Program	2.7	0	0	0	0	0	0	0	0
	College	7.3	7.7	8.1	8.2	7.8	7.2	7.0	6.8	6.7

Black, Non- Hispanic	Program	13.50	16.30	15.00	18.90	17.90	22.40	23.30	7.40	15.60
	College	47.8	46.9	47.4	46.8	47.6	46.4	46.9	46.8	47.6
Hispanic	Program	2.7	4.7	5.0	8.1	5.1	2.0	4.7	7.4	6.3
	College	5.8	6.1	6.2	6.5	6.4	7.0	6.6	6.9	7.2
Other	Program	2.7	7.0	5.0	0	0	2.0	0	0	0
	College	4.8	4.6	4.6	4.2	4.4	4.1	3.9	4.2	4.4
Unknown	Program	8.1	7.0	7.5	8.1	12.8	14.3	9.3	11.1	21.9
	College	6.5	6.8	6.9	7.8	7.9	9.0	9.9	9.9	9.7
White, Non- Hispanic	Program	70.3	65.1	67.5	64.9	64.1	59.2	62.8	74.1	56.3
	College	27.3	27.4	26.3	26	25.4	25.9	25.3	25.1	24.1

The following chart indicates that generally, the largest percentage of ASL/English Interpreting students come from the 40+ age group with the exception of Fall 2009. The ASL/English Interpreting program enrolls, on average, 26.8% less students in the 16-21 age group than the College as a whole.

Enrollment by Age as Compared to College-wide Enrollment (Percent)

Years		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
16-21	Program	2.7	2.3	2.5	2.7	7.7	6.1	4.7	11.1	9.4
	College	28.3	35.8	30.0	36.9	30.7	36.6	29.7	35.5	26.9
22-29	Program	27.0	27.9	25.0	27.0	28.2	26.5	34.9	51.9	43.8
	College	33.6	30.0	34.2	30.3	35.1	30.7	36.1	33.0	37.3
30-39	Program	27.0	30.2	30.0	27.0	15.4	18.4	14.0	22.2	18.8
	College	18.1	16.2	17.4	15.9	16.8	15.9	17.4	16.2	17.8
40+	Program	37.8	37.2	40.0	43.2	48.7	44.9	44.2	14.8	25.0
	College	15.6	14.2	14.9	13.8	14.6	14.3	14.6	13.7	14.0
Unknown	Program	5.4	2.3	2.5	0	0	4.1	2.3	0	3.1
	College	4.4	3.8	3.6	3.1	2.8	2.5	2.2	1.6	1.3

The large majority of ASL/English Interpreting students are part time students. On average, 90.7% of students are part-time students. Compared to the College as a whole, there are 22.4% more part-time ASL/English Interpreting students.

Program Full-time/Part-Time Enrollments as Compared to College-wide Enrollments (Percent)

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
FT	Program	6.8	24.3	4.7	5.0	5.4	25.6	4.1	0	7.4	9.4
	College	31.8	30.0	33.3	29.0	32.8	29.2	32.7	30.0	35.3	32.2
PT	Program	93.2	75.7	95.3	95.0	94.6	74.4	95.9	100.0	92.6	90.6
	College	68.2	70.0	66.7	71.0	67.2	70.8	67.3	70.0	64.7	67.8

Retention Data

According to the table below, ASL/English Interpreting students enrolled in the Fall semester are most likely to return to the same program in the subsequent Spring semester. On average, 75.1% of ASL/English Interpreting students return to the same program. Compared to the College as a whole, ASL/English Interpreting students are, on average, 10% more likely to return to the same program.

Students who returned to the Same Program or a different program in the subsequent Spring Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same Program	Program	68.2	76.7	70.3	71.4	88.9
	College	65.6	64.3	64.2	64.6	68.4
Returned Different Program	Program	0	2.3	0	0	0
	College	3.6	4.1	5.2	5.1	4
Graduated Fall	Program	9.1	0	5.4	0	0
	College	1.9	1.7	2.1	1.8	1.9
Did not return Spring	Program	22.7	20.9	24.3	28.6	11.1
	College	28.9	29.9	28.6	28.5	25.6

Generally, most ASL/English Interpreting students enrolled in the Fall Semester return to the same program the subsequent Fall semester, with the exception of Fall 2008. ASL/English Interpreting students between 2005 and 2007 were, on average, 15% more likely to return to the same program than the College as a whole.

Students who returned to the Same Program or a different program in the subsequent Fall Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same Program	Program	54.5	44.2	51.4	22.4	51.9
	College	36.0	36.0	35.0	37.1	38.5
Returned Different Program	Program	0	2.3	0	2.0	3.7
	College	7.2	7.5	8.2	8.5	7.6
Graduated	Program	13.6	16.3	5.4	20.4	0.0
	College	7.7	8.1	8.1	8.3	8.0
Did not return Fall	Program	31.8	37.2	43.2	55.1	44.4
	College	49.1	48.3	48.8	46.1	45.8

Academic Performance

Students in the ASL/English Interpreting program are academically successful, as evidenced by course completion, GPA, academic standing, and long-term success, which compare favorably with College-wide performance.

Course Completion and Average GPA

		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
% of college-level credits attempted/completed	Program	97.1	98.8	95.7	94.6	93.4	92.9	93.0	92.7	92.3
	College	88.9	88.7	87.1	88.5	87.6	89.4	88.2	87.1	86.7
Average GPA	Program	3.36	3.19	3.15	3.11	3.08	2.59	2.76	2.62	3.01
	College	2.64	2.62	2.59	2.64	2.61	2.67	2.65	2.60	2.59

Academic Standing (percent)

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Good Standing	Program	100.0	100.0	97.7	95.0	97.3	100.0	95.9	97.7	100.0	100.0
	College	90.8	88.1	88.8	86.2	83.8	82.2	85	83.0	85.6	83.2
Dropped insufficient progress/ poor scholarship	Program	0	0	0	2.5	0	0	4.1	0	0	0
	College	2.6	3.8	3.0	4.3	3.4	5.5	3.7	5.7	1.2	1.7
Probation - FT/PT/Prov.	Program	0	0	2.3	2.5	2.7	0	0	2.3	0	0
	College	6.5	8.2	8.1	9.5	12.7	12.2	11.2	11.5	13.3	15.1

Success at departure (percent)

Status		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Graduated	Program	36.4	11.1	0	46.7	18.2	0
	College	5.8	12.1	5.2	13.9	6.5	14.0
Long term success	Program	54.5	77.8	87.5	33.3	63.6	77.8
	College	38.3	38.4	35.5	35.3	33.6	35.6
Short term success	Program	9.1	11.1	12.5	6.7	9.1	22.2
	College	17.4	16.9	18.1	16.4	19.0	17.1
Unsuccessful	Program	0	0	0	13.3	9.1	0
	College	38.4	32.6	41.1	34.4	40.9	33.4

- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative hours earned
- Short Term success is defined as departure with GPA of 2.0 or greater with 11 or fewer cumulative hours earned.
- Unsuccessful is defined as all departing students not otherwise classified including students who never completed a college-level course

Summary of Student Survey Results

Surveys were sent and e-mailed to current students, former students and graduates. In addition surveys were distributed in classrooms during the Fall 2010 semester in the following courses: ASL 201, ASL 215, ASL 230, INT 105, and INT 252. Students were instructed to fill out the survey only once. The surveys with tallies and individual responses can be found in the Appendix A.

Forty-four current students, sixteen former students and ten graduates responded to the survey.

All ten of the graduates reported that they had fully or partly accomplished their goals. If they transferred to another college, 100% felt their preparation was excellent or good. In addition, 100% of them reported that they were satisfied with the instruction and the support they received from the program and the faculty. Each of the ten is employed in a job directly related to the field of ASL/English Interpreting. They credit the program for helping them to get the jobs which they had

not had prior to enrolling in the program. Seven felt their preparation for the job was excellent and two felt it was good.

Eight of ten written responses cited attributes of the faculty and staff as the strength of the program, and appreciation for the Deaf instructors in particular. In contrast, each of the seven responses to the question regarding improving the program was different from the other. (See sample responses below.)

Of the forty-four current student survey respondents, 72% cite their preparation for securing employment in the field as good or excellent, and 93% think they are accomplishing their educational objectives fully or partly. 73% are satisfied with the instruction they are receiving and 70% are satisfied with the support from program faculty.

Out of thirty-four written comments regarding the strengths of the program, nineteen current students cited the faculty and staff as a major strength of the program, and ten specifically cited the Deaf instructors. Sample comments include:

- I believe the strengths are some of the staff members desire to see students achieve and be successful.
- The teachers love their students.
- The strengths are the Deaf teachers that gives us knowledge into the Deaf culture.
- I think the professors are very helpful and the homework & community experiences are helpful as well.
- Knowing the language and preparing for a job

Fifty-nine percent of the former students were satisfied with the instruction they received. Fewer (40%) were satisfied with the support from program faculty and administrators. (See sample responses below.)

In response to the question of what needs to be changed in the program, eight of fifteen comments from current students cited course availability, and scheduling issues. Another two cited the need for better technology. (See sample responses below.)

For the graduate, current student and former student cohorts, certain themes emerge in their written comments, not always related to a specific question. On the one hand, there is widespread positive regard for the program and its faculty and staff. However, the respondents also used the opportunity to write about significant challenges they have encountered in the program. Many comments address the issue of the length of time it takes to complete the program, citing limited course availability and the consequences of cancelled classes. Another concern was the desire for different types of scheduling. Many students also commented on their frustration with the lab, specifically related to the age and malfunctioning of the

equipment, which prevented them from using the equipment. (It should be noted that the lab was updated in January 2011 after the distribution of the student surveys.) (See Resources, p. 20). The major themes and sample comments from the surveys are listed below. (The number of responses relating to a specific topic is noted in parentheses).

- “I am looking for more support outside the classroom.”/ “Wanted more counselor guidance and encouragement from the program. Support from the teachers, set up study groups.”/ “Until [REDACTED], I have had a terrible time getting support. In fact, I won’t be able to graduate this year partly because my dept head was too busy to help me. Emails are rarely returned on time, and not at all during the summer.” (24)
- “I feel that the material is poorly instructed. We are being read to from the book—nothing is explained.”/“...some of the staff need to be evaluated and possibly removed for their lack of professionalism, training and social skills when interacting with individuals from different backgrounds.” (23)
- More availability of classes in general (21)
- “I am frustrated by the constant cancellations. I have taken 8 courses and have had 4 cancelled.” (12)
- More classes should be offered in the evening/on Saturdays. (9)
- “I think the lab used for this program is a huge problem because it’s such an important part of the program and it’s always a problem (equipment failure, equipment shortage, room is too small, etc.)” (9)
- “I ... would suggest telling people this is not a 2-year program because, we all know it is not. I have taken every single class that has been offered including summer classes and still will be graduated in a 4 year time span. I was told this was a 2 year program and I feel I was misled.” (7)
- “The program does not offer information on what things we as students can do after graduating this program.”/” I don’t feel like the bridge between school and employment is strong.” (7)
- Time for practical practice of skills was not always sufficient (6)

It should be noted that a new curriculum coordinator took over in 2010, and student response to this change has been very favorable. Sample comments include:

- “Now that I am under the tutelage of a new director of the program, I feel like the needs of me and my fellow classmates will FINALLY be heard and not fall on deaf ears (no pun intended)!”
- [REDACTED] is great. A breath of fresh (needed) air.”

V. Resources

Facilities, Equipment and Technology:

The ASL/English Interpreting Program utilizes BR-71 and BR-44I. In BR-71, a classroom, there is a DVD/VCR with TV monitor mounted to the ceiling which is beneficial in viewing models of signers and speakers in the ASL/English Interpreting program. The classroom also has two bulletin boards for posting Deaf community events, workshops and training opportunities.

BR-44I is used as the lab. It can accommodate up to approximately ten people working at a time. In the lab, there is a whiteboard, five student computer stations, and a teacher computer station. A closet is also located in the room which houses a program dedicated Smart Cart that was secured with funds donated by a former student as well as storage for the program videotape resources.

The use of technology in the field of interpreter education is critical. Because of the visual nature of ASL, most resources available are in a video format, i.e. DVD and digital media. Students are also required to submit video samples of their coursework for evaluation. Therefore, having a lab that functions with these kind of capabilities is essential.

In January 2011, the ASL/English Interpreting lab was redesigned. The lab now has six new iMac computers; five for student stations and one teacher station. The student stations are 21.5" iMacs and the teacher station is a 27" iMac. This has already proven to be an enormous improvement from the previous lab equipment that was in place. With the current setup, students are able to utilize the built-in video camera to record their work directly to a digital format. Teachers are then able to either transfer the work to a DVD or a USB drive. In addition, the teacher station has the capability to monitor all five student stations simultaneously thus allowing for more immediate feedback to the students on their work. The teacher station can also broadcast the same source material, i.e. video, Power Point, to each of the stations.

The size of the lab remains a concern. Currently, lab courses have a maximum of ten students and only five student computer work stations are present. Students double up while participating in lab course requirements, but it results in not enough actual practice, a concern expressed by both students and faculty. It has also created an overcrowded situation when all ten students, plus teacher and lab aide, are in the small lab room space.

Ideally, a room that is large enough to hold ten individual student stations would be most beneficial to the students and instructors. This was determined to be the appropriate number of stations to accommodate the ASL/English Interpreting curricular needs, as both ASL and INT skills classes have labs with a lab-size maximum of 10. A plan is currently being developed in order to revise the ASL curriculum based on new national standards. In order to more provide a more effective ASL learning environment, the program would like to add lab components to all ASL courses currently offered. Doing this will increase the number of students

that will need to have access to the lab by more than one hundred. The current lab with five stations will become insufficient very quickly.

Hence, there is still a need to expand the lab to a ten (10) student station lab. Renovation to the current space that houses the INT classroom and lab to accommodate a ten-student lab would be necessary in order to accommodate the ten stations. A facilities development plan was written in March 2008. Should the proposal for an expanded lab be approved, there would be a need for additional discussion and consideration regarding the final floor plan, space design and new technologies.

VI. Demand and Need for the program

ASL/English interpreters work in a variety of settings to facilitate communication with the Deaf community. These include, but are not limited to:

- government agencies
- educational institutions
- legal and judicial settings
- medical and healthcare environments
- theatre and performance organizations
- conferencing, live and video

According to the United States Department of Justice, providing interpreters is an example of a “reasonable accommodation” required by the Americans with Disabilities Act. There are more requests for interpreters as individuals, agencies and institutions comply with Section 504 of the Rehabilitation Act PL 94-142.

As a result, the demand for interpreters is growing . Current training programs are unable to keep up with the increased demand for highly-trained interpreters with a nationwide interpreter shortage as the result. The Registry of Interpreters for the Deaf, Inc (RID), the national professional association of sign language interpreters, has recognized the insufficient numbers of interpreters available to meet the market’s demand in recent submissions to the Federal Communications Commission (FCC) declaring a “national interpreter crisis in the quantity, quality and qualifications of interpreters.”

“Given the shortage of interpreters and translators meeting the desired skill level of employers, interpreters for the deaf will continue to have favorable job prospects” (2008-10018 National Employment Matrix, Bureau of Labor Statistics).

According to the Bureau of Labor Statistics Occupational Outlook Handbook 2010-2011 Edition, the demand for interpreters and translators (including

American Sign Language interpreters) will increase 22 percent between the years 2008-2018. Clearly, this bodes well for the future of sign language interpreters. (The Bureau of Labor Statistics defines "faster than average" growth as that which is higher than 20%).

The impact of technology, often thought to eliminate demand for a specific job description, is actually increasing opportunities for ASL/English interpreters because American Sign Language is not easily replicated by certain forms of technology. Technologies such as closed captioning or other forms of computerized English language assistance do not capture the visual/gestural language of ASL. Instead, advancements in technology such as Video Relay Services (VRS) and Video Remote Interpreting (VRI) are offering yet other areas in which the opportunities for interpreters will increase.

Despite its relatively small size, the ASL/English Interpreting program fulfills the language needs of the Deaf community. In addition, there are few ASL/English Interpreting or Deaf Studies programs in Pennsylvania or New Jersey making Community College of Philadelphia's ASL/English Interpreting program an important program in the Tri-State area.

VII. Operating Costs and Efficiency

The ASL/English Interpreting operating costs are higher than College-wide program averages. The table below shows that the cost per credit hour is higher than the College average.

Credit Hours Produced & Cost Per Credit Hour

	2006-2007	2007-2008	2008-2009	2009-2010
ASL/English Interpreting				
Credit hours produced	1560	1332	1203	1293
Cost per credit hours	\$205.76	\$228.66	\$273.43	\$217.59
College average				
Credit hours produced	335,532	342,147	348,969	388,581
Cost per credit hour	\$137.13	\$142.46	\$144.65	\$138.33

The total operating cost of the program was higher in the 2008-2009 academic year than in 2009-2010. However, both the total program cost per FTE and the direct cost per FTE are higher for the ASL/English Interpreting program than they are College-wide.

Annual Total Program Costs Per FTE

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
ASL/English Interpreting	\$5,639.55	\$6,313.17	\$7,123.42	\$7,141.18	\$6,846.17	\$6,778.00
College-wide						

Average	\$5,513.54	\$5,807.79	\$6,666.82	\$7,019.64	\$7,486.11	\$7,343.31
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Source: Office of Finance and Planning: Table 30

Total Operating, Average Direct and Indirect Costs FY 2008-09 & 2009-10

	ASL/EngInt 2008-2009	College-Wide Average 2008-2009	ASL/EngInt 2009-2010	College-Wide Average 2009-2010
#FTEs	25.6	14,207.5	18.5	15,808.7
Total Operating Cost	\$334,885.20	N/A	\$187,540.83	N/A
Direct Instr'l Cost*	\$151,703	N/A	\$84,956	N/A
Indirect Cost	\$183,182.20	N/A	\$102,584.83	N/A
Indirect Cost per FTE	\$7,155.55	N/A	\$5,545.13	N/A
Direct Cost per FTE	5,925.88	3,552.83	4,581.91	3,400.11

*Direct costs include all expenses associated w/ the instructional cost centers

Source: Office of Finance & Planning: Tables 29 & 31

VIII. Findings and Recommendations

The ASL/English Interpreting program is a select curriculum that prepares students to work at an entry level as professional interpreters in a variety of settings. The goals of the program support the mission of Community College of Philadelphia to provide “a coherent foundation for College transfer, employment and life-long learning.

The College also has the stated goal of “encouraging all students to achieve: ...Increased awareness and appreciation of a diverse world where all are interdependent”. Students, faculty and staff in the ASL/English Interpreting Program pride themselves on their unique ability to immerse themselves in the Deaf community and straddle the hearing and Deaf worlds. The program offers an environment in which sensitivity to Deaf culture and language needs are fostered and nurtured.

The program is one of only three in the state of Pennsylvania (the other two are at Bloomsburg University in Bloomsburg, PA and Mount Aloysius College in Cresson PA) and as such is a unique resource in the Philadelphia area that serves the needs of the Deaf community. There is also a program at Camden County College in Camden, NJ. It is well positioned, in a city that offers American Sign Language courses at a number of institutions, to draw interested students to the field of interpreting. The program qualifies as a shared program in which students from other counties surrounding Philadelphia can pay the in-county tuition rate at the College.

Among its strengths, students particularly cite the attributes of the faculty and staff, and credit the program as the major contributor to the achievement of their goals.

Graduates of the program are employed in their field and express full satisfaction with their preparation.

Institutional data show that on all indicators, ASL/English Interpreting students compare favorably or exceed College-wide performance.

The program also faces some challenges both programmatically and in the larger context of the field of interpreter education:

- The ASL/English Interpreting curriculum has fewer general education courses required relative to other applied science degrees at the College and has seventeen courses in the major. As a result, students' choice of courses semester by semester are very specific and therefore limited by the scheduling cycle of the program's courses. The small number of students in the program has resulted in classes being offered days and evenings alternatively, and has resulted in a number of classes being canceled. This has elicited negative reaction on the part of current students and staff, and according to their responses on the student surveys, is a main cause of attrition on the part of former students.
- At the College, the average headcount enrollment for ASL/English Interpreting curriculum for the past five years is 39. As of the Fall, 2010 semester, there were 26 students in the program so the program is smaller than in recent years. There may be students in the six sections of ASL 101 who may ultimately apply to the program and there are some students in ASL 201-202 who have not declared as ASL/English Interpreting majors.
- The program has more female and white students than other College programs. New accreditation standards emphasize that ASL/English Interpreting is a field where there is a need for a multicultural perspective and sensitivity.
- For most students in the program, learning the language of ASL and then learning to interpret is a long and arduous process. As students are mastering these new skills, practice and feedback using technology, and interacting with lab aides are vitally important components. Since the last audit, there had been widespread agreement that the lab has been limited in terms of equipment, student stations, and space. The College has recognized the need for additional resources for the lab and six new computers were recently received. The addition of this capability has already proven to be an enormous improvement. (See photo in Appendix B.) In light of the proposal to include a lab component into ASL courses to meet national standards, this new capacity may still prove to be insufficient.
- The Registry of Interpreters for the Deaf (RID) has mandated that as of June 30, 2012, all candidates for certification testing possess B.A. degrees in order

to take the national exam. This is an issue which requires addressing inasmuch as working toward RID certification is an important component of the program's and students' goals.

- The program has changed and developed over the years in response to the latest research available in the field of interpreter education. This effort will need to continue by ongoing work towards addressing accreditation standards as put forth by the Commission on Collegiate Interpreter Education (CCIE Standards 2010) and the American Sign Language Teachers Association. These national accreditation standards will guide policies on assessing and enhancing student outcomes, continuing assessment and professional development for faculty and improving curriculum, among others.
- There has been a perceived lack of support for students by program faculty and administration that was experienced and expressed in a variety of different ways.

Recommendations

In light of the above findings, it is recommended that the ASL/English Interpreting program continue, and incorporate the following recommendations:

1. Create an enrollment management plan that addresses:
 - A. Course scheduling options to better meet the needs of students, including:
 - Number, frequency and course sequencing of course offerings
 - Evening courses
 - Incorporating distance education courses in the program
 - Avenues through Corporate Solutions
 - B. Developing a range of recruitment strategies to a) foster ethnic and gender diversity in the program, b) enhance enrollment so that there are successive cohorts of students, and c) set enrollment targets.

Timeframe: December 2011
2. Revise the curriculum to align with the standards for ASL instruction that have been established by the American Sign Language Teachers Association, and to incorporate the latest research and development in the field.

Timeframe: April 2012
3. Insure that the existing faculty evaluation plan is implemented and that identified issues are addressed, and identify specific training needs for faculty, such as assessment of ASL skills, and provide such training to faculty.

Timeframe: December 2011

4. Enhance the program's responsiveness to student concerns, including issues concerning the bridge between school and employment.
Timeframe: Immediate
5. Inform students of the new requirement for taking the national certification exam by revising program information in the College catalogue.
Timeframe: August 2011
6. Address the impact of the baccalaureate degree requirement for taking the national certification exam that will go into effect in June 30, 2012. Explore connections with baccalaureate programs with a view toward establishing formal articulation agreements.
Timeframe: December 2011
7. Assess effectiveness of program courses by completing and implementing a learning assessment plan. Student learning outcomes have been developed. Measures and indicators assessing student learning outcomes need to be developed.
Timeframe: May 2011
8. Work toward the continued upgrade in technological resources to meet current and future needs, and explore the possibility of virtual labs.
Timeframe: December 2012
9. Examine the requirement that students must complete all course-work within five academic years of original date of entry into the program, and consider eliminating this requirement to better meet the needs of students .
Timeframe: September 2011

IX. Appendices

Appendix A: Student Surveys: Graduates, Current Students and Former Students

Survey of Graduates

We are conducting a survey of graduates of the ASL/Interpreting curriculum as we work to build on the program strengths and meet student needs. We are interested in knowing what you think about the program and what you have been doing since you graduated from the College. Please take a few minutes to respond to the following questions. Your individual responses will be held in confidence. **If you have already responded to this survey on Survey Monkey, you do not need to fill this one out.**

Ten (10) graduates returned this survey, 6 on paper and 4 via survey monkey

1. When did you enter the ASL/English Interpreting Program?
 - Fall 2004
 - Fall 1999
 - 1999
 - Fall 2003
 - Spring 2005
 - Fall 2004
 - Fall 1980
 - Fall 1998
 - Fall 1998
 - Fall 2001

2. When did you graduate from the ASL/Interpreting Program?
 - Spring 2007
 - Fall 2005
 - Spring 2009
 - Spring 2007
 - Spring 2007
 - Spring 2009
 - 1982
 - Spring 2001
 - Spring 2001
 - Spring 2003

3. Which of the following reasons were important to you when you enrolled in the ASL/English Interpreting Program at CCP? (Mark all that apply)
 - To earn a certificate
 - 7 To earn an Associate degree
 - 3 To prepare for transfer to a four year college/university
 - 6 To learn skills needed to enter the job market immediately after CCP
 - To improve my skills for the job that I now have
 - 1 To take courses that interest me
 - Other (Please explain):
 - Love ASL wanted to learn it & I still love it!!

4. Did you accomplish the educational objectives that you set for yourself at Community College of Philadelphia?
 - 9 Yes, fully
 - 2 Yes, partly
 - No

Please comment:

- I have not taken the NIC
- Going through the program – I changed my mind w/what I wanted to do w/ASL many times. I use the skills I learned to teach kids (babies, 1 year olds & special Ed kids) to communicate until their verbal skills improve.
- Yes, complete the two year full-time program in a mere 10 years with honors at the age of 50
- I was able to pass the educational interpreter assessment & get a job interpreting.

5. Which of the following describe what you have done since leaving CCP?

(Mark all that apply)

- 1 Attended a four-year college/university full time
- 1 Attended a four-year college/university part time
- 3 Graduated from a four-year college/university
- 2 Attended a graduate school
- 7 Secured full time employment
- 3 Secured part time employment
- Other

6. Name of most recently attended college:

Chestnut Hill College
West Chester University
Thomas Edison
Arcadia University

Date started:

January 2009
Fall 2010

Major

Human Services
Masters in Public Health

7. Present enrollment status at the college listed in Question 6:

- Still attending full time
- 1 Still attending part time
- 1 Stopped attending before graduating
- 1 Graduated: Degree
- Graduation Date: 2008
- Not yet. Still considering it.

- B.A. earned before entering CCP.

8. If you transferred to another college, how well did the ASL/English Interpreting Program prepare you for the academic demands at the college to which you transferred?

- 3 Preparation was excellent
1 Preparation was good
 Preparation was fair
 Preparation was not helpful

Please explain. We would appreciate your comments on your ASL/English Interpreting courses as well as your other general education courses.

- My courses transferred & general education courses prepped me to take other courses.
- I feel that the classes were well organized, the presentation/instruction were excellent in most of the class. The only two classes that frustratingly poorly instructed were Transliterating (I would have liked more “hand up” time and less theory) and Interpreting in specialized settings (the class seemed more disorganized).
- The process of academic writing that I learned at CCP has proved to be the gift that keeps on giving.

9. Were you satisfied with the instruction you received at CCP?

- 10 Yes
 No

10. Were you satisfied with the support you received from the program faculty?

- 10 Yes
 No

10a. If yes, please give an example of the type of support you received:

- Teacher Aide, **Kevin Munday** went above/beyond. Great language model.
- **██████████** exuded professionalism.
- Teachers were willing to meet with me and discuss, analyze, or practice course material outside of class.
- Instructors/Interpreters in the ASL/English Interpreting program took individual students on assignment to get real life experience and feedback.
- One on one time available if needed (help with classwork or just to talk).
- Tutoring in a variety of classes that was available.
- Many of the instructors were themselves working as full-time interpreters, so their instruction was quite relevant to both the practical and technical aspects of interpreting.

10b. If no, what type of support were you looking for and did not receive?

- (I had one teacher that was belittling near the end of the program).
- Over-all I can't complain—however, there is always 1 or 2 teachers who do not understand the difference between a “teacher” and an “instructor” – or “teaching” vs “instructing”

11. What do you think are the strengths of the ASL/Interpreting Program?
Please comment:

- How to become a professional interpreter is stressed/modeled.
- ASL training. The Deaf instructors from ASL101 was very insightful to language development. In-class interpreting role plays -- They helped make interpreting situations more realistic and applicable than video tapes only.
- It has been under the directorship of ([REDACTED]) a committed, seasoned, organized, involved instructor/interpreter for approximately 35 years.
- One of the few ASL/English Interpreting Programs around/left. Great staff.
- Tutoring from Deaf tutors, great support
- Support from Deaf community
- Knowledge of faculty
- Dedication of instructors in interpreting portion of program. Instructors worked with each student individually.
- The professors
- Many of the graduates do go on to receive their professional certification

12. What do you think needs to be changed or added to the ASL/English Interpreting Program to improve the program? Please comment:

- More Deaf language models/interaction
- More assistance in the transition from college into the “real world” of interpreting. I felt that I was just thrown out without much guidance on how to get started in the interpreting field. I think it would have been helpful to have taken the written NIC or EIPA while still in the program.
- Less paperwork and more involvement in Deaf Community or less in-class papers and more interaction with Deaf and Interpreters.
- Tougher/stricter standards in ASL portion of program.
- Advertisement of program, recruitment (I never see it mentioned)
- Because it is only a 2 year (took 3 years to complete) course of study, practical practice was not always sufficient
- There needs to be more effort put into adding more diversity to the instructors/students in the program

13. If you transferred to another college, did your transfer institution accept your CCP ASL/English Interpreting Program courses?

- 2 Yes, all of them

- 2 Yes, some of them
 None of them

Please list the courses that **did not** transfer:

- College only accepted 72 credits
- Don't know yet.
- My program accepted my courses as a "block" of credits

14. If you transferred to another college, did your transfer institution accept your non-ASL/English Interpreting CCP courses?

- 3 Yes, all of them
1 Yes, some of them
 None of them

Please list the course that did not transfer:

- College only accepted 72 credits

Please answer questions 15-20 if you are working; otherwise skip to question 21.

15. What is your current job title and what type of work do you do in your primary job?

Job Title: Admin Prof/ASL Interpreter

Describe work:

Job Title: Communication Facilitator

Describe work:

Interpret for Deaf students that are in a mainstream program.

Job Title: Freelance Interpreter

Describe work:

Accept assignments based on my skill and knowledge of each specific interpreting assignment. Part-time work is available as needed.

Job Title: Classroom Assistant (Special Ed)

Describe work:

Assisting teacher and students. Taking over class if necessary.

Job Title: Educational Interpreter

Describe work:

Working for an Intermediate Unit as an interpreter in the classroom (Secondary Ed)

Job Title: Part-time Freelance Interpreter

Describe work:

Facilitate communication between Deaf and hearing persons in a variety of settings.

Job Title: Staff Interpreter

Describe work:

Full time interpreting

Job Title: Educational Sign Language Interpreter

Describe work:

Job Title: Educational Sign Language Interpreter

Describe work:

Job Title: Center Interpreter

Describe work:

I am working as a full time staff interpreter

16. Is this job directly related to the field of ASL/English Interpreting?

10 Yes

1 No

17. Was your enrollment in the ASL/English Interpreting Program helpful to you in getting this job?

10 Yes

No

17a. If your enrollment in the ASL/English Interpreting Program was “not” helpful to you in getting this job please list the reasons below:

18. Were you employed in this job prior to enrolling the ASL/English Interpreting Program at CCP?

Yes

10 No

18a. If no, how well did the ASL/English Interpreting Program prepare you for this job:

7 Preparation was excellent

2 Preparation was good

Preparation was fair

Preparation was not helpful

Please explain. We would appreciate your comments on your ASL/English interpreting courses as well as your other general education courses.

- I have been complimented on my signing and interpreting abilities by my boss and fellow coworkers (one is a coda and RID-certified).

- The ASL/English Interpreting Program is a well thought out program and continues to stay abreast of changes and improvements in the professions incorporating the necessary shifts into the program.

18b. If yes, did completion of the ASL/Interpreting Program at CCP help you do your job better:

- 5 Yes
 No

19. What courses or topics could have been added to the ASL/English Interpreting curriculum that would have been more useful to you in performing your current job?

Please comment:

- More information on educational interpreting, and taking the NIC or EIPA before graduation.
- The paperwork, billing, insurances, record-keeping side of ASL/Interpreting could have been covered in more depth.
- Fingerspelling should be offered at the beginning of the curriculum. I had to take this class at Camden.
- Information Demand Control Theory
- History of the English Language with an emphasis on Greek and Latin roots; a business course tailored to self-employment issues

20. How many hours per week on average do you work in this job?

- 35 hours per week
- 40 hours per week
- 8 hours per week
- 38 hours per week
- 35 hours per week
- 15-20 hours per week
- 35 hours per week
- full time
- 37.5 hours per week
- 37.5 hours per week

21. If you are not employed now, is this employment status by your choice?

- Yes
 No

Thank you for your participation! Please return the completed survey by _____ in the postage paid envelope enclosed to:

Linda Hansell, Ph.D.

Office of Academic Assessment and Evaluation
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
lhansell@ccp.edu
(215) 751-8804

Please contact Dr. Hansell if you have any questions about this survey.

Survey of Current Students

We are conducting a survey of current students in the ASL/Interpreting curriculum at Community College of Philadelphia as we work to build on the program strengths and meet student needs. We are interested in knowing what you think about the program. Please take a few minutes to respond to the following questions. Your responses will be held in confidence.

Forty four (44) surveys were returned.

33 paper surveys; 11 on survey monkey

1. When did you enter the American Sign Language/English Interpreting Program?

Semester____ Year____

- 1 Spring 2005
- 2 Fall 200
- 1 Summer 2006
- 1 Spring 2006
- 1 Spring 2007
- 4 Fall 2007
- 2 Spring 2008
- 1 Summer 2008

- 1 Summer 2009
- 2 Spring 2009
- 2 Fall 2009
- 1 2009
- 2 Spring 2010
- 12 Fall 2010
- 1 2010
- 2 No response
- 3 Not yet in program

2. Are you currently attending CCP full time or part time?

- 10 Full time
- 32 Part time

3. Which of the following reasons were important to you when you enrolled in the American Sign Language/English Interpreting Program at CCP? (Mark all that apply)

- 33 To earn an Associate degree in ASL /English Interpreting
- To earn an Associate degree in another program (Please name program)
- 12 To earn a certificate
- 10 To prepare for transfer to a four year college
- 21 To learn skills needed to enter the job market immediately after CCP
- To improve my skills for the job that I now have
- 1 Other (Please explain)

- I work as a teachers assistant in a hearing classroom. I want to move into a Deaf classroom in the same position I currently have now. Also, my church needs more people to assist w/ the interpreting. I want to be able to fluently have a conversation with Deaf people, to learn more of their culture, and spend time w/ my friends w/out feeling like an idiot or resorting to pen & paper.
- To improve my interpreting skills for no particular reason.

4. How well is the CCP American Sign Language/English Interpreting Program preparing you for transferring to another college?

- 7 Preparation is excellent
- 7 Preparation is good
- 6 Preparation is fair
- 3 Preparation is not helpful
- 7 Not sure

Please explain:

- Don't need a 4 year degree. I already have one.

- I am not sure if I am going to transfer to another school. When I started this “2” year program all I needed was an associates to become an interpreter. Fast forward to 4 years later I still do not have a bachelors to take a specific certified test in order to become an interpreter. No one has ever really mentioned to me about transferring and I am not going to be graduating in 2011 with my associates when I could have went to a 4 year college and had both my associates and bachelors by this time may. I was told this was a 2 year program and I feel I was mislead.
- I’m not taking the program to fulfill any educational endeavors as this is only for pleasure.
- CCP’s program is the only one I have attended. My friend is a graduate of the program and working as a Case Manager for Deaf people. On the strength of her word I entered the program. I have spoken w/others that have completed the program as well. There are some “kinks” in the program, but most feel it’s the best that’s out there locally. General education programs were challenging, but I gained knowledge I did not have before.
- I currently have my BA in Psychology and Rhetoric and Communications from Temple University so I do not have a need to transfer on to another school after completing my certification.
- I have a bachelor’s degree from an accredited university. I am in the program to learn the skills to become a certified interpreter.
- I feel that the material is not presented well. There is not enough work to be graded on, so grades are not a good judge of our understanding of the material.
- Great classes, great networking.
- The program does not offer information on what things we as students can do after graduating this program.
- I will not be transferring. I have completed a 4 year degree.
- The teacher excellent, she’s patient, fair but stern, structured, well organized.
- I am not transferring to another college. Already have a B.S. degree.
- Not sure if I am continuing after CCP
- Due to the fact that it is only my first semester in college I am still adjusting to this entire experience.
- I feel I am learning a lot about the Deaf community and how to sign.
- So far I cannot make a judgment. I do foresee problems from interacting with others that the program takes too long to get through. The equipment is old, books, lab, etc and classes are not offered consistently.
- No plans to transfer to another college.
- No current plans to transfer.
- Teachers can be advisors. That is helpful.
- I wish that CCP had more ASL classes available for students at night. The ASL/English Interpreting program tends to cancel classes fast and only have limited amount of classes. Sometimes it is a struggle to finish in a good amount of time frame to graduate

- Their idea is for you to finish the program here. Bias about other programs—changing w/new management—big improvement

5. How well is the CCP American Sign Language/English Interpreting Program preparing you for obtaining a job in your desired field?

- 9 Preparation is excellent
 19 Preparation is good
 7 Preparation is fair
 1 Preparation is not helpful
 3 Not sure

Please explain:

- I feel that I'm learning a lot, but I am frustrated by the constant cancellations. I have taken 8 courses and have had 4 cancelled.
- I enjoy all the teachers especially the new department head, [REDACTED]. I think all my teachers have good experience and have been preparing me best they can for my desired field.
- Interpreting students would benefit by signing more in class. At the beginning of the program focus on language, but further into the program you discuss techniques and theories used to interpret. Students need to sign in the class room and role play real life interpreting situations and improving vocabulary and fluency and less on theories.
- When I entered the program, I had a fair vocabulary, but none of the other components of the language & culture. I believe when completed I will be equipped to work As a teachers assistant in a Deaf class. I know the best "teaching" and "learning" comes from being directly involved in the Deaf community.
- I think the lab used for this program is a huge problem because it's such an important part of the program and it's always a problem (equipment failure, equipment shortage, room is too small, etc etc). I also think there are courses (like Voicing and others) that should be included and are not.
- The program cancels too many classes and doesn't offer enough time slots, so I have been in the program for too long. At the rate I am going, it will have taken me twice as long to earn a degree.
- I wish classes were offered more often in the evenings.
- I don't feel like the bridge between school and employment is strong.
- I think there needs to be more interaction and class trips to really intake this field.
- More classes more often would be very helpful. There isn't enough continuity.
- Already have my desired job.
- The language, the confidence, the motivation, the networking.
- The interpreting program has a lot of book based knowledge for the first three years and now two semesters prior to graduating, we are getting skills that should have been given three years ago.
- Not utilizing lab time appropriately due to faulty equipment.

- Good mentoring/shadowing experiences.
- The required events help prepare me to learn about the language in its natural environment.
- Have not discussed this yet
- I can't really tell. I am just beginning and am on my way to getting accepted into the program.
- I plan to interpret.
- I feel that I am adequately exposed to ASL in the classroom but the lessons could be more regimented & planned.
- Too new into ASL to know much, but taking in a lot of info so far.
- Slowly
- The material given is useful to entering the Interpreting world.

6. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia?

23 Yes, fully

18 Yes, partly

3 No

Please comment:

- This is the only program available locally, but I want to be able to accelerate the program. Also, the program requires interaction with the Deaf community, but does not provide an outlet for this interaction.
- I am going to graduate in May so yes I will accomplish my objective.
- Over the years it has been a struggle to take classes. Classes were cancelled last minute in several semesters. This left me without a class and without time to register for another class.
- Often times the classes are either offered at a time I am unable to come to while other times there is an issue of classes being cancelled due to lack of people.
- The program is also very, very intense – perhaps too intense for an evening regime. Sadly if it were changed to only day classes, everyone in my class right now would be unable to attend at all. The requirements of the course are almost impossible to fulfill in addition to working full time. This year specifically we had courses re-arranged so that we would graduate in May 2011 – a wonderful option because after 5 years, we're all very tired. However, having to take courses 5 semesters in a row is too much, I think 5 years part time is excessive – but I have no clue what I'd remove to make it shorter.
- The program is too sloppy, and I feel that I am not being given ample opportunities.
- I would love classes that allowed me to practice my signing skills more often.
- I'm improving in knowledge and experience with ASL INT both expressively and receptively.

- I feel that I have potential for this field and the program, I feel, has only provided a weak education.
- Partially, as I know what route I have been thinking of taking from the start of the program.
- Want to be pushed more. Challenge is key.
- I am held responsible for my lack of, or, achievement which is important in the field.
- I am taking classes to become certified in ASL.
- Learning quickly and intensely.
- I hope so, I guess I'll be able to tell more by the end of the semester.
- Not completely satisfied w/ all classes.
- Afraid some classes won't count at another school.
- The courses meet my expectations. I wish that it incorporates more modern ASL material to use.

7. What do you think are the strengths of the American Sign Language/English Interpreting Program? Please comment:

- The fact that it exists. I feel that the classes are mostly applicable to the field. I think there needs to be more teachers, because the more different people you learn from, the better.
- [REDACTED], [REDACTED], and [REDACTED]
- Some strengths are all the different classes that are offered in the program. Other sign language programs do not have as many classes and I feel as though they don't prepare you as well as CCP has. The teachers are very good as well.
- I believe the strengths are some of the staff members desire to see students achieve and be successful.
- The classes that come later in the program.
- Linguistics
- The teachers love their students.
- The school is in a convenient location.
- The program is the only program local to my area.
- The classes are taught by mostly deaf instructors.
- Deaf teachers; More please!
- The Instructors (esp. Deaf Instructors)
- The teachers are dedicated but the courses themselves have not been satisfactory in what I learned from them.
- The strengths are the deaf teachers that gives us knowledge into the Deaf culture.
- Lab aides
- The requirement of no voice in classroom utilizing the deaf community/person to teach the students.
- Having deaf instructors.

- I think the professors are very helpful and the homework & community experiences are helpful as well.
- Knowing the language and preparing for a job
- The teachers care and are helpful. They do not baby us.
- The professors
- There are deaf teachers to help you learn more than hearing teachers I have had in high school.
- It gives me insight into the Deaf community and learning the language.
- My teachers are great! My worry is that classes will get cancelled.
- The support from Deaf teachers is great, along with the help.
- Deaf teachers, required deaf experiences
- Deaf teachers teaching the course.
- That you are somewhat immersed in the deaf culture by having deaf teachers.
- Happy w/ teachers for the most part.
- Deaf teachers!
- I think this is a great program. I just need to work on my facial expression more.
- Yes, it is a good program.
- The program is structured to help people who want to learn sign language and the culture. It helps to prepare you.
- One of only one close by.
- The strengths are learning ASL in all aspects of communicating with Deaf individuals. The course prepares you to use ASL in class and to communicate amongst classmates.

8. What do you think needs to be changed or added to the American Sign Language/English Interpreting Program in order to improve the program? Please comment:

- ASL 230 needs to be taught by someone who understands the material instead of simply reading the book to us. ASL 105 needs to be more focused on the material and less focused on the teachers personal life.
- Not canceling classes due to smaller class sizes.
- The Lab which we do our practices in desperately need to be updated. The technology is so old and unproductive that we waste half of our class time fighting the machines to work. It is really bad and wastes any type of in-class practice time we have. I also would suggest telling people this is not a 2 year program because, we all know it is not. I have taken every single class that has been offered including summer classes and still will be graduated in a 4 year time span. If you mislead students they will drop out and the program will be done all together. I have seen it with my own eyes and as of right now only have 11 people in my graduating class. I have seen the numbers drop

drastically. If someone would have said listen it's going to take longer I could have at least prepared myself.

- The priority would be to update the ASL lab, which is completely outdated and a disservice to the faculty, students, and staff that have to utilize the lousy equipment provided. Also, some of the staff need to be evaluated and possibly removed for their lack of professionalism, training and social skills when interacting with individuals from different backgrounds.
- Many teachers are unorganized, the administrative end is a mess
- I think other advisors at the school need to be trained or be able to give some guidance on the interpreting program. I had to see 2 different advisors—one for ASL question and a different one for anything non ASL or interpreting related.
- First the program should stress ASL sentence structure, and expect students to use it. Second, the program schedules a lab, but never has a lab just more lecture. If you schedule a lab, and ASL needs a lab for practice, have a lab not another lecture.
- More of the classes needed should be offered in the evening. For various reasons many simply can not attend in the daytime. More instructors and tutors needed. The program is small, and classes cancel if under 10(?) enroll making it longer to complete program. Many have left CCP for these reasons.
- Don't have a cut off limit for students. Offering more night time courses will help those that want to come back to school but unable to.
- Improve the lab—please! Get more (better qualified) deaf teachers (how about some younger ones who have a different level of education?) Add the missing courses (like voicing and others)
- I think that classes being schedule at times that are accessible to the students schedules is key. Classes tend to get cancelled as well which can be discouraging and frustrating to many of the students.
- Stop canceling classes! We have a small program and sometimes can't fill the student allotment, but when the college does this, it sets us back an additional semester! They also need to make the night program A NIGHT PROGRAM. This year, Fingerspelling was put into a day slot, and since the class has been cancelled so many times, we, the night students, needed to change our work schedules and our lives to accommodate the school. This is an unfair change that was a dealbreaker to many students, who now cannot take the class. Also, our final last year was during the day. This is completely unfair to night students. We all need a night program, just give us one.
- More evening classes, more teachers
- More classes, less cancellations. More tutors, more respect for the students time and effort.
- More involvement, continuous classes! More options in tutoring!
- Easier to transfer gen eds from other program. Faster to register for students who already have degrees.
- Much more classroom practice on the structure of the language. Many students still do not have a good command of the language after 3 years.

Intensive use of the language with motivation and feedback by instructors would be very useful.

- The program needs to adjust the amount of time that it prepares its students on their skills and allowing students to begin internship early on in the program. This is especially important for night students.
- Weak instructors; we need to be taught by people who are intellectual, highly educated and knowledgeable in the subject matter.
- The program is great! Make tutoring available in the evening or weekends for night students.
- More ASL/IE classes. Not enough flexibility.
- More classes should be offered on Saturdays and more classes in the evening during summer sessions.
- Need to have day classes
- More classes need to be offered at night
- More night classes
- There are not enough faculty and/or events for younger students that are acceptable.
- More sign language tutors and activities for those who are taking classes.
- Not enough class offered. Many students don't know about the program.
- Better lab technology as far as DVD recording for ASL practice, more fluent interpreters.
- More classes offered besides 101 & 102 each semester and at more times.
- Additional classes
- There was no provisions for handling students coming into the program who already have a college degree(s). As a result, I was misevaluated and spent 2-3 weeks in classes I did not need.
- More choices of days & times for classes. Not flexible enough for most people.
- Think students should be screened & educated in what the program entails—many have poor attitude.
- Flexibility in classes—lots of students cannot get required classes because CCP does not offer them every semester.
- Availability of classes to make it shorter.
- The class really need to be offered more often as you go up in the program and the need to have more day classes and not night.
- I think more class times should be added with more accessible times.
- More times/choices to take a class/or pick.
- More classes for those who are far along—less cancellation.
- I believe a teacher's assistant in class would benefit for more socializing time to use ASL. I would like more group activities so that we (students) can practice using ASL.

9. Are you satisfied with the instruction you are receiving?

30 Yes

11 No

9a. If no, why not?

- Not enough attention to detail, not enough practice.
- Some of the teachers have been great, but some would show up unprepared for class obviously not even reading the materials that they assigned for us. Others were prepared but abrasive and spoke down to the student classes
- It is hard to be satisfied when the instruction and expected signing does not conform to ASL sentence structure.
- I am satisfied, however, an additional issue that may help the students is if the classes were grouped based on skill level.
- Really I have to say I am sort of satisfied – the last 2 years when I have not had language instruction have been harder for me – the teachers I’ve had for the INT courses have, at times (some—not all) been pretty awful.
- I feel that the material is poorly instructed. We are being read to from the book—nothing is explained.
- The particular class 230 I feel like I’m coming to the classes to just reread the book. We need different teaching techniques.
- Somewhat- good content
- I do not have a problem learning ASL but the program has not provided enough instruction on it. I have had interpreting finals w/out preparation of the material. When prior instruction is given of how to sign an interpretation, I do much better.
- No, because we have had teachers who have taught us nothing and those who have given us skills we can take into our careers, but there is no consistency.
- Depends on the professor. I’ve had 6 teachers here. 3 were adjunct/visiting.
- Both yes and no knowing that I can not always move forward with the classes in being too young.
- I like the program but I do think about going elsewhere.
- I am satisfied but I would like more focused instruction and more opportunities to converse in ASL in the classroom.
- Intro class could be more focused. Sometimes it doesn’t seem that it is now.
- Depends on course—some courses given w/ unqualified teachers for subject

10. Are you satisfied with the support you are receiving from the program faculty?

29 Yes

12 No

10a. If yes, please give an example of the type of support you are receiving.

- I am happy that the teachers are approachable.
- My teacher is very involved with his class and is always offering us outside class practice at different events he knows about This has always been the case every semester, every teacher.
- Now that I am under the tutelage of a new director of the program, I feel like the needs of me and my fellow classmates will FINALLY be heard and not fall on deaf ears (no pun intended)!
- When you were able to be in touch with the program administrator she was supportive and willing to listen.
- Whenever I'm stuck, after class, my instructor has taken a few moments to help clear up some things.
- The teachers are fantastic about helping with tutoring as well as giving instructions for where to go to get out in the deaf community.
- Until [REDACTED], I have had a terrible time getting support. In fact, I won't be able to graduate this year partly because my dept head was too busy to help me. Emails ere rarely returned on time, and not at all during the summer. The leadership of the department as a whole over the time I have been there has been lacking.
- I adore my teacher but I would greatly benefit from having a tutor and there is no one available for 230. The tutors have been terrific in the past and been such an asset to my education. Otherwise all of the faculty has been extremely positive and encouraging for us to learn.
- Teachers are always willing to stay after class to answer questions.
- Talking with the teacher when frustrated.
- [REDACTED] supported me and guided me through the process of re-registering for a lab that was cancelled. [REDACTED] was also empathetic, and instrumental in resolving that problem. Dr. [REDACTED] was my advocate with the Dean, and ultimately got me registered.
- [REDACTED] is great. A breath of fresh (needed) air.
- Patience
- The teachers help very much as well as the ASL tutor in the lab.
- [REDACTED] and other lab aides here at CCP and teachers has a positive out look but high standers.
- Always willing to help - offer information
- I guess I can only say that my teacher is supportive but I can't speak for the rest of the staff because I haven't met them.
- I cannot say yet since there is a new dept head. The teachers are very supportive though.
- Outline of curriculum and expectations.
- Not receiving support, but have not asked for it either.
- They are great we just need more teachers.
- If I had any questions the teachers makes time to help out.

- I like the teachers feedback when I'm not in the class. The teachers give me positive feedback and motivation to continue through the program.
- New faculty better
- Hope for improvement

10b. If no, what type of support are you looking for and are not receiving?

- Not canceling classes, better preparing us to transfer into interpreting jobs.
- I think the program administrator tried her best to keep things afloat, but was often difficult to reach or unresponsive to e-mails and phone calls.
- I also think it might be a good idea if the director popped in once in a blue moon to check on the classes to see if people were getting the material and gauge how people feel about the program etc.
- Not enough tutors with available times (they only offer help during the day).
- I attend tutoring, but my tutor is in the same class as me. She is learning the same material and is not as educated as she should be to be tutoring someone else.
- I am looking for more support outside the classroom.
- E-mails are not answered in a timely fashion. We are all busy too but we make time for email, so our emails should be given a reply.
- Concerns & complaints towards the program seem to be unresolved or neglected.
- Information on what options we can do with our careers; and having support toward needs we are requiring during the program and the faculty—listening to our needs and acting on our behalf.
- More support from college. More classes, more teachers
- I can not complete certain projects due to my age.
- Disappointed in changing of teachers, felt like we wasted 6 weeks on nothing and had to begin again.

Please answer questions 11-17 if you are working; otherwise skip to question 18.

11. What is your current job title and what type of work do you do in your primary job?

- Teacher
- I am a part time waitress
- I am a teacher and work on various forms of curriculum
- Administrative Assistant – support services
- Production Manager
- Teachers Assistant in special ed classroom (hearing). I assist students in completing work; reading support groups. I administer reading & math placement testing. Whatever the teacher needs from me, I do. I hope to switch to a Deaf classroom upon completing the program

- Cashier
- Stay at home mom
- Military Research Specialist. I perform research for military families.
- I am in recruiting in the health care industry.
- Customer service
- Speech-Language Pathologist working in an educational setting
- Behavior Specialist Consultant to Mobile Therapist. Work w/ deaf kids and their families re: behavior issues.
- Teacher Aide –Pennsylvania School for the Deaf – 1st grade special needs
- ASL Tutor
- Administrative assistant
- Mental Health/HIV Counselor. Work with MH/HIV adults in a psychosocial drug day program.
- Marketing Asst. / Corporate Real Estate
- Play Therapist. I work with 3, 4, & 5 year olds with social, emotional and behavioral disorders
- I am a house cleaner
- Bridal Consultant for David’s Bridal
- I am currently a waitress
- Retail
- I’m a student aid worker (I work in the Admission Office)
- Sales associate
- Office & Program Coordinator – nonprofit 503.3 organization. Admin and program assistance
- Health Planner – Office of HIV Planning
- Life skills associate MH/MR. I work with adults with mental health and mental retardation.
- I am a TSS worker with Deaf students. I have been using ASL for 8 years.

12. Is this job directly related to the field of American Sign Language/English Interpreting?

6 Yes
30 No

13. Was your enrollment in the American Sign Language/English Interpreting Program helpful to you in getting this job?

4 Yes
19 No

14. Were you employed in this job prior to enrolling in the American Sign Language/English Interpreting Program at CCP?

21 Yes

11 No

15. If yes, have your experiences in the American Sign Language/English Interpreting Program at CCP helped you to do your job better?

12 Yes

14 No

- I have several clients that are deaf so it helps to communicate with them.

16. How could your Community College of Philadelphia education be more useful to you in performing your job?

- It really can't. I work to afford school and that's about it. I need a degree to get a job....still waiting.
- These are 2 different fields and I don't think that ASL training could help in my field.
- Can't
- I would be able to work in a Deaf class.
- It wouldn't
- CCP education in ASL will help me in my future as an interpreter but not in my current customer service position.
- Not related to interpreting.
- The better the instructor, the better I can tutor.
- To be able to translate information to Deaf consumers about products.
- Expand the people we serve
- Provide more ie classes after work between 6 and 9 pm
- N/a. Already have a B.S. degree
- CCP cannot help with my current job only with my future.
- I need to learn how to sign more.
- Continue offering evening and weekend courses that do not interfere with 9-5 jobs.
- More day classes please.
- Have classes available at night and during the whole summer I and II.

17. How many hours per week on average do you work in this job?

- 40 Hours per week
- 20-25
- 40+

- 40
- 40-60
- 15 hrs in the classroom and 15 hours in the cafeteria
- 30
- 40
- 50+
- non stop
- 40-50
- 40+
- 20
- 35
- 40
- 40
- 6
- 38
- 20
- 40
- 40
- 35
- 15
- 20
- 20
- 20
- 25
- 20
- 30
- 40
- 25

18. If you are not employed now, is this employment status by your choice?

- 5 Yes
- 7 No

Thank you for filling out this survey! We appreciate your help!

Office of Academic Assessment and Evaluation
 Community College of Philadelphia
 Room M2-36
 1700 Spring Garden St.
 Philadelphia, PA 19130

Former Students

We are conducting a survey of former students of the American Sign Language/English Interpreting Program as we work to build on the program strengths and meet student needs. We are interested in knowing what you think about the program and what you have been doing since you left the Program. Please take a few minutes to respond to the following questions. Your individual responses will be held in confidence.

1. When did you enter the American Sign Language/English Interpreting Program at CCP? Semester_____ Year _____

- Fall 2003
- Fall 2008
- September 2007
- Spring 2005
- Fall 2007
- Fall 2008
- Fall 2009
- Fall 2006
- Fall 2009
- Fall 2007
- Summer 2005
- Fall 2004
- Spring 2009
- Fall 2009
- Fall 2001
- Fall 2007

2. When did you leave the American Sign Language/English Interpreting Program at CCP? Semester_____ Year _____

- Summer 2008
- Spring 2008
- January 2008
- Fall 2009
- Fall 2007
- 2007 (Current student)
- Spring 2010 (will be taking classes Spring 2011)
- Fall 2006
- Spring 2010
- Spring 2009
- Fall 2005
- Spring 2007
- Fall 2009

- Summer 2010
- Fall 2007
- Spring 2010

3. Which of the following reasons were important to you when you initially enrolled in the American Sign Language/English Interpreting Program at CCP? (Mark all that apply)

- 6 To earn a certificate
- 9 To earn an Associate Degree
- 2 To prepare for transfer to a four year college
- 8 To learn skills needed to enter the job market immediately after CCP
- 3 To improve my skills for the job that I now have
- 3 Other (Please explain):
 - o I have a BA in social work and wanted to be able to serve the deaf community – sign language is a beautiful language.
 - o To become a sign language interpreter
 - o To learn the language, culture and community of deaf people
 - o To complete the interpreting course and pursue interpreting as a profession.

4. What factors led you to leave the Program before completing it? (Check as many as appropriate)

- 1 Conflict with family responsibilities
- 1 Transferred to another college

- 1 I learned skills that I wanted to know
- 3 Conflict with work schedule
- 2 Financial reasons
- 1 Problems with Financial Aid
- 3 Personal reasons/illness
- 2 Academic difficulties
- 7 Courses that I needed where not offered when I needed them
- Courses were not required at transfer institution
- 3 Did not like the program
- 1 No longer interested in the field
- 1 Changed my major
- 7 Other
 - o The staff
 - o Instructors
 - o I suffered two major strokes
 - o Conflict with graduate school
 - o Would not be able to complete in 2-3 years; classes too easy—should have been placed in a higher level to begin with—lower level was a time & money drain for little benefit.
 - o Completed program; did not need a degree.

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)

- 5 Secured full-time employment
- 1 Secured part-time employment
- 1 Attended another 2-year college part time
- Attended another 2-year college full time
- Attended a four-year college full time
- Attended a four-year college part time
- Graduated from a four-year college
- 1 Attended a graduate school

7 Other

- I already have 2 graduate degrees & full-time employment. Continued w/ my full-time employment.
- I have been disabled and require assistance with daily duties and responsibilities
- Expected to graduate in spring & will continue to mentor in my field.
- Applied to colleges
- I already had a degree from another school; I took classes at CCP to help with my job.
- Continued as stay at home mom—exploring other career options
- Continued previous full-time employment.
- Continued full-time employment in unrelated field

6. What do you think are the strengths of the American Sign Language/English Interpreting Program?

Please comment:

- Attempt at academic rigor & integrity despite complains of students less skilled in English
- Camaraderie of small student group in later classes.
- The strengths that was in the program when first started was the students understood and received the understanding that was needed. After that the program lost focus for the students.
- None
- Unfortunately I cannot think of one.
- My professor was deaf/mute and just that regular interaction with someone who uses the language to communicate themselves not just to teach but for every day life was very, very beneficial to me to understand not only the act of signing but the culture as well.
- All the material presented within the courses are great prepping material. The program is set up well. As I shadow & observe in the field, all of the information I've learned begins to make sense.
- Deaf Teachers
- How to interact within the Deaf Community
- The professors are great, helpful and eager to teach.
- I do appreciate that most of the classes are taught by people who are deaf. Overall, I did learn a decent amount in the program, but sometimes the faculty was not as supportive as I have seen at the 2 other colleges I have been to (& currently attend).
- I liked that the courses were taught by Deaf instructors. I DID NOT LIKE that the program was not really set up to accommodate working adults who had full-time jobs during the day.
- Learning actual ASL is one of the things I am very grateful for. I feel like I had an edge on the ASL piece. If the interpreting program had the same foundation & structure as the ASL component I feel like success rates would be higher.
- Qualified teachers.
- Passionate staff.
- Instructors

7. Were you satisfied with the instruction you received? Yes No

10 Yes

7 No

Yes. I always enjoyed my courses and I felt I learned a lot. I still have my books, videos & notes and look at them from time to time.

8. Were you satisfied with the support you received from the program faculty?

Yes No

6 Yes
9 No

8a. If yes, please give an example of the type of support you received:

- Our professor always provided us with info (pamphlets and times and dates) where we would be able to have not only assistance but exposure to the deaf community.
- I did withdraw in “07” & was encouraged to re-enter the program. I received a lot of support from faculty members within this department. If it wasn’t for the wonderful staff and students, I don’t think I would have returned.
- Places to attend to become more familiar with the deaf community. Available to answer questions.
- Some teachers were good & knew their stuff & how to teach; others had no idea.
- When I became seriously ill and was hospitalized I missed 2 weeks of class. The instructor made sure I had all my assignments and notes and allowed me to make up missed work when I returned.

8b. If no, what type of support were you looking for and did not receive?

- Please see my e-mail message attached entitled “Life is too Short” when I quit the first time, then the March, 2010 letter.
- Wanted more counselor guidance and encouragement from the program. Support from the teachers, set up study groups. Better outline of the courses that was taken.
- [REDACTED], [REDACTED] told me when I started the program I should quit. I will never be an interpreter.
- As a beginning student—impossible to communicate w/ deaf instructors—one never returned e-mails. I have an illness and received no help from the Disabilities office. I received a “B”: w/ accommodations for my disability, it could have been an “A”.
Note: I had an Americorps grant from doing volunteer work in the Bronx. There were problems w/ applying the educational grant. I could not get my grades. There was a lot of bureaucracy and nonsense that I am not willing to tolerate as I approach age 50. I am a bright and compassionate and enthusiastic woman. My experience at CCP turned me off totally to learning ASL. Thank you for hearing me.
- The educators were extremely discouraging, very biased. Would not want to return to this program. Like so many students who left, it was one of the best decisions I made. CCC (Camden Community College) was an excellent choice.
- One could start by replacing [REDACTED].
- A lot of classes were cancelled causing me to lose interest.
- I feel as though some teachers did not have as much patience with the students as they should have had.
- We had a one person dept. for interpreting that was the only person that could help us if a problem were to arise, or if we needed further explanation on an activity or chapter. I was looking for schoolwide support and having the ASL program have the same resources and connection that other programs have. Thank you!
- I needed more explanation about the class offerings from the beginning so I would understand the challenges of scheduling classes.

9. What do you think needs to be changed or added to the American Sign Language/English Interpreting Program in order to improve the program?
Please comment:

- If the program is intended to include adult learners without prior ASL experience there need to be concrete supports for language learning beyond student tutors or telling folks to volunteer in the Deaf Community. Perhaps more conversational ASL classes and definitely more individual help or a structured level.
- More teachers, more classes that are available, better resources for outside activities. Encouragement from the staff and teachers about the program.
- Get rid of instructors. Have staff that care. Stop “favoring” students. I hate CCP Interpreting Program. ■■■ and ■■■ are your Worse Instructors.
- I think a beginning student w/ little or no sign language ability should have access to his/her instructor.
- Nothing. If I could master the use of my left hand again I would love to come back.
- We need a new lab room. I never felt satisfied with the amount of skills practice, the program offers. A lot of time was wasted during lab, struggling with technology. Due to technological difficulties, the class as a whole dealt with tons of frustration. We are all eager to development of as much skill as possible. Without the proper equipment, it’s really difficult.
- Adding classes on Saturdays and more in the evenings to work with students schedules.
- More classes at night.
- Stop canceling classes and have the person in charge of the program should be more helpful.
- There was only one or two classes offered a semester & because of this a program that is supposed to take 2 years really is taking 4 years.
- The program wasn’t completely horrible; I just think it needs to be revamped.
- Courses need to be offered consistently each semester. For example, after completing a course in Fall 2005, I would have had to wait until the summer or next Fall to take the next course because it wasn’t being offered that Spring in the evening. I worked full-time and couldn’t take classes during the day.
- More classes, more often—bigger program.
- Offer more classes, more regularly & allow students with high level language skills to start at a higher level than 201.
- Better technology

Thank you for your participation! Please return the completed survey by _____ in the postage paid envelope enclosed to:

Linda Hansell, Ph.D.
Office of Academic Assessment and Evaluation
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, Pa. 19130

lhansell@ccp.edu

Please contact Dr. Hansell if you have any questions about this survey

Appendix B: Photos of New ASL Lab





Appendix C:

The American Sign Language Teachers Association Standards for Learning American Sign Language document appears on the next page. Please double click on the title to be able to access the entire document.

Standards for Learning American Sign Language

A Project of the American Sign Language Teachers Association

K-16 Student ASL Standards Task Force

Glenna Ashton (Chair), Spanish River High School, Boca Raton, Florida
Keith Cagle, Central Piedmont Community College, Charlotte, North Carolina
Kim Brown Kurz, independent consultant, Rochester, New York
Bill Newell, Valdosta State University, Valdosta, Georgia
Rico W. Peterson, Northeastern University, Boston, Massachusetts
Jason E. Zinza, independent consultant, Fremont, California

Appendix D: Commission on Collegiate Interpreter Education (CCIE) Curriculum Standards

Revised April 2010

Standard 5: Curriculum

A. Mission

1. The statement of the mission of the interpreter education program shall be consistent with that of the sponsoring institution.

B. Philosophy

The statement of philosophy of the program shall reflect:

1. A sociolinguistic view of Deaf and hearing communities. Efforts should be made to establish and maintain an open and continuing dialogue with the various members of the Deaf community representing the diversity within the communities. Diversity within the deaf community must be recognized as an evolving factor. The opinions and information gained through the dialogues should guide the development of the curriculum, instruction, and practicum.
2. An approach to learning and instruction that supports the acquisition of knowledge and competencies associated with interpretation. Approaches to learning shall identify and support the learning needs of a diverse population including traditional undergraduates, older students, students who are parents, students with disabilities, students from racial, ethnic and religious minorities, male students as a minority in the field, and international students.

C. Curriculum Design

The curriculum design shall provide the basis for program planning, implementation, and evaluation. It shall be based on a course of study that includes a broad foundation of liberal arts, sciences, professional education, research, and practicum. The liberal arts and social and behavioral sciences content shall be a prerequisite to, or concurrent with, professional education. It shall:

1. Support the mission of the interpreter education program.
2. Identify educational goals that are consistent with the program's mission and philosophy statements.
3. Describe the set of organizing principles that explains the selection of the content, scope, and sequencing of coursework.
4. Establish the view of Interpreting as it relates to the world rather than the local isolation.
5. Represent cultural competence that is not limited to simple recognition and mention of diverse cultures and groups.
6. Include the involvement of the local Deaf community.

D. Instruction

Instruction shall follow a plan that provides evidence of:

1. Appropriate experiences and curriculum sequencing to develop the competencies necessary for graduation, including appropriate instructional materials, classroom presentations, discussions, demonstrations, community exposure, and supervised practice.
2. Clearly written and sequenced course syllabi that describe learning, objectives and competencies to be achieved for both didactic and supervised education components.
3. Frequent documented evaluation of students to assess their acquisition of knowledge, problem identification, problem-solving skills and interpretation competencies.

E. Prerequisites

1. **Prerequisites** shall be specified as a foundation for the professional education:
 - a. **American Sign Language:** Language that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.
 - b. **English:** Students shall possess proficiency in spoken and/or English that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.

F. Knowledge and Competencies

1. **Liberal arts content** that is prerequisite to, or concurrent with, professional education and shall facilitate the development of:
 - a. Superior oral and/or written communication skills.
 - b. Logical thinking, critical analysis, problem solving, and creativity.
 - c. Knowledge and appreciation of multicultural features of society.
 - d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
 - e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
2. **Social and behavioral sciences content** that is prerequisite to, or concurrent with, professional education and shall facilitate the development of knowledge and appreciation of:
 - a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
 - b. Minority group dynamics, prejudice, class, power, oppression, and social change.
 - c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.
3. **Professional knowledge content** shall enable students to develop and apply knowledge and competencies in interpretation and include:
 - a. Theories of interpretation, translation, and historical foundations of the profession.
 - b. Interpreter role, responsibilities and professional ethics.

- c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
- d. Human services and community resources.
- e. Certification, licensure, business practices and state and federal legislation.
- f. Continuing professional development.
- g. Stress management and personal health.

4. Professional education competencies shall include:

a. Language

- 1) Ability to understand the source language in all its nuances.
- 2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.

b. Message Transfer

- 1) Ability to understand the articulation of meaning in the source language discourse.
- 2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
- 3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.

c. Methodology

- 1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
- 2) Ability to use different target language forms and ability to choose the appropriate form according to audience preference.

d. Subject Matter

- 1) Breadth of knowledge allowing interpretation of general discourse within several fields.
- 2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
- 3) Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.

e. Research

- 1) Necessity for and values of research on interpretation and interpreter education.
- 2) Essential components of a research protocol.
- 3) Analysis of studies related to interpretation.
- 4) Application of research results to interpretation practice.

G. Practicum and/or Internship Experiences

- 1. Supervised practicum shall be an integral part of the educational program. The experience shall provide the student with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.

2. The practicum shall be supervised by qualified personnel.
3. To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.
4. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework. These experiences should be provided at appropriate times throughout the program.
5. Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the student.
6. In-depth experiences in delivering interpreting services shall be required. These experiences are not intended to emphasize unsupervised performance.
7. Objectives for each phase of the practicum shall be collaboratively developed and documented by the program faculty, practicum supervisor, and student.
8. In programs in which academic instruction and supervised practice are provided by two (2) or more institutions, responsibility of the sponsoring institutions and of each practicum center must be clearly documented as a formal affiliation agreement or memorandum of understanding. The time schedule for periodic review shall be documented.

Appendix E:

ASL/ENGLISH INTERPRETING PROGRAM - ADVISORY COMMITTEE 2010-2011

NAME	ADDRESS	E-MAIL	TELEPHONE	TERM
Jan Alvarez	42 E. Stewart Avenue Lansdowne, PA 19050	janalvarez@yahoo.com	(610) 284-6436	2008-2011 3 yr
Gail Bober, Director	Center for Community & Professional Services PA School for the Deaf 100 W School House Lane Philadelphia, PA 19144	gbober@psd.org	(215) 754-4770	2008-2010 2 yr
Iris Boshes	Deaf Hearing Communication Centre 630 Fairview Road Suite 100 Swarthmore, PA 19081	irisb@dhcc.org	(610) 604-0450	2008-2011 3 yr
Denise Brown	North East Regional Office for the Deaf & Hard of Hearing 45 North 4 th Street Allentown, PA 18102	denibrown@state.pa.us	(610) 821-6111	2008-2010 2 yr
Adam Buck	9013 Wesleyan Rd. Phila. PA 19136	abuck@tmail.com adamuck@comcast.net	(267) 974-4415	2008-2010 2 yr
Kathleen Campbell	105 Ford Avenue Voorhees, NJ 08043	katcampbel@verizon.net kcampbelpager@tmail.com	(609) 792-6993	2008-2011 3 yr
Jo Ann Madden	300 Stevens Dr. #135 Phila. PA 19113	jmadden@sorenson.com	(866) 610-5850 T (801) 287-7389 VP (215) 301-2029	2008-2011 3 yr
Laurena Munday Mott	1235 Decatur St. Camden, NJ 08104	lmunday@psd.org	(856) 635-1477 H	2008-1011 3 yr
April Nelson	250 Leopard Road Berwyn, PA 19312	aprilnelson1@comcast.net	(610) 647-3499	2008-1010 2 yr
Lesia Richman	The Communication Connection, Inc. 101 W Airy Street Norristown, PA	tccirs@aol.com lesiacc@aol.com	(610) 272-4948	2008-2011 3 yr

	19401			
Nancy Sullivan	1521 Hollinshed Avenue Pennsauken, NJ 08110	nandansull@comcast.net	(856) 486-0355	2008-2011 3 yr
Ted Urofsky	332 Meadowbrook Dr. Huntingdon Valley, PA 19006	TUrofsky@aol.com	215-938-0553 h 215-479-1218 c	2008-2011 3 yr
Pamela Whitney	42 E Stewart Ave. Lansdowne, PA 19050	pamwhitney@comcast.net	(302) 383-1500	2008-2011 3 yr

Community College of Philadelphia
Academic Program Audit: Marketing Curriculum
Division of Business and Technology

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Date: June 20, 2011

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I. Executive Summary

The Marketing curriculum introduces students to the theory behind marketing practices and techniques. The program provides the student with the basics of accounting, economics and management techniques as a foundation for dealing with the creativity and insight necessary to become an effective marketer. Students receive training for possible employment at the entry level in a range of marketing positions, including sales, sales promotion, advertising, distribution and marketing research.

The program began in the 1965 –1966 academic year and is housed in the Division of Business and Technology. The small number of students and graduates who responded to the surveys conducted for this audit expressed satisfaction with the instruction and support they received from the faculty. There is, however, stagnant enrollment in the program and an extremely small number of graduates (an average of three per year for the past five years).

The most recent audit of the Marketing Program was conducted in 2002, and this 2011 audit finds that many of the recommendations from the 2002 Marketing Program audit have not been carried out, and that many of the issues raised in the last audit remain. These issues include lack of faculty engagement in the program, especially in relation to enrollment and retention issues, curriculum revision, working with an Advisory Board, and record-keeping.

Given that the recommendations from the 2002 audit have not been addressed, and given the low enrollment and small number of graduates, it is recommended that the Marketing Program be discontinued.

II. Program

Educational Mission of the Program

The Marketing Program's mission is to:

Recognize its students as members of a diverse population that share learning and academic achievement as a common goal by providing attention, assistance, tolerance and patience for every student; use population-sensitive traditional and imaginative teaching methods along with other available resources to enhance individual personal development and learning; prepare students to be motivated, well-prepared and productive members of the labor force; inspire in students a continued interest in educational preparation beyond the completion of the Marketing Program; and support the selection and placement of the best prepared, dedicated, informed and motivated faculty.

Major Goals of the Program

The Marketing Program has established a set of goals, in addition to the program's student learning outcomes. The goals of the Marketing Program are:

1. The graduate will be employed in a marketing related setting.
2. The graduate will possess appropriate knowledge and skills in the major areas of marketing to function effectively.
3. The graduate will maintain up-to-date knowledge and skills through the practice of continuing education by attending meetings, seminars and workshops.
4. The graduate will support the Marketing Curriculum in the Management and Marketing Department by being willing to serve on advisory committees, speaking to classes, demonstrating techniques to students and assist fellow graduates.
5. The graduate will demonstrate interpersonal skills by effectively interacting with supervisors, coworkers, customers and others.
6. The graduate will achieve the general education goals established by the Community College of Philadelphia for all of its students.
7. The graduate will become a productive member of society.

The program-level student learning outcomes for the Marketing program state that upon completion of this program, graduates will be able to:

- Apply marketing concepts and practices in for-profit and non-profit ventures and for regional and global business environments
- Use computer technology for decision support and information retrieval
- Collaborate effectively with others in situations requiring teamwork, leadership and negotiations using verbal and nonverbal communications
- Identify business related problems, consider alternatives, and reach conclusions based on logical and written analysis in business environments
- Understand and engage in all business activities, with a focus on ethical behavior in diverse environments

History of the Program

The Marketing Degree Program began at the College during the 1965 –1966 academic year and was housed in the Department of Business Administration. In the 1973 – 1974 academic year, a restructuring occurred that dissolved the Department of Business Administration and created the Division of Economics and Business Administration. The Marketing Program of the Marketing and Management Department became part of this new division. In the 1992 – 1993 academic year, the College adopted a new

organizational structure and the Division of Business, Science and Technology was created. Later, in 2002 it became the Division of Business and Technology. The Department of Marketing and Management is part of this Division, and the Marketing program resides within this Department.

Recommendations from the previous audit

The most recent audit of the Marketing Program was conducted 2002. An audit update in 2004 reviewed a number of recommendations from the 2002 audit. An analysis of the implementation status of the recommendations from the 2002 audit follows:

Recommendation 1: All Marketing courses must be fully documented to comply with Act 335 requirements.

Status – There are up-to-date course documents and Act 335 course evaluations on file for all Marketing courses in the Curriculum Facilitation office at Community College of Philadelphia.

Recommendation 2: In compliance with the College’s *Career Program Advisory Committee Guidelines*, the head of the Marketing and Management Department must amass a Program Advisory Committee, based on evidence that the Committee members are able to serve and are interested in developing the Program to its full potential. Representation on the Committee must be in compliance with the *Guidelines*. Timeline: The Marketing Program Advisory Committee will have met at least once by May 7, 2002.

Status- A joint Marketing and Management Advisory Committee was formed after the last audit, and while it did not meet in the Spring of 2002, it met in December of 2002. The 2004 audit update states that the committee met again in December 2003, but there are only minutes available for the December 2002 meeting. There was no Advisory Committee in place between 2004 and 2011. A new committee has just been formed, and had its first meeting on May 19, 2011. (See Appendix A for the list of Advisory Committee members and Appendix B for meeting minutes.)

Recommendation 3.1: The Marketing Curriculum must undergo a comprehensive revision with special emphasis placed on course sequencing, integration of computer technology and the incorporation of the College’s requirements. Program faculty should identify the trends in the marketing field and research such issues as ethics, technology, diversity, working in teams, communication skills and applied experiences as they exist and are projected to change. A survey of the marketing curricula in area colleges should be included. In accordance with Principle 1-A of the College Strategic Plan, Program faculty should implement methods to ensure that essential programs and courses are developed or redesigned and offered on a timely basis. Additionally, the Program revision should include plans to develop and expand the use of alternative course delivery strategies (Strategic Principle 3-A).

Status – Three minor curriculum revisions have taken place since the last audit. A curriculum revision was approved in 2004 that addressed course sequencing errors. In 2006, a curriculum revision was approved that changed the prerequisites for MNGT 142: Management Information Systems. In December 2008, the Marketing Program was revised to comply with the College’s general education requirements that went into effect in Fall 2009. (See Revisions to the Program Since Last Audit on p. 10 for more detailed descriptions of the revisions.) These revisions do not reflect new courses or revised content related to marketing courses. (See Findings and Recommendations, p. 21.)

Recommendation 3.2: The Marketing Certificate Curriculum must be reviewed and revised, as necessary, to bring it into alignment with the *Guidelines for Academic Certificate Programs at Community College of Philadelphia*.

Status – The Marketing Certificate was discontinued in February 2009 because of declining enrollment.

Recommendation 4.1: Marketing Program faculty will develop an enrollment management plan that includes participation in College-sponsored recruitment events and activities, working with the College recruiter, the development of a Program brochure, greater use of the College Web site and maintaining contact with former Program students.

Status – To date, there is no evidence of an enrollment management plan. The Marketing faculty is expressing interest in developing an enrollment plan, but no specific plans have been developed, and no one has stepped forward to take responsibility. Additionally, no program faculty members have taken responsibility for updating the Department’s page on the College’s website. (See Findings and Recommendations, p. 21.)

Recommendation 4.2: Program faculty will work with appropriate staff to increase the retention of students in the Program, including: Academic Advising, the Learning Labs, and the Career and Transfer Center and the Office of Alumni Relations.

Status – To date, there is no evidence of a retention plan or retention activities. The Marketing Program faculty is expressing interest in working with the appropriate staff to increase the retention of students in the program, but no specific plans have been developed, and no one has stepped forward to take responsibility.

Recommendation 4.3: Program faculty will become involved in the College’s Career Student Retention Project.

Status – This is no longer a College project.

Recommendation 4.4: These efforts will support the College’s goal to develop a comprehensive enrollment plan to facilitate the allocation of College resources in support of enrollment goals (Strategic Principle 3-D).

Status – See Status of Recommendation 4.1.

Recommendation 4.5: Program faculty will work with staff in the Office of Institutional Research to evaluate the outcomes of these endeavors.

Status –During the period of 2004-2008 the then-Department Head contacted the Office of Institutional Research to request a print-out of program effectiveness data. Beyond this, there is no data or documentation demonstrating that this has been done.

Recommendation 5.1: The Department Head and Program faculty will review the scheduling and location of marketing courses in order to be as flexible as possible to accommodate students' schedules.

Status – Introductory Marketing courses have been added on an as-needed basis at Regional Centers. Presently, none of the full-time faculty are serving as Department Head.

Recommendation 5.2: Program faculty will develop a plan for using alternative delivery formats (e.g. accelerated courses, distance education technologies, portfolio assessment) to address the needs of current students and reach out to business and industry.

Status – All required marketing courses are offered online.

Recommendation 5.3: Data on enrollment patterns will be used for decision-making relative to the future of the program.

Status –There is no evidence that data on enrollment patterns has been used for decision-making relative to the future of the program.

Recommendation 6.1: [The audit] findings reflect a lack of faculty engagement in the Marketing Program. The few students who responded to the external surveys indicated “quality issues” with the Program. Program faculty will participate in an in-depth meeting, perhaps with an external facilitator, to discuss the Audit findings and develop strategies for engaging faculty in the Program.

Status – Department members express that they are engaged in service to the program through attendance at workshops, local, national, and international fact finding trips, and entrepreneurial advising sessions with students in regard to their potential business plans. However, there is no documentation of results or actions that took place as a result of these trips and workshops, or of a meeting with an external facilitator. Department members also express that they met on numerous times in the Spring 2003 and Fall 2003 semesters to work on the 2004 curriculum revision. However, there is no data or documentation related to these meetings.

Recommendation 6.2: Program faculty must become engaged in projects in service to the program, to carry forward the recommendations of this audit.

Status – There is no data or documentation demonstrating faculty engagement in support of the program or special projects that would lead to better student retention since 2004. (See Findings and Recommendations, p. 20).

Recommendation 6.3: The Department head will develop a mechanism for monitoring the participation of program faculty in activities outside of the classroom.

Status – There is no data or documentation demonstrating that this has been done between 2004 and 2010. (See Findings and Recommendations, p. 20).

Description of the Curriculum

The Marketing curriculum introduces students to the theory behind marketing practices and techniques. The program provides students with a foundation of accounting, economics and management techniques for developing the creativity and insight necessary to become an effective marketer. Students receive preparation for possible employment at the entry level in a range of marketing positions, including sales, sales promotion, advertising, distribution, and marketing research. Further education and experience in entry-level positions may eventually lead to management positions in the same field.

The courses in the marketing curriculum are:

MKTG 131: Principles of Marketing

By studying its role in society generally and specifically within business organizations, students learn the intricacies of marketing. They learn how marketing strategies are developed and implemented and how a product is priced, promoted and distributed to influence consumers to buy it. They learn the uniqueness of consumers and organizational groups and how to develop successful marketing programs in domestic, international and global settings to market particular products, services or ideas to those groups while remaining both ethically and socially responsible. Pre- or corequisite: MNGT 121.

MKTG 135: Retailing Principles and Management

This course explains the functions and problems of management as related to 21st century retailing. Retailers encounter such problems as choosing a store location, designing the store, communicating with and gathering information about potential customers, managing and operating the business, and implementing a business plan. Students address these problems and learn how technology has introduced new formats for retailing such as Web sites and infomercials. Case studies and developing a business plan are activities used to study the functions of modern retailing. Pre- or corequisite: MKTG 131 or MNGT 121.

MKTG 232: Advertising and Sales Promotion

This course examines the principles, problems, techniques and practices of advertising, personal selling and sales promotion. The course engages students in studying the history, planning, management, media, creative and external forces involved in advertising.

Prerequisite: MKTG 131.

MKTG 234: Retail Buying

This course introduces students to the process of buying inventory for resale. The student learns the importance of buying policies, buying practices and techniques, and the nature of specialized buying activities. Prerequisite: MNGT 121, which may be taken concurrently.

MKTG 237: Creative Selling

Problems involved in application of general selling principles and techniques of creative selling. Customer behavior, planning and sales strategies; selecting, training, motivating and evaluating sales representatives. Case method and student projects. Prerequisite:

MNGT 121, which may be taken concurrently, or with department head approval.

MKTG 238: Marketing and Management Problems

This is a seminar course using the case study method to teach problem solving techniques. Cases are taken primarily from current business publications; class exercises are based on problems faced by managers in current business situations. The course concentrates on problem solving mainly in marketing and management situations in various organization and business settings. Prerequisites: MNGT 141 and MKTG 131.

The Marketing Program course sequence is:

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101 – English Composition I		3 credits	ENGL 101
CIS 103 – Applied Computer Technology		3 credits	Tech Comp
MATH 118 - Intermediate Algebra		3 credits	Mathematics
MNGT 121 – Introduction to Business		3 credits	
Social Science Elective		3 credits	Social Science
SECOND SEMESTER			
MNGT 111 – Business Math		3 credits	
MKTG 131 – Principles of Marketing	MNGT 121	3 credits	
MNGT 141 –Principles of Management	MNGT 121	3 credits	

ECON 182 – Principles of Economics (Microeconomics) or
ECON 181– Principles of Economics (Macroeconomics) 3 credits

ENGL 102 – English Composition II ENGL 101 3 credits ENGL 102, Info Lit

THIRD SEMESTER

ACCT 101 – Financial Accounting 4 credits

MKTG 135 – Retailing Principles and Management MNGT 121 or MKTG 131 either of which may be taken concurrently 3 credits

MNGT 142 – Management Information Systems MNGT 121 3 credits

MKTG 232 – Advertising and Sales Promotion MKTG 131 3 credits

Humanities Elective 3 credits Humanities

FOURTH SEMESTER

Natural Science 3 or 4 credits Natural Science

ECON 112 – Statistics I 4 credits

MNGT 261 – Introduction to Law and the Legal System or MNGT_262 – Business Law 3 credits

MKTG 237 – Creative Selling or MNGT 121 3 credits

MKTG 238 – Marketing and Management Problems MNGT 141, MKTG 131 3 credits

MNGT 247 – Human Resources Management or 3 credits

MKTG 234–Retail Buying MNGT 121

A minimum of 63 credits and a grade point average of 2.0 are required for graduation with an Associate in Applied Science (A.A.S.) degree in Marketing. All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement, the **Interpretive Studies** requirement and the **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated **Writing Intensive**, one course that is designated **Interpretive Studies** and one course that is designated **American/Global Diversity**. The same course may be used to fulfill more than one of these requirements.

Curriculum Map

The Marketing curriculum prepares students to achieve the expected program student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to learning outcomes.

Key:

I – Introduced R – Reinforced and opportunity to practice M – Mastery at exit level A – Assessment evidence collected

Marketing Program Student Learning Outcomes

Required Courses	Apply marketing concepts and practices in for-profit and nonprofit ventures and for regional and global business environments.	Use computer technology for decision support and information retrieval.	Collaborate effectively with others in situations requiring teamwork, leadership and negotiations using verbal and nonverbal communications.	Identify business-related problems, consider alternatives and reach conclusions based on logical and written analysis in business environments.	Understand and engage in all business activities with a focus on ethical behavior in diverse environments.
MKTG 131	I, A	I, A	I, A	I, A	I, A, M
MKTG 135	R, A	R, A	R, A	R, A	R, A
MKTG 232	R, A	R, A	R, A	R, A	R, A
MKTG 237/238	R, A	R, A	R, A	R, A	R, A
MKTG 234	R, A	R, A	R, A	R, A	R, A
MNGT 111	I, A	I, A	I, A	I, A	I, A
MNGT 121	I, A	I, A	I, A	I, A	I, A, M
MNGT 141	R, A	R, A	R, A	R, A	R, A
MNGT 142	R, A	R, A	R, A	R, A	R, A
MNGT 261/262	I, A	I, A	I, A	I, A	I, A
MNGT 247	R, A	R, A	R, A	R, A	R, A
ECON 112	I, A	I, A	I, A	I, A	I, A
ECON 181/182	I, A	I, A	I, A	I, A	I, A
ACCT 101	I, A	I, A	I, A	I, A	I, A

Revisions to the Program Since Last Audit

In 2004, a curriculum revision was proposed and adopted that included the six changes below. The intention of the revision was to rectify the existing course sequencing errors.

Sequence # - Existing	Change to:	Rationale
2 – MNGT 111	2 – Math 118 or higher; Math 153 for career track; transfer track according to transfer institution	Math 118 or higher is required; increases rigor of program to meet marketplace needs
4 – MNGT 142	10 - Drop pre-reqs of Mktg 131, Mngt 141 and CIS 103; add pre-req. of Mngt 121	Current course sequence is out of order; prereqs. Above MNGT 121 not necessary
5 – MKTG 135	12 – Change sequence #	Current course sequence is out of order
11 – ECON 181	19, 20 Business Elective	Expands list of elective courses & increases students flexibility
12 – PHYS 105, etc.	6 – Math Elective	Math 118 or higher; better prepares students for ECON 112
16, 19 Directed Electives	17, 18	Expands list of elective courses & increases students flexibility

In 2006, a curriculum revision was implemented that changed the prerequisites for MNGT 142: Management Information Systems as follows:

- Removed prerequisites: CIS 103—PC Applications (now Applied Computer Technology)
MNGT 141: Principles of Management
MKTG 131: Principles of Marketing
- Added prerequisite: MNGT 121: Introduction to Business

In 2008-2009, the Marketing Program was revised to comply with the college-wide general education requirements that went into effect in Fall 2009, and to maintain the minimum number of credits needed to graduate. The approved revisions were:

- Formerly students were required to take 6 credits of Math/Science, whereas now they will be required to take 3 credits of Math (118 or higher) and 3 credits of Science.
- Formerly students were required to take two social science electives and no humanities electives; now they will be required to take one social science elective and one humanities elective.

- CIS 103 will be added to the program in order to fill the technological competency requirement
- Students will be required to fulfill the American/Global Diversity, Interpretive Studies, and Writing Intensive requirements through their Humanities, Social Science, and/or Natural Science courses.
- Rather than requiring students to take both ECON 181: Macroeconomics and ECON 182-Microeconomics, students will have the option of taking ECON 181 or ECON 182 in the second semester. Providing students with this option ensures that the minimum number of credits to graduate remains at 63. Students will be advised to select the appropriate economics course based on their interests and goals.

Internal Program Coherence

The curriculum provides a coherent sequence of fundamental marketing and business courses.

Course documentation

There are up-to-date course documents and Act 335 course evaluations on file for all Marketing courses.

Curricular Innovations and Departmental Organizational Changes

The Marketing Program was the first program in the Division to offer all of the required Marketing courses online, thus enabling a student, in combination with the required General Education courses, to earn a degree via distance education. However, the Marketing Program courses are currently undergoing a detailed review using the Quality Matters rubric for on-line learning to address significant problems with lack of compliance with the Quality Matters standards.

In the last year, the Department faculty has done preliminary work on revising the Practical Entrepreneurship Proficiency Certificate. Two Marketing and Management faculty members have visited Montgomery County Community College and have met twice with the Director for the Center for Entrepreneurial Studies (CES). They discussed with the Director the Entrepreneurship Certificate Program and the four Entrepreneurship three-credit courses that were developed for the Certificate. However, to date the faculty has not submitted an enrollment management plan that details how they will enroll and retain students in the proposed programs, or developed a formal curriculum proposal working with the Curriculum Facilitation Team for either initiative.

Presently, no Marketing and Management Department full-time faculty member has taken responsibility to serve as department head. Beginning in January 2011, the Assistant Dean of the Division of Business and Technology has been serving as Acting Department Head. When the Department faculty elected the most recent department head for another two-year term beginning January 2011, the Assistant Dean did not approve the appointment because that individual was

unable to lead the department faculty to complete the tasks that were required by all academic departments at the College. As of October 2010, the outstanding projects in the department included: completing the academic audit for the Management program, completing the academic audit update for the Marketing program, updating the ACT 335 course evaluations, developing course student learning outcomes, and creating academic program Advisory Committees. Since that date, the ACT 335 course evaluations, have been updated, an Advisory Committee has been created, and student learning outcomes were written.

This is not the first time that the Assistant Dean of the Division of Business and Technology has served as Acting Department Head for the Marketing and Management programs. Her first term as Acting Department Head began during the Spring 2008 semester while the then-Department Head went on sabbatical. The Department faculty had elected a part-time faculty member to serve as Department Head during this sabbatical, but the appointment was denied by the Vice President for Academic Affairs. When the faculty member did not return to the College after her sabbatical because she elected to retire in Fall 2008, the Assistant Dean of the Division of Business and Technology continued serving as acting department head through the fall semester.

In 2008 the Business and Technology Division was reorganized and the number of academic departments was reduced from five (Computer Information Systems, Office Administration, Economics and Accounting, Transportation Technologies, Management, and Marketing and Management) to three (Computer Technologies, Business Administration, and Marketing and Management). At that time, the Culinary Arts and Hospitality Management programs were relocated from the Marketing and Management Department to the Business Administration Department. The Transportation Technologies Department was closed and the Automotive Technology curriculum moved under the Business Administration Department. On Tuesday, September 9, 2008, at a meeting of the Marketing and Management Department full-time faculty, they agreed to the Division realignment.

Future Directions in the Field/Program

The faculty members indicate that current and future trends in the marketing field include:

- Demographic patterns such as an aging population and geographic shifts, and marketing research, will change future strategies and alter many business assumptions.
- Social media marketing is now a part of an integrated communication plan for most businesses in order to reach their target audiences. Marketing students must comprehend the unique nature of the social media with respect to business and market share development. Supply chain management has become an integral part of the discipline and industry
- The use of highly-focused consumer information that comes from online customer activity and customer relations software
- The marketing needs of larger and more powerful retail chains
- The instantaneous tracking of sales calls

It is not clear from course documents whether social media and the other topics listed above are being addressed in current marketing courses. When asked this question, the faculty responded that “Courses, as currently written, are flexible with ample parameters to permit the inclusion of or more emphasis on any marketing topic, development or discovery.”

Anticipated Revisions and Challenges

The faculty indicates that there are no anticipated revisions. However, based on the fact that there have been no thematic or content-related revisions to the curriculum since prior to 2002, if the program is to continue, the curriculum would need significant revision to document and incorporate current and future trends in the field and high impact practices.

III. Faculty

Profile of the Faculty

There are six full-time faculty members of the Marketing and Management Department and 35 part-time instructors. The professional backgrounds vary, and include marketing consulting, political campaign management, ownership of a sales promotion firm, legal practice, and Peace Corps service. One full-time faculty member joined the Department after spending seven years on Madison Avenue in advertising and publishing. (See Appendix C for a list of the current full-time faculty and their qualifications, and Appendix D for the Marketing and Management Department minimum hiring qualifications for full-time and part-time faculty.)

The faculty was actively engaged in the curriculum revision of 2005-2006. Presently, the faculty meets on a regular basis in order to discuss curricular and program issues, but there are no agendas or minutes from those meetings.

Professional Development

To remain current, some faculty members belong to professional organizations such as the American Marketing Association and the Public Relations Society of America. The faculty attends conferences and workshops, and maintains subscriptions to professional newsletters and journals. Recent professional development activities for four of the six full-time faculty members may be found in Appendix E.

Level of Engagement and Faculty Support of Curriculum

The faculty was actively engaged in the curriculum revision of 2004. The faculty is expressing that it meets on a regular basis in order to air curricular and program issues. However, there is no documentation of these meetings or any actions stemming from them. (See Findings and Recommendations, p. 20.)

Professional Development

Recent professional development activity of the **Marketing (cap?)** faculty has focused on participating with the National Institute for Staff and Organizational Development (NISOD) in its Webinar series. Some of the topics are: Teaching with Technology; Using Student Engagement Techniques; and Service Learning. Faculty members are

members of professional organizations such as the American Marketing Association, the American Bar Association, local and national chambers of commerce, and the Public Relations Society of America and attend conferences and workshops along with subscription to professional journals. (See Appendix C for a list of faculty professional development activities for four of the six full-time faculty members.)

Contributions to the Life of the College

A marketing faculty member worked with the College’s Office of Admissions to mentor high school students visiting the College for a day who were interested in majoring in Business. This faculty member also presented at both the 2010 and 2011 Youth Entrepreneurship Conferences that were scheduled at the College for Network for Teaching Entrepreneurship (NFTE) students.

IV. Outcomes and Assessment

Graduate

In the last 5 years, the number of Marketing graduates has remained very small. The average number of graduates over the past five years is 3.

Number of program graduates

2006	2007	2008	2009	2010
2	2	4	4	3

Student Profile

Enrollment data drawn from the College’s Office of Institutional Research website indicates that Marketing students are primarily females and are under the age of 30. Enrollment in the Marketing program has averaged of 84.3 students over the last 10 semesters, with some fluctuation. The largest enrollment came in Fall 2008 at 95, while the lowest came in Fall 2005 and Fall 2009 at 73.

Credit Headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	73	79	84	87	94	89	95	85	73	84
College-wide	16,236	16,978	16,871	17,019	17,334	17,661	17,327	18,023	19,047	19,965

Credit FTE headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	56	60	65	65	69	69	73	62	55	60
College-wide	11,017	11,329	11,523	11,296	11,881	11,823	11,883	12,128	13,361	13,784

The table below indicates that the Marketing program consistently enrolls more female students than male students. The average percent of female students enrolled in the program over the last nine semesters is 59.8%. This compares with an average female population of 66.1% at the College as a whole.

Program Enrollment by Gender as Compared to College-wide Enrollment (Percent)

Gender		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Female	Program	57.0	57.1	59.8	60.6	52.8	60.0	65.9	61.6	63.1
	College	66.5	66.5	66.8	66.6	66.4	66.3	65.8	65.3	65.3
Male	Program	40.5	38.1	37.9	37.2	44.9	38.9	31.8	38.4	36.9
	College	32.2	32.3	32.1	32.3	32.7	32.9	33.1	33.8	33.9
Unknown	Program	2.5	4.8	2.3	2.1	2.2	1.1	2.4	0.0	0.0
	College	1.2	1.2	1.1	1.1	.9	.9	1.1	.9	.8

The following table indicates that the largest racial/ethnic group enrolled in the Marketing program is Black students, followed by White students. The second table shows that the percentage of Black students has grown, with some fluctuation, 13.2% over the last nine semesters.

Program Enrollment by Racial/Ethnic Background

Race	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	0	0	0	0	0	1	1	0	1
Asian	7	7	4	5	5	3	4	2	3
Black, Non-Hispanic	31	32	41	48	47	41	35	34	44
Hispanic	2	2	7	5	4	6	5	5	4
Other	4	6	5	5	4	6	5	2	3
Unknown	5	9	7	7	4	9	9	7	8
White, Non-Hispanic	30	28	23	24	25	29	26	23	21

Program Enrollment by Racial/Ethnic Background as Compared to College-Wide Distribution (percent)

Race		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	Program	0.0	0.0	0.0	0.0	0.0	1.1	1.2	0.0	1.2
	College	.6	.5	.4	.5	.4	.4	.4	.4	.3
Asian	Program	8.9	8.3	4.6	5.3	5.6	3.2	4.7	2.7	3.6
	College	7.3	7.7	8.1	8.2	7.8	7.2	7.0	6.8	6.7
Black, Non-Hispanic	Program	39.2	38.1	47.1	51.1	52.8	43.2	41.2	46.6	52.4
	College	47.8	46.9	47.4	46.8	47.6	46.4	46.9	46.8	47.6

Hispanic	Program	2.5	2.4	8.0	5.3	4.5	6.3	5.9	6.8	4.8
	College	5.8	6.1	6.2	6.5	6.4	7.0	6.6	6.9	7.2
Other	Program	5.1	7.1	5.7	5.3	4.5	6.3	5.9	2.7	3.6
	College	4.8	4.6	4.6	4.2	4.4	4.1	3.9	4.2	4.4
Unknown	Program	6.3	10.7	8.0	7.4	4.5	9.5	10.6	9.6	9.5
	College	6.5	6.8	6.9	7.8	7.9	9.0	9.9	9.9	9.7
White, Non- Hispanic	Program	38.0	33.3	26.4	25.5	28.1	30.5	30.6	31.5	25.0
	College	27.3	27.4	26.3	26	25.4	25.9	25.3	25.1	24.1

The following table indicates that the largest proportion of students come from the 16-21 age range followed by the 22-29 age range. For the last 10 semesters, the Marketing program has enrolled an average of 14.7% more students in the 16-21 age range than the College as a whole.

Enrollment by Age as Compared to College-wide Enrollment (Percent)

Years		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
16-21	Program	57.5	40.5	59.5	46.0	48.9	42.7	46.3	36.5	47.9	45.2
	College	33.8	28.3	35.8	30.0	36.9	30.7	36.6	29.7	35.5	26.9
22-29	Program	30.1	45.6	26.2	34.5	28.7	39.3	33.7	41.2	37.0	36.9
	College	30.2	33.6	30.0	34.2	30.3	35.1	30.7	36.1	33.0	37.3
30-39	Program	4.1	2.5	4.8	11.5	13.8	10.1	9.5	14.1	11.0	8.3
	College	17.2	18.1	16.2	17.4	15.9	16.8	15.9	17.4	16.2	17.8
40+	Program	5.5	7.6	3.6	4.6	7.4	6.7	8.4	5.9	4.1	8.3
	College	14.6	15.6	14.2	14.9	13.8	14.6	14.3	14.6	13.7	14.0
Unknown	Program	2.7	3.8	6.0	3.4	1.1	1.1	2.1	2.4	0.0	1.2
	College	4.1	4.4	3.8	3.6	3.1	2.8	2.5	2.2	1.6	1.3

The Marketing program has slightly more part-time students than full-time students, enrolling an average of 7.5% more part-time than full-time students over the last 10 semesters. However, on average, the Marketing program has 14.6% more full-time students enrolled than the College as a whole.

Program Full-time/Part-Time Enrollments as Compared to College-wide Enrollments (Percent)

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
FT	Program	49.3	49.4	52.4	44.8	40.4	50.6	49.5	42.4	46.6	36.9
	College	31.8	30.0	33.3	29.0	32.8	29.2	32.7	30.0	35.3	32.2
PT	Program	50.7	50.6	47.6	55.2	59.6	49.4	50.5	57.6	53.4	63.1
	College	68.2	70.0	66.7	71.0	67.2	70.8	67.3	70.0	64.7	67.8

Retention Data

The following table indicates that the percentage of students enrolled in the Marketing program in the Fall semester who returned to the same program the subsequent Spring semester has increased over the last five years from just over 50% to 68.5% .

Students who returned to the Same Program or a different program in the subsequent Spring Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same Program	Program	53.4	60.7	60.6	61.1	68.5
	College	65.6	64.3	64.2	64.6	68.4
Returned Different Program	Program	9.6	9.5	4.3	5.3	5.5
	College	3.6	4.1	5.2	5.1	4.8
Graduated Fall	Program	1.4	1.2	2.1	0.0	2.7
	College	1.9	1.7	2.1	1.8	2.0
Did not return Spring	Program	35.6	28.6	33.0	33.7	23.3
	College	28.9	29.9	28.6	28.5	26.4

While Fall to Spring persistence improved, Fall to Fall persistence did not. The table below indicates that in four of the last five years, only one-third or less of Marketing students returned to the same program the following Fall. In addition, an average of 52.2% of Marketing students between Fall 2005 and Fall 2009 did not return to the College the subsequent Fall, as compared to a College average of 47.6% over the same period.

Students who returned to the Same Program or a different program in the subsequent Fall Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same Program	Program	32.9	29.8	38.3	23.2	32.4
	College	36.0	36.2	35.0	37.1	38.5
Returned Different Program	Program	11.0	9.5	7.4	13.7	13.5
	College	7.2	7.5	8.2	8.5	7.6
Graduated	Program	2.7	7.1	3.2	6.3	8.1
	College	7.7	8.1	8.1	8.3	8.0
Did not return Fall	Program	53.4	53.6	51.1	56.8	45.9
	College	49.1	48.3	48.8	46.1	45.8

Academic Performance

The average percent of college-level credits attempted that were completed is 88.1% over the past nine semesters, which is similar to the College as a whole at 88.0%. The average GPA for marketing students over the last nine semesters is 2.4, compared to 2.6 for the College overall.

Course Completion and Average GPA

		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
% of college-level credits attempted/completed	Program	82.3	86.9	80.6	81.7	78.2	85.3	88.8	80.7	83.5
	College	88.9	88.7	87.1	88.5	87.6	89.4	88.2	87.1	86.7
Average GPA	Program	2.35	2.54	2.27	2.38	2.19	2.38	2.59	2.23	2.6
	College	2.64	2.62	2.59	2.64	2.61	2.67	2.65	2.60	2.59

While the majority of students are in “Good Standing”, the average number of students in “Good Standing” over the last ten semesters is 6.5 percentage points lower than that of the College as a whole. In addition, the average percentage of students on probation or in provisional status in the Marketing Program is 5 percentage points higher than in the College as a whole over the last ten semesters.

Academic Standing (percent)

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Good Standing	Program	83.6	82.3	83.3	75.9	81.9	66.3	73.7	83.5	82.2	78.6
	College	90.8	88.1	88.8	86.2	83.8	82.2	85	83.0	85.6	83.2
Dropped insufficient progress/ poor scholarship	Program	5.5	3.8	3.6	5.7	3.2	7.9	9.5	7.1	4.1	1.2
	College	2.6	3.8	3.0	4.3	3.4	5.5	3.7	5.7	1.2	1.7
Probation - FT/PT/ Prov.	Program	11.0	14.0	13.1	18.3	14.9	25.8	16.8	9.5	13.7	20.2
	College	6.5	8.2	8.1	9.5	12.7	12.2	11.2	11.5	13.3	15.1

Success at departure (percent)

Status		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Graduated	Program	5.0	0.0	5.0	9.4	8.0	3.2
	College	5.8	12.1	5.2	13.9	6.5	14.0
Long term success	Program	45.0	42.4	35.0	31.3	12.0	41.9
	College	38.3	38.4	35.5	35.3	33.6	35.6
Short term success	Program	20.0	15.2	15.0	18.8	28.0	6.5
	College	17.4	16.9	18.1	16.4	19.0	17.1
Unsuccessful	Program	30.0	42.4	45.0	40.6	52.0	48.4
	College	38.4	32.6	41.1	34.4	40.9	33.4

- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative hours earned
- Short Term success is defined as departure with GPA of 2.0 or greater with 11 or fewer cumulative hours earned.
- Unsuccessful is defined as all departing students not otherwise classified including students who never completed a college-level course

Summary of Student Survey Results

Surveys were emailed/mailed to 82 current students, 15 graduates, and 425 former students of the Marketing program. Responses were received from 7 current students, 2 graduates, and 7 former students. (The complete survey results are shown in Appendix D.) Because of the small number of responses, the results should be interpreted with caution.

Student responses show that nearly all students are/were satisfied with the instruction they are receiving/received. All seven current students and both graduates who responded are/were satisfied with instruction, and 6 of the seven former students who responded were satisfied with the instruction they received. Similarly, the majority of

respondents were satisfied with the support they received from the program faculty. Both of the graduates who responded, and five of the seven former students who responded, were satisfied with the support they received from the faculty. Of the current students, five of the seven respondents (71.4%) are satisfied. In response to the question, “Do you feel that you are accomplishing/have accomplished the educational objectives you set for yourself at Community College of Philadelphia”, all current students and program graduates said that they either fully or partly accomplished their educational objectives.

Of the many strengths cited by the survey respondents, the most frequent response referred to the professors. Sample comments from the surveys are listed below.

- The accessibility of the instructors.
- The informative nature of the professor. The independence to research & learn. The application of obtained knowledge immediately.
- Teachers with real life experience.
- Helpful professors
- My teacher is AWESOME! He applies his real life experience in the field of marketing and management to what we are learning in the textbook which makes it a lot easier to comprehend. It makes me passionate about learning more in the field and applying it with my business.

Other strengths of the program cited by survey respondents were:

- I think the courses are current and offer information that could be directly applied to my job
- Gives advanced knowledge about marketing
- Program not only prepared me for a job, but gave me insight into how economy works and personal growth

In response to the question “What do you feel needs to be changed or added to the Management program in order to improve the program?”, students made the following comments (note: all but the first comment came from former students):

- More courses.
- Teachers need to be more knowledgeable and not just read word for word on textbooks. Also classes are already expensive why do books have to be so high in cost! And the Wall Street Journal should come free or low student cost also.
- Office hours especially for online students should continuously be offered and tailored to working individuals. Online students should have more ways to schedule face to face appointments and help should be made available when contact is made initially instead of having to leave a voicemail message or an email. Telephone lines to reach counselors or tutors should be answered more often and during more extended hours. I am also still unclear on what other requirements for my major I still need to fulfill.
- Jobs that are open to Marketing program students.
- More professors from the field.

One graduate of the program responded to the question “What courses or topic could have been added to the Management curriculum that would have been more useful to you in performing your current job?” with the following suggestion:

- Visits to marketing firms, presentations on case studies of marketing firms or presentations from executives at marketing firms.

V. Resources

Facilities and Equipment

There is no specific equipment dedicated to the Finance curriculum. Courses are taught in the same classrooms used by other faculty members. The courses taught are classroom lecture style as well as in an online format. The instructors use available technology, including smart podiums, allowing for the integration of the internet in course instruction.

VI. Demand and Need for the Program

The Occupational Outlook Handbook (OOH) published by the United States Department of Labor's Bureau of Labor Statistics predicts that employment in advertising, marketing, promotions, public relations, and sales is expected to increase by 13 percent through 2018. For sales managers, the expected growth is 13 percent, and for marketing managers, expected growth is 12 percent. Advertising and promotions managers are expected to experience little or no change in employment through 2018.¹ College graduates with related experience, high levels of creativity, and strong communication and computer skills should have the best job opportunities. The Marketing Program prepares graduates for High Priority Occupations. High Priority Occupations are identified by the Department of Labor and Industry and are submitted by the College to the Department of Education for Pennsylvania's Economic Development Stipend. In Pennsylvania, advertising, marketing, and public relations managers should see a growth from 31,740 jobs in 2004 to 35,980 jobs in 2014, for a growth of 4,240 jobs over ten years.²

¹ <http://www.bls.gov/oco/ocos020.htm>

² http://www.paworkstats.state.pa.us/paoooh/4-adv_mktg_pr.pdf

VII. Operating Costs and Efficiency

The Marketing Program's cost per credit hour has been lower than the College average for the last five years.

Credit Hours Produced and Cost per Credit Hour

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Marketing and Management Program Courses					
Credit hours produced	9,824	9,932	10,106	9,343	10,971
Cost per credit hour	\$107.66	\$108.34	\$111.12	\$118.96	\$103.26
College-Wide Average					
Credit hours produced	339,439	338,545	348,808	348,969	388,581
Cost per credit hour	\$129.79	\$137.13	\$144.42	\$144.65	\$138.33

The following table shows that the Marketing Program's direct cost per FTE and total cost per FTE are consistently lower than the College average.

FTE's, Total Operating, and Average Direct Costs

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
# FTE generated by the program	67.4	72.6	77.5	75.7	65.9
Program Direct Cost per FTE	2,792.61	2,940.84	3,014.50	3,207.34	2,929.23
Average College-wide program direct cost per FTE	\$3,051.99	\$3,309.45	\$3,494.96	\$3,552.83	\$3,790.34
Program Total Cost per FTE	6,281.66	6,601.39	6,981.46	6,997.68	6,718.45
Average College-wide total program cost per FTE	\$6,666.82	\$7,019.64	\$7,486.11	\$7,343.31	\$7,190.51

* Direct Costs include all expenses associated with the instructional cost centers, including the allocation of fringe benefits.

VIII. Findings and Recommendations

This audit finds that many of the recommendations from the 2002 Marketing Program audit have not been carried out by the faculty, and that many of the issues that were raised in the last audit remain. There appears to be a continuing pattern of lack of engagement in the program by the majority of the Marketing faculty. This is evidenced by a lack of faculty involvement and effort in relation to: enrollment and retention issues, lack of course revision to incorporate new trends in the field, lack of curriculum revision/development, problems with on-line courses not meeting the Quality Matters standards, establishing and maintaining an Advisory Board, course documentation, willingness to serve as department head, and documenting faculty meetings. Given that the recommendations from the 2002 audit were largely not implemented, it seems

unproductive to issue those recommendations again in this audit. The program also has low and stagnant enrollment, and extremely low graduation rates.

In light of the above findings, it is recommended that the Marketing Program be discontinued as a program offering at the College. Marketing courses that are required in other programs may be retained if those disciplines deem that they remain essential.

IX. APPENDICES

Appendix A

Marketing and Management Department
Advisory Committee, Spring 2011

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Dr. J. Gay asked the guests what skills they were seeking in prospective employees. N. DiGiulio voiced concerns about the ENGL 102 requirement and would prefer having students take a technical/business writing course, to which S. Gunn and M. Sampson II agreed. DiGiulio felt that research skills were falling short from what she was seeing. Simons expressed concern about getting students to understand that there is a specific language to each field of business that may not be communicated directly through the courses. McGorry reported that ENGL 102 incorporated information literacy that focused on how to research and was a required general education component at the College. Dr. Gay added that ENGL 102 met the Information Literacy requirement.

Mr. McCarthy asked where the public speaking course was in the programs. Discussion continued about how beneficial it was to be able to present material in public. Math was another necessary skill expressed by the group. Mr. Sampson II also advocated for tying math into the curriculum, as well as tying into communication. He recalled experience with Wharton where there was a talking/conversational math class. Mark told Sampson that there are issues with business math courses at the community college level, more specifically that they don't transfer.

The Entrepreneurship Proficiency Certificate draft was discussed. M. Sampson and Mr. Jenkins spoke to the need of including the legal issues in the courses. Ms. DiGiulio suggested focusing specifically on the legal aspects of owning a business in Philadelphia and the business privilege issues. Mr. Sampson II and others supported this idea.

The meeting was adjourned at 9:25 AM. The next meeting is scheduled for November 9, 2011.

Appendix C

MARKETING AND MANAGEMENT DEPARTMENT FULL-TIME FACULTY

Mark H. Bambach, Assistant Professor
B.B.A., University of Pennsylvania (Wharton)
M.B.A., La Salle University

Nancy Carr, Professor
B.B.A., Temple University
M.B.A., Temple University
J.D., Widener University School of Law

Marvin J. Cohen, Assistant Professor
B.S., Boston University
M.S., University of London
J.D., Temple University Law School

Bettie Davis, Assistant Professor
A.A.S., Community College of Philadelphia
B.S., Drexel University
M.B.A., University of Scranton

James J. Healey, Assistant Professor
B.A., University of Scranton
M.A.T., Yale University
M.B.A., University of Pennsylvania

Maurice Sampson, Assistant Professor
B.A., Bishop College
M.Ed., Antioch University

Appendix D

Marketing and Management Department Community College of Philadelphia 27 October 2009

Minimum Hiring Requirements For Full-time and Part-time Faculty

Faculty expertise requirements for the Marketing and Management Department vary across several specialty fields of study. The courses prepare students to be highly productive, empowered employees for any job currently held or, should they not be employed, prepared for potential jobs that become available. The program prepares students for development into managerial positions from line or line-type jobs and from one level within the hierarchical structure upwards to another in any environment.

The program prepares students for such a career in the private sector (commercial or industrial), public sector (local, state, regional or federal levels of government) or for positions in the multi-faceted non-profit sector. They are prepared to enter leadership careers regardless of whether or not that leadership career bears the “management” title.

Students are prepared to address start-up and production issues whether they are employed by others or are self-driven by their personal involvement in entrepreneurially oriented ventures.

In keeping with the management challenges of the 21st century, the Department prepares its students to be knowledge workers capable of offering their skills anywhere at any time in any company, organization, firm, institution or government agency and of any size.

To this end, the course mix offered by the Marketing and Management Department includes subjects in management, marketing, human resources, information, operations and law. Its programs are comprehensive in nature and include courses from other related specialty areas (finance, economics and accounting). The programs also include the College required package of general education courses intended to ensure that each student receives a full and holistic experience before being awarded the Associate in Applied Science Degree at graduation.

All courses are accredited and most are transferable to 4-year institutions everywhere.

Responsibility for initiating recommendations for hiring shall vest with the members of the Department where a newly-hired Employee will be working. The procedure shall be as follows:

The Administration shall inform the Department of the probable number of positions to be filled as early as possible, and in no case later than October 15, if the positions are to be filled for the following Fall semester or March 15, if the positions are to be filled for the following Spring Semester.

A Department Hiring Committee (elected by the Department), the Department Head, and the Dean will meet prior to the beginning of the formal screening process to discuss the specific needs of the Department to be satisfied in filling the new position(s). (See Article VI of Community College of Philadelphia Faculty Federation's Collective Bargaining Agreement).

All recommendations for hiring new Employees in the Department shall be subject to the consideration and the approval first of the Department Hiring Committee, next of the Department Head, then of the Dean, then of the Vice President for Academic Affairs and, finally, the President (see Article VI of Community College of Philadelphia Faculty Federation's Collective Bargaining Agreement).

I. Minimum requirements to teach Management, Marketing and Human Resources Management Courses

Tenure track faculty at the Community College of Philadelphia will possess, as a minimum eligibility qualification, an earned MBA or Master's Degree or a Doctorate in appropriate business areas that match the specific needs of the Department to be satisfied in filling the new position(s) as determined by the meeting of the Department Hiring Committee, the Department Head, and the Dean as stipulated in the hiring procedure. The specific needs could require an MBA in Management or Marketing or a Master's Degree in Industrial Relations or a Juris Doctorate. The candidate must demonstrate the ability to communicate in a classroom. The candidate should have at least five years business experience and five years of teaching experience, preferably, at the community college level or higher level. Ideally, the candidate will have the credentials and experience to teach a wide breath of offered courses since that represents normal course loads.

II. Minimum requirements to teach Law Courses

Tenure track faculty at the Community College of Philadelphia will possess, as a minimum eligibility qualification, an earned Juris Doctorate Degree from an ABA approved law school that match the specific needs of the Department to be satisfied in filling the new position(s) as determined by the hiring procedure. The candidate for the position must have completed formal study in law and passed a state bar examination. It is preferred the candidate have at least five years business experience and five years of teaching experience, preferably, at the community college level or higher level. It is preferred the candidate have the credentials and experience to teach a wide breath of offered courses since that represents normal course loads.

III. Minimum requirements to teach Real Estate Courses

Tenure track faculty at the Community College of Philadelphia will possess at a minimum eligibility qualification, an earned JD Degree or an MBA or an earned Master's Degree in a related field as defined and approved by the Department.

The candidate for the position must be a Commonwealth of Pennsylvania credentialed real estate broker or real estate attorney licensed and who also has presented documentary evidence that he is current in satisfying his/her continuing education requirements. The candidate should have at least five years business experience and five years of teaching experience, preferably, at the community college level or higher level. Ideally, the candidate will have the credentials and experience to teach a wide breath of offered courses since that represents normal course loads.

IV. Minimum requirements to teach Courses in the Entrepreneurship Program

The courses published as those required to complete the entrepreneurship program, at the moment, are courses included as requirements in other programs taught by the department faculty. The existing faculty will meet the needs of this program unless and until courses are added that are unique to the entrepreneurship program. Adjustments and additions will be made to this document by the members of the Department faculty as necessary to satisfy any such requirements once they arise. The Department faculty will make these program determinations according to Article 16 of the Community College of Philadelphia Faculty Federation's Collective Bargaining Agreement.

Minimum Hiring Requirements For Part-Time Faculty

The Department Head shall initiate the hiring of part-time faculty and is expected to have their records or access to their records and will maintain a current roster of potential part-time employees (See Department Head Memorandum of Understanding).

Hiring of part-time instructors will, generally, follow the same requirements established for full-time instructors. This is a Departmental hiring goal. The primary exception is in the fact that part-time instructors will be hired to teach a particular course, one term at a time, only as the need arises. They will not be hired with the same precision required of tenure track full-time faculty but MAY achieve eligibility qualifications to apply for full-time positions by satisfying those requirements through future study and/or experience accumulation.

Because of the need for flexibility in meeting last minute operational demands, a part-time instructor may be hired to teach one or two courses for a single semester due to an unanticipated need. An instructor hired to teach Mngt 121 – Introduction to Business, for instance, must meet the minimum general eligibility requirements published below to teach as a part-time instructor. Such an instructor has a limited scope in classes available to him/her and need not have the broad experience of an instructor expected to teach a full load on continuing long-term basis.

Minimum Hiring Requirements for a Part-Time Instructor

An adjunct or part-time instructor must possess, as a minimum eligibility qualification, an earned MBA Degree or an earned Master's Degree in a field of study related to the course or courses for which he/she is being considered to teach for a single term as determined by the Department Head. He/she must have a minimum of two years business experience other than self-employment consultancy and at least one year of teaching experience at least at the high school level but, preferably, at the community college level or higher. He/she must show evidence of completed formal study in the management, information, marketing, human resources or real estate disciplines for which he/she is being considered for hiring to teach.

If the adjunct or part-time instructor is to teach a law course, he/she must present evidence of his/her having completed courses in the study of law and the documentation that confirms that he/she holds a Juris Doctorate Degree.

If the adjunct or part-time instructor is to teach a real estate course, he/she must:

- present evidence of his certification as a real estate broker or attorney (who holds a Juris Doctorate Degree),
- evidence that he/she is currently practicing or recently retired as a real estate broker, salesperson or attorney (preferably a broker or attorney),
- evidence that he/she has teaching experience preferably at the community college level or higher and
- that he/she, where it applies, is current in his/her professional continuing educational requirements. He/she may or may not have earned a master's degree.

Appendix E

Marketing Program Faculty Professional Development Activities 2010-2011

Mark Bambach

Through the College's membership, involved with the NACCE organization and participate in NACCE webinars. Developed a proposal for revising the Entrepreneurship program. Worked with Christopher Lewis, College Recruiter, to mentor high school students visiting the College for the day and who were interested in majoring in Business. Attended the NFTE Philadelphia Visionary Gala in November 2010 and was a workshop presenter at both the 2010 and 2011 Youth Entrepreneurship Conferences that were scheduled at the College for the NFTE students.

Attend one or two professional multi-day seminars/conferences per year.

- April 6-8, 2011: The Marketing Workshop 2011, Chicago IL;
- June 6-9, 2010: 21st Annual Advanced Research Techniques - San Francisco, CA.

- Work as a consultant with businesses on a continuing basis concerning turn-around, marketing and financing.

- Participate in approximately 100 Webinars a year through the American Marketing Association covering a wide variety of Marketing/Business issues.

- Member of the American Marketing Association, American Management Association, NFTE and NACCE.

- Participate in two job fairs per year to see what skills employers are looking for in graduating students.

- Read numerous business and trade periodicals, as well as many daily and weekly newspapers.

- Subscribe to the Online Journal of Distance Learning Administration for ways to improve my online courses.

Below is the list of the Webinars that I have attended for 2010-2011.

Comment Intelligence: unlocking the power of Net Promoter Score® with text analytics	8/31/2010
Behavioral Segmentation: Using Web Analytics for Better Results	9/1/2010
Proven Practices for Increasing Revenue Through Marketing	9/2/2010
Leveraging Social Media to Make Your Webinars a Success	9/8/2010
SEO 101 - Learn the Basics of White Hat SEO!	9/9/2010
Top 5 Strategies to Bridge your Online and Offline Marketing for 2011	9/14/2010
Social Media Marketing to Women: What Every Brand Needs to Know	9/15/2010

Promotional Loyalty: Using Cash Back to Get More from Value Seeking Customers	9/16/2010
Personalization in Advertising – Right Offer, Right Person, Right Time	9/17/2010
The Online Customer Experience: Make it Exceptional	9/21/2010
Driving Customer Acquisition and Activation Through Multi-Channel Customer Interaction	9/28/2010
How to Achieve 80 Percent Success Rates in Innovation	9/29/2010
Facebook Marketing Secrets: Ads, Apps and Analytics	9/30/2010
Impact of Digital Marketing on Kodak and International Speedway Corporation	10/5/2010
Holiday Marketing Campaigns Using Social Media: The 5 “Must Dos” in 2010	10/6/2010
Metrics that Matter for Marketing Measurement	10/7/2010
Managing Strategy from the Outside In	10/8/2010
Winning the Consumer Engagement Wars: Capturing the Hearts, Minds and Attention of Today’s New Respondents	10/12/2010
Online Brand Protection: A step-by-step guide to creating a proactive strategy	10/13/2010
Connected Marketing: How It’s Revolutionizing Online Marketing	10/14/2010
Market Research Leaders Take Control of Online Research Quality: A How-To Guide for Research Buyers	10/15/2010
Optimize the Marketing Levers That Matter: Tips and Tricks to Boost Email Opt-Ins, Lead Quality, Customer Lifetime Value and More	10/19/2010
Secrets of Marketing Webinars	10/20/2010
Virtual Success: 10 Things You Must Know for a Successful Virtual Event	10/21/2010
Maximize Your Marketing Impact with Rich Media	10/27/2010
Why It's so Important to Be Likeable on Facebook, and How to Do It	10/28/2010
Retargeting – Re-connecting and Re-gaining Traction With Lost Prospects	10/29/2010
Demonstrate Mobile ROI	11/2/2010
Meeting of the Minds: Measuring and Improving the Value of Social Media	11/5/2010
The Realities and Myths of Content Curation and SEO	11/9/2010
Metrics to Understand the Cross-Channel Customer	11/10/2010
Intelligent Marketing: Improving Marketing Performance Using Business and Social Intelligence	11/11/2010
Virtual Events to Generate Real Results: Best Practices for Planning and Executing Online Events	11/16/2010
Evolve Your Marketing Research: How to Incorporate Online Communities and Social Technologies to Gain Deeper Insight	11/17/2010
Dodging the Vectors	11/18/2010
The Art and Science of Meaningful Customer Conversation: How Interactive Marketing Drives Engagement	11/19/2010
Kick Start 2011: 10 Trends That Will Make or Break Your Email Results	11/30/2010
The Science of Lead Generation: Scientifically Proven Ways to Get	12/1/2010

More Leads

7 Ways to Generate More Sales Revenue with Marketing Automation	12/7/2010
Customer Intelligence: The New Frontier of Customer Voice	12/8/2010
Survival of the Quickest: Adaptive Online Experiences with Web Analytics Demystified	12/9/2010
Secrets of Marketing Webinars	12/10/2010
Is Your Web Analytics Strategy Mission Critical? A fresh new look at measuring your online and mobile marketing investments.	12/14/2010
Communicating with Sales: How to Avoid Getting Lost in the Noise	12/15/2010
Looking for the Latest Research on Online Testing?	12/16/2010
Do-It-Yourself (DIY) Concept Testing	12/17/2010
Integrating Webinars into your Marketing: Make Your Next Event the Centerpiece of an End-to-End Campaign	12/21/2010
Meeting of the Minds: Everything We Know About Measuring Marketing Effectiveness in One Hour?	1/7/2011
Email Optimization Secrets: What 1,397 Marketers are Doing to Get Better Results	1/11/2011
Using Marketing Automation to Boost Revenue and Reduce Marketing Costs	1/12/2011
Kickstarting Your Innovation Strategy with Ideation	1/13/2011
The New Moment of Truth: How Technology Has Influenced Purchase Decisions and How Savvy Marketers Can Capitalize	1/19/2011
Build a True Profile of Online Customer Behavior and Turn Marketing into Science	1/20/2011
Social Influence Strategy and Location Based Applications	1/25/2011
Make or Break Customer Satisfaction	1/26/2011
Benchmarking Your Online Marketing Initiatives vs. Competitors & Industry Standards	1/27/2011
Drive Marketing Relevance in Today's Digital World	1/28/2011
Improving Interaction Outcomes with Customer Engagement Management Systems	2/1/2011
6 Weeks To A Great Webinar	2/2/2011
Meeting of the Minds: Building a Measureable Platform for Brand Development	2/4/2011
Maximizing ROI through Relevant Email	2/8/2011
The Top Five Strategies for Protecting Your Brand Online	2/9/2011
Taming the Social Networking Giant: Harnessing the Power of New Media for Market Research	2/10/2011
Bridging the Gap Between Customer Surveys and Business Outcomes	2/15/2011
The Youth Mobile Age – Understanding trends among the mobile youth for 2011	2/16/2011
Search Marketing in 2011: New Strategies & Tactics to Boost Customer Acquisition and ROAS	2/17/2011
Go Beyond Measuring Activities: Best Practices to Improve Online Marketing Effectiveness	2/22/2011
Marketing Measurement: Less Talk + More Action = Better Results	2/23/2011

Get Inspired - 20 Amazing Ways Marketers Are Winning with Online Video	2/24/2011
Website Trust Marks: Valuable or a Waste?	2/25/2011
Making Social Media Work for You	3/1/2011
500 Email Marketers Can't Be Wrong: Proven Email Marketing Tactics to Increase Conversions & Sales	3/3/2011
11 Marketing Trends for 2011	3/8/2011
Online Customer Engagement and Conversion: Top Trends and Next Practices for 2011	3/9/2011
Your Customers are Talking About You. Are You Listening?	3/10/2011
Building the On-Demand Brand: Top 5 Digital Marketing Trends to Capitalize On Now	3/16/2011
Is Your Business Intelligence Driving Success...or Driving You Insane?	3/22/2011
Winning with Better Landing Pages – Top 5 Secrets to Lifting Conversions	3/23/2011
Why Your Marketing Strategy Needs HEROes to Reach and Engage Customers	3/24/2011
Fast Track Your Fundraising: 5 Secrets to Accelerate Your Campaign Results	3/25/2011
How to Build a World Class PPC Team	3/29/2011
Mobile Paid Search: Dial Up Your Online Marketing Results in 2011	3/30/2011
Supersized URLs: The 411 on new Top Level Domains	3/31/2011
The 2010 US Census: Learn What's New and How It Can Improve and Localize Your Target Marketing	4/5/2011
Personalization and Retargeting: Can Your Analytics Handle It?	4/6/2011
Build Email Marketing Momentum: Optimizing Productivity, Design and ROI	4/12/2011

Nancy Carr

2009-2011: Participated as a Fellow in the U. S. Department of Education Title VI Business and International Education (BIE) grant program, *Area Studies Approach to Strengthening International Business Education at Community College of Philadelphia: China*, offered to Division faculty. Participated in “China and the Global Economy: Perspectives from Shanghai, Hangzhou and Wuhu” a faculty development workshop and site visit to China, May 10-17, 2011.

August 10, 2010: Attended the Pennsylvania Bar Association’s “Legal Ethics-Avoiding Legal Malpractice” event for imparting ethics and dealing with attorneys to Business Law, Hospitality Law, and other business students.

August 10, 2010: Presented at a national event, the Academy of Legal Studies in Business’ “Entrepreneurial Law Panel” because at the 2009 Academy of Legal Studies in Business (National), I presented a paper “Entrepreneurial Law: An In-Basket Simulation” and then was invited to serve on this panel. My desire is to include the Uniform Commercial Code (UCC) and other areas of law in management and entrepreneurship courses in a fun and meaningful way. Both of the simulation and ideas from the Panel enrich many courses in the department.

September 10, 2010: Presented at Trader Joe's "Inside Trader Joe's-Check Out the Hottest and Most Secretive Retailer in America" event to visit the store so I could include this Fortune Cover Article in Marketing 131 in a meaningful way. Class was very interested and enthusiastic.

December 1, 2010: Attended Widener Law School Women's Network's "Image Marketing" event to help students prepare for employment. Immediate inclusion in Marketing 131 and Management 199 (Coop) classes.

December 14, 2010: Attended Fox Rothschild Center for Law and Society (CCP)'s "Criminal Records Questions and Concerns" because the topic comes up in Business Law classes and student inquiry. While I would not give students personal legal advice, information will help me direct students for help.

Attended Educational Conferences/Seminars/Workshops

Where: China: Shanghai, Hangzhou, Guangzhou and Hong Kong

Topic: China: An Emerged Economic Powerhouse in the Global Economy (A Faculty Development in International Business Program Sponsored by the U.S. Dept. of Education and the Centers for International Business Education and Research (CIBER))

Date/s: 1/3/11 -1/13/11

Reason(s): To include the role of China in all management, marketing, law, and hospitality courses.

Outcome(s): Increasing student interest and excitement in China's important role in the global economy.

Where: Montgomery County Courthouse

Topic: How and When to Plead Quasi-Contract

Date/s: 2/10/11

Reason(s): Update in business law

Outcome(s): Information useful in teaching Business Law

Where: Dolce Valley Forge, King of Prussia

Topic: The Pearson Management and Marketing Symposium

Date/s: 2/25/11

Reason(s): To learn about business simulations and share best practices with faculty from many area universities

Outcome(s): Learned of several new simulations and saw them demonstrated.

Presented at Conferences/Seminars/Workshops

Where: Montgomery County Courthouse

Topic: Mock Trials (High School Competition)

Date/s: 2/10/11

Reason(s): To give written and verbal evaluations to student "lawyers", "parties" and "witnesses" on their roles in Mock Trials.

Outcome(s): To share the experience with CCP students especially in law classes.

Where: CCP CAHM 266 Hospitality Law Class

Topic: Law and Marketing Issues in the Chinese Hospitality Industry

Date/s: 4/19/11

Reason(s): To share information gained on the CIBER China Study Tour

Outcome(s): An interested and excited audience.

Visits to Other Institutions/Industry/Businesses

Where: China

Topic: Visits to U.S. Consulate in Shanghai-Commercial Section, Alibaba Group Corporation, Bao Steel Co.,Lauder Piano Co., Midea Group, Desano Pharmaceutical, China Senior Care, Hong Kong Cyberport etc.

Date/s: 1/3/11-1/13/11

Reason(s): To see and understand the dynamics of Chinese industries and share information with students.

Outcome(s): It has been invaluable to include the role of China in the global economy in all my courses with personal knowledge of Chinese companies. I have and will continue to include these experiences in all my courses and to include discussion of global opportunities to MNGT 199 participants. Visiting South China University of Technology (SCUT) and learning of the offerings and organization of their School of Business was beneficial sharing information about a top business university with CCP students.

Professional Certification Earned/Renewed

Topic: Bars of Pennsylvania, Federal District Court, and U.S. Supreme Court

Date/s: continuing

Reason(s): attorney

Marvin J. Cohen

March 6, 2010: Attended BALC (Allentown)'s "Day on Real Estate—Contemporary Issues" event for the need to keep up to date on all real estate issues and resolutions of those issues so recent developments can be communicated to real estate students. Presentation did cover recent developments in real estate. Satisfactory outcome.

July 13, 2010: Attended Northampton County Bar Association's (Easton, PA) "Wills vs. Trusts" for the need to explain the advantages and disadvantages of each to law and real estate students. The presenting panel was not in agreement on the advantages and disadvantages, but issues to be considered were clear.

August 4, 2010: Attended Lehigh County Bar Association's "Real Estate Settlement Issues" for the need to explain Real Estate Settlement issues to students and have them understand how they might resolve them or lose their deal. Issues relating to new HUD1 and title issues were covered.

August 30, 2010: Attended "Sale of a retail business" in Harrisburg, PA, to be able to explain to student entrepreneurs who are considering purchasing or selling a business (re: procedure and risks to be avoided). Good hands on case experience.

November 10, 2010: Attended 51st Annual Tax Forum at Lehigh University for the need to understand and explain the tax ramifications of real estate and contract transactions to students. Key topics were the global and national economy reactions to the global economic crisis in 2010 into 2011. The presenting panel did a challenging job covering the issues and tax changes.

James Healey

November 2, 2010: Visited the Rush Holt Campaign's (Princeton, NJ) "Market Canvas" event for demographic target selection. Target selection accomplished.

November 16, 2010: Attended the Princeton Regional Chamber of Commerce's "Business" event for market information. Regional business data was obtained.

October 2010, November 2010, January 2011, and February 2011: Attended On-line Assessments; On-line vs. Face to Face; Interactive Podium; Retention at CCP for best practices. Useful for Performance Evaluations.

September 2010 and February 2011: Attended Princeton NJ Chamber of Commerce and Princeton University's "Business Transition; Transportation Issues; and Economics" events for professional advancement. Most subject matter was applicable to particular business analysis.

Additional Activities: Attended department meetings held in order to strengthen the academic integrity of the program as outlined in the Master Plan. Member of the Princeton Middle East Society and Arkadaslar – Returned Peace Corps Volunteers of Turkey Association.

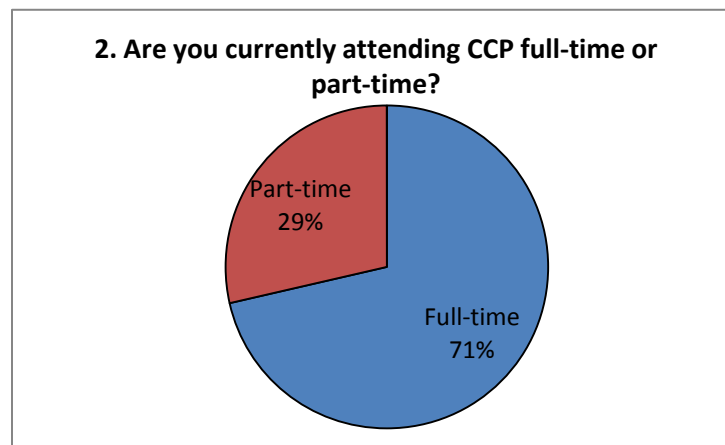
Appendix F Student Survey Results

Student Survey – Current Students

N = 7

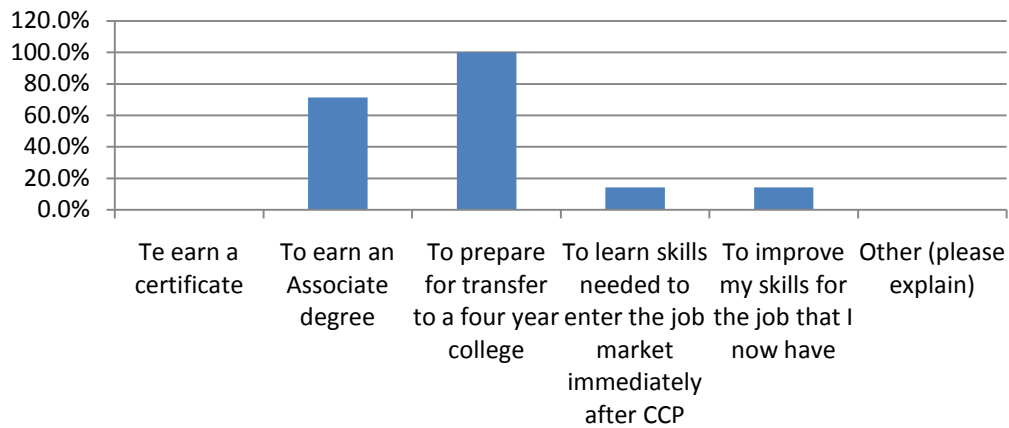
1. When did you enter the Marketing Program?			
Spring 2005	Fall 2009	Spring 2010	Fall 2010
1	1	1	3

2. Are you currently attending CCP full-time or part-time?		
Answer Options	Response Percent	Response Count
Full-time	71.4%	5
Part-time	28.6%	2



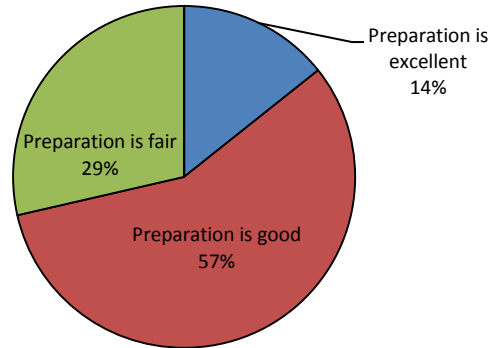
3. Which of the following reasons were important to you when you enrolled in the Marketing Program at CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
To earn a certificate	0.0%	0
To earn an Associate degree	71.4%	5
To prepare for transfer to a four year college	100.0%	7
To learn skills needed to enter the job market immediately after CCP	14.3%	1
To improve my skills for the job that I now have	14.3%	1
Other (please explain)	0.0%	0

3. Which of the following reasons were important to you when you enrolled in the Marketing Program at CCP?



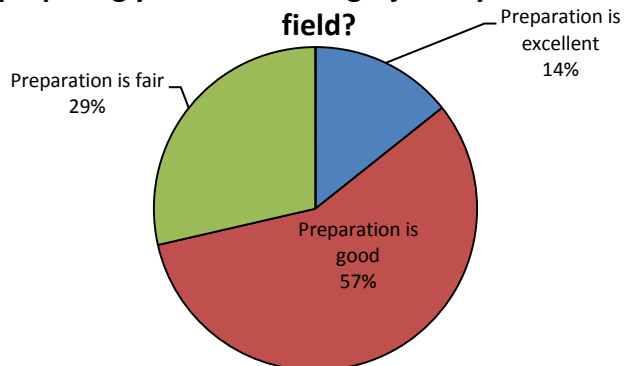
4. How well is the CCP Marketing Program preparing you for transferring to another college?		
Answer Options	Response Percent	Response Count
Preparation is excellent	14.3%	1
Preparation is good	57.1%	4
Preparation is fair	28.6%	2
Preparation is not helpful	0.0%	0
Not planning to transfer	0.0%	0
Please explain. We would appreciate your comments on your Marketing courses as well as your other general education courses.		2
Number	Please explain. We would appreciate your comments on your Marketing courses as well as your other general education courses.	
1	So far, so good. My teacher is AWESOME! He applies his real life experience in the field of marketing and management to what we are learning in the textbook which makes it a lot easier to comprehend. It makes me passionate about learning more in the field and applying it with my business.	
2	I haven't taken any marketing specific courses yet, but the curriculum appears to be easily transferrable.	

4. How well is the CCP Marketing Program preparing you for transferring to another college?



5. How well is the CCP Marketing Program preparing you for obtaining a job in your desired field?		
Answer Options	Response Percent	Response Count
Preparation is excellent	14.3%	1
Preparation is good	57.1%	4
Preparation is fair	28.6%	2
Preparation is not helpful	0.0%	0
Please explain. We would appreciate your comments on your Marketing courses as well as your other general education courses.		1
Number	Please explain. We would appreciate your comments on your Marketing courses as well as your other general education courses.	
1	Too early in my academic career to judge.	

5. How well is the CCP Marketing Program preparing you for obtaining a job in your desired field?



6. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes, fully	57.1%	4
Yes, partly	42.9%	3
No	0.0%	0
Please comment		1
Number	Please comment	
1	Too early in my academic career to judge.	

7. What do you think are the strengths of the Marketing Program?	
Number	Response Text
1	the informative nature of the professor. the independence to research & learn. the application of obtained knowledge immediately.
2	I think the courses are current and offer information that could be directly applied to my job
3	Teachers with real life experience.

8. What do you think needs to be changed or added to the Marketing Program in order to improve the program?	
Number	Response Text
1	More courses.

9. Are you satisfied with the instruction you are receiving?		
Answer Options	Response Percent	Response Count
Yes	100.0%	7
No	0.0%	0

10. Are you satisfied with the support you are receiving from the program faculty?		
Answer Options	Response Percent	Response Count
Yes	71.4%	5
No	28.6%	2

10a. If yes, please give an example of the type of support you are receiving.	
Number	Response Text
1	e-mail response from professor.
2	Mr. ____ is an excellent example of an instructor and advisor.

10b. If no, what type of support are you looking for and are not receiving?	
Number	Response Text
1	Apparently the program may be terminated by next fall which is upsetting and frustrating because I came to the school to solely study marketing and now that the program may be terminated I'm going to have to switch schools.

11. What is your current job title and what type of work you do in your primary job?	
Number	Response Text
1	retail cashier
2	C. E. O. Insight Management Investments L. L. C.
3	Sales Associate
4	Sales Manager

5	Retail manager / Freelance stylist
6	HR Benefits Associate

12. Is this job directly related to the field of Marketing?		
Answer Options	Response Percent	Response Count
Yes	83.3%	5
No	16.7%	1

13. Was your enrollment in the Marketing Program helpful to you in getting this job?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	6

14. Were you employed in this job prior to enrolling in the Marketing Program at CCP?		
Answer Options	Response Percent	Response Count
Yes	83.3%	5
No	16.7%	1

15. If yes, have your experiences in the Marketing Program at CCP helped you do your job better?		
Answer Options	Response Percent	Response Count
Yes	80.0%	4
No	20.0%	1

16. How could your Community College of Philadelphia education be more useful to you in performing your job?

17. How many hours per week on average do you work in this job?	
Number	Response Text
1	35
2	35-40
3	25
4	50-60
5	45
6	40

18. If you are not employed now, is this employment status by your choice?		
Answer Options	Response Percent	Response Count
Yes	50.0%	1
No	50.0%	1

Student Survey – Program Graduates

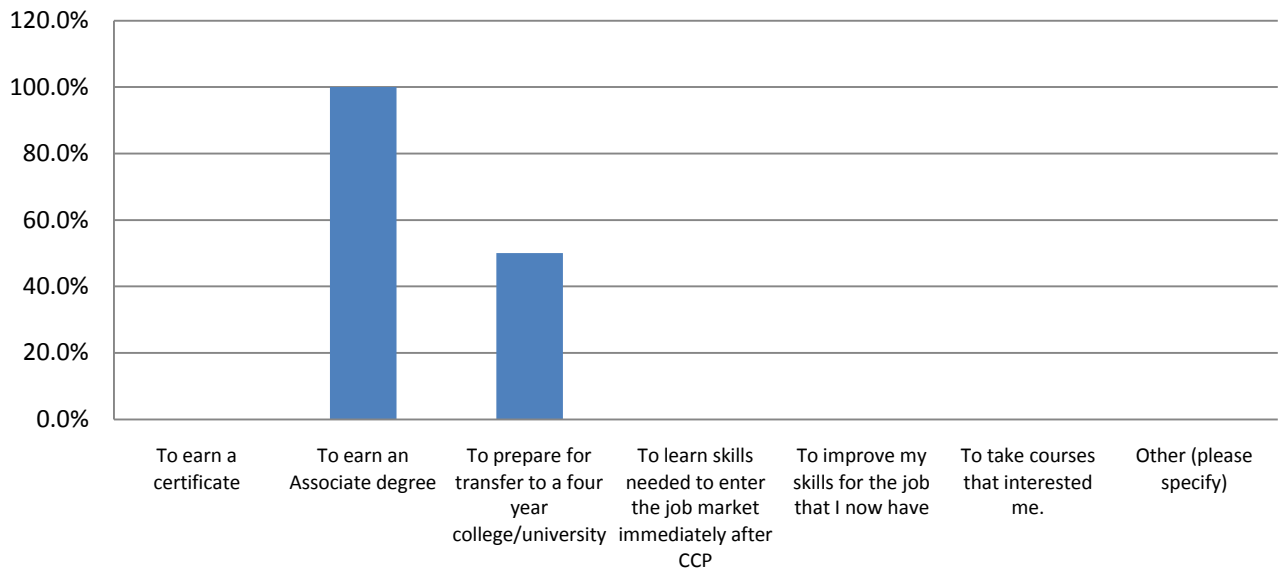
N = 2

1. When did you enter the Marketing Program?	
1975	Fall 1998
1	1

2. When did you graduate from the Marketing Program?	
1978	2000
1	1

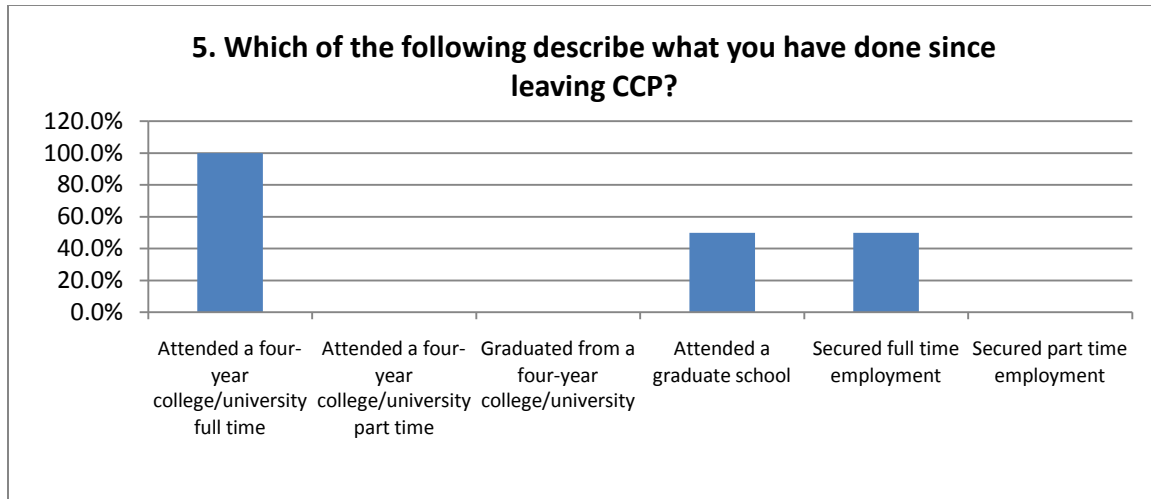
3. Which of the following reasons were important to you when you enrolled in the Marketing Program at CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
To earn a certificate	0.0%	0
To earn an Associate degree	100.0%	2
To prepare for transfer to a four year college/university	50.0%	1
To learn skills needed to enter the job market immediately after CCP	0.0%	0
To improve my skills for the job that I now have	0.0%	0
To take courses that interested me.	0.0%	0
Other (please specify)	0.0%	0

3. Which of the following reasons were important to you when you enrolled in the Marketing Program at CCP? (Mark all that apply)



4. Did you accomplish the educational objectives that you set for yourself at Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes, fully	50.0%	1
Yes, partly	50.0%	1
No	0.0%	0

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Attended a four-year college/university full time	100.0%	2
Attended a four-year college/university part time	0.0%	0
Graduated from a four-year college/university	0.0%	0
Attended a graduate school	50.0%	1
Secured full time employment	50.0%	1
Secured part time employment	0.0%	0



6. Name of most recently attended college:

Number	Response Text
1	Rosemont College

7. Present enrollment status at the college listed in Question 6

Answer Options	Response Percent	Response Count
Still attending full time	0.0%	0
Still attending part time	0.0%	0
Stopped attending before graduating	50.0%	1
Graduated	50.0%	1
If graduated, what is your degree and date of graduation?		1

Number	If graduated, what is your degree and date of graduation?
1	MBA, May 2008

8. If you transferred to another college, how well did the Marketing Program prepare for the academic demands at the college to which you transferred?

Answer Options	Response Percent	Response Count
Preparation was excellent	0.0%	0
Preparation was good	50.0%	1
Preparation was fair	50.0%	1
Preparation was not helpful	0.0%	0
Please explain. We would appreciate your comments on your Marketing courses as well as your other general education courses.		1

Number	Please explain. We would appreciate your comments on your Marketing courses as well as your other general education courses.
1	The marketing courses were a good springboard for the courses at Rosemont. The various terms, explanations, case studies, etc. at Rosemont were easily learned due to similar class assignments at CCP. Additionally, the ability to take accelerated classes in the summer at CCP prepared me for the accelerated format at Rosemont (5 weeks for the B.S. and 7 weeks for the MBA). This format was more in tune with my age and the time set aside for completion - 1 year for each degree.

9. Were you satisfied with the instruction you received in the Marketing program?

Answer Options	Response Percent	Response Count
Yes	100.0%	2
No	0.0%	0

10. Were you satisfied with the support you received from the program faculty?		
Answer Options	Response Percent	Response Count
Yes	100.0%	2
No	0.0%	0

11. If yes, please give an example of the type of support you received.	
Number	Response Text
1	The instructors were knowledgeable and never gave the impression of being 'bothered' with questions, often, mundane.

12. If no, please give an example of the type of support you were looking for and did not receive.

13. What do you feel are the strengths of the Marketing Program?	
Number	Response Text
1	The accessibility of the instructors.

14. What do you feel needs to be changed or added in order to improve the Marketing Program?

15. If you transferred to another college or university, did your transfer institution accept your Marketing courses?		
Answer Options	Response Percent	Response Count
Yes, all of them	50.0%	1
Yes, some of them	50.0%	1
None of them	0.0%	0
Please list the courses that did not transfer		0

16. If you transferred to another college/university, did your transfer institution accept your non-Marketing courses?		
Answer Options	Response Percent	Response Count
Yes, all of them	50.0%	1
Yes, some of them	50.0%	1
None of them	0.0%	0
Please list the courses that did not transfer		0

17. What is your current job title and what type of work you do in your primary job?	
Number	Response Text
1	Business Manager in the Finance area of a Charter School. My primary responsibilities are to ensure invoices are inputted into the QuickBooks system, vendor liaison and check distribution.

18. Is this job directly related to the field of Marketing?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	1

19. Was your enrollment in the Marketing Program helpful to you in getting this job?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	1

20. If your enrollment in the Marketing Program was "not" helpful to you in getting this job, please list the reasons below.	
Number	Response Text
1	My previous position of Administrative Manager was more of a 'marketing' flavor. My current position is more finance related than marketing related.

21. Were you employed in this job prior to enrolling in the Marketing Program at CCP?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	1

22. If no, how well did the Marketing program prepare you for your job?		
Answer Options	Response Percent	Response Count
Preparation was excellent	0.0%	0
Preparation was good	100.0%	1
Preparation was fair	0.0%	0
Preparation was not helpful	0.0%	0
Please explain. We would appreciate your comments on your Marketing courses as well as your other general education courses.		1
Number	Please explain. We would appreciate your comments on your Marketing courses as well as your other general education courses.	
1	Marketing is a 'people' field and when not so good news has to be given, especially for bill payment, you have to know your market (vendors) and the appropriate way to handle the situation.	

23. If yes, did completion of the Marketing Program at CCP help you do your job better?		
Answer Options	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0

24. What courses or topics could have been added to the Marketing curriculum that would have been more useful to you in performing your current job?	
Number	Response Text
1	Visits to marketing firms, presentations on case studies of marketing firms or presentations from executives at marketing firms.

25. How many hours per week on average do you work in this job?	
Number	Response Text
1	50

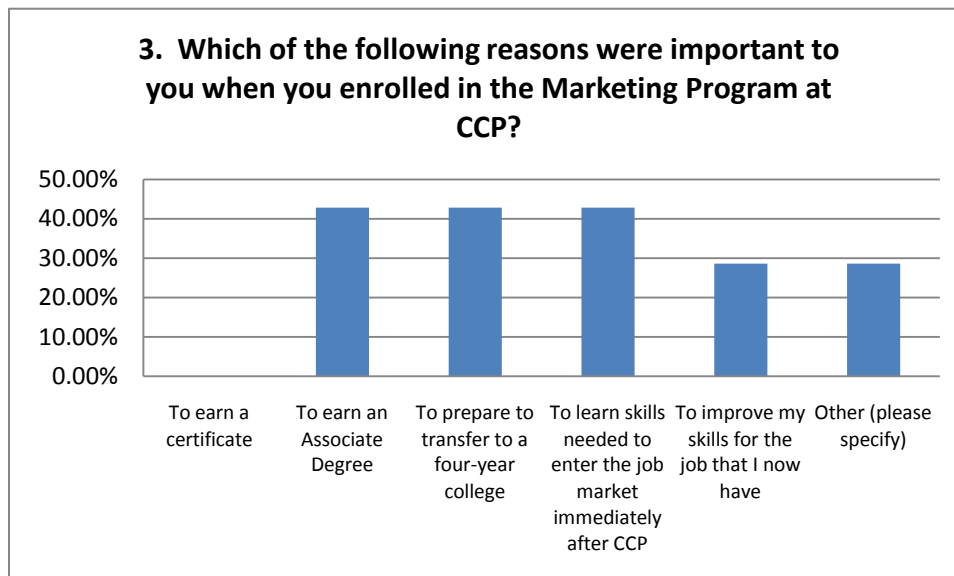
Survey Results – Former Students

N = 7

1. When did you enter the Marketing Program at CCP?					
1976	1986	2005	Summer 2006	2007	Summer 2010
1	1	1	1	1	1

2. When did you leave the Marketing Program at CCP?			
Summer 2006	2006	Fall 2010	2010
1	1	1	1

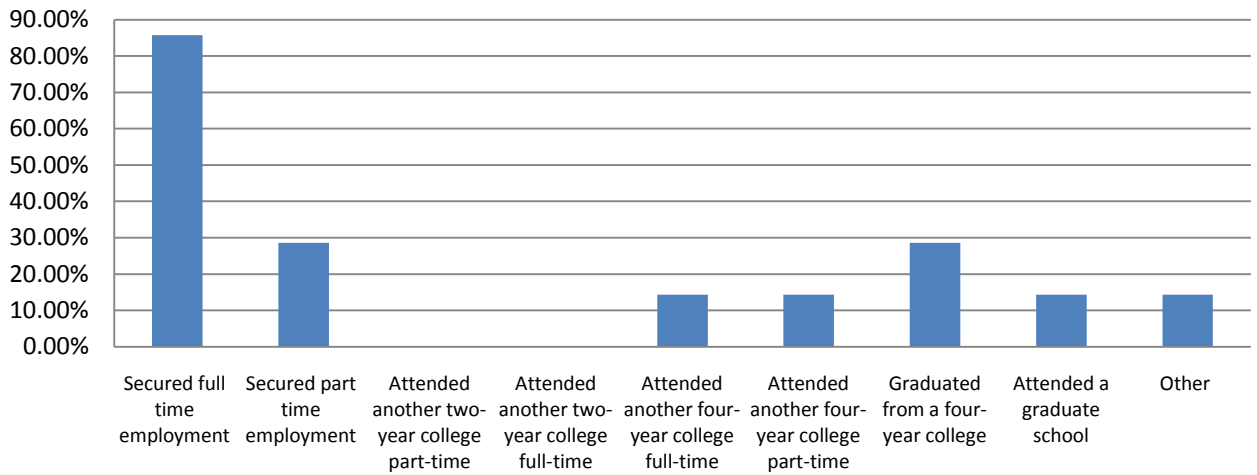
3. Which of the following reasons were important to you when you enrolled in the Marketing Program at CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
To earn a certificate	0.00%	0
To earn an Associate Degree	42.86%	3
To prepare to transfer to a four-year college	42.86%	3
To learn skills needed to enter the job market immediately after CCP	42.86%	3
To improve my skills for the job that I now have	28.57%	2
Other (please specify)	28.57%	2
Number	Response Text	
1	Take a course	
2	To fulfill credits required at my full time institution at the time	



4. What factors led you to leave the Marketing Program before completing it? (Check as many as appropriate)		
Answer Options	Response Percent	Response Count
I learned skills that I wanted to know	0.00%	0
Conflict with work schedule	0.00%	0
Conflict with family responsibilities	14.29%	1
Transferred to another college	14.29%	1
Financial reasons	0.00%	0
Problems with Financial Aid	28.57%	2
Personal reasons/illness	14.29%	1
Academic difficulties	28.57%	2
Courses that I needed were not offered when I needed them	14.29%	1
Courses were not required at transfer institution	0.00%	0
Did not like the program	0.00%	0
No longer interested in the field	0.00%	0
Changed my major	0.00%	0
Other (please specify)	57.14%	4
Number	Response Text	
1	I was a visiting student	
2	Teachers inadequate	
3	Math in particular and satisfying math requirement	
4	Returned to my main institution	

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Secured full time employment	85.71%	6
Secured part time employment	28.57%	2
Attended another two-year college part-time	0.00%	0
Attended another two-year college full-time	0.00%	0
Attended another four-year college full-time	14.29%	1
Attended another four-year college part-time	14.29%	1
Graduated from a four-year college	28.57%	2
Attended a graduate school	14.29%	1
Other	14.29%	1
Number	Response Text	
1	Currently seeking ways to return to CCP though financial aid reinstallment	

5. Which of the following describe what you have done since leaving CCP?



6. What do you feel are the strengths if the Marketing Program?	
Number	Response Text
1	Gives advanced knowledge about marketing
2	Allowing students to take classes in many cases with the same instructor in a previous Marketing class. Keeping the same instructor.
3	Program not only prepared me for a job, but gave me insight into how economy works and personal growth
4	Helpful professors
5	The flexibility to continue education with flexible schedules/day & night classes are an asset to program

7. Were you satisfied with the instruction you received?		
Answer Options	Response Percent	Response Count
Yes	85.71%	6
No	14.29%	1

8. Were you satisfied with the support you received from the program faculty?		
Answer Options	Response Percent	Response Count
Yes	71.43%	5
No	28.57%	2

8a. If yes, please give an example of the type of support you received.	
Number	Response Text
1	Proper classroom instruction, assistance in registering for class
2	Faculty was always responsive to a session when needed by student
3	Help after class hours
4	The school set up tutoring labs

8b. If no, what type of support were you looking for and did not receive?	
Number	Response Text
1	Wanted to learn more from teacher and not follow word to word textbook readings. I also find working in group teams everyday pretty grade school. I don't want my grade affected by others who are not doing their job/work.
2	Although Mr. Bambach (a former instructor) helped to put students into contact with Noeila Rivera (the online counselor assigned to the webstudy students) it didn't make things any easier in terms of scheduling appointments for face to face counseling and help. I was looking for help scheduling appointments that met my needs as an online student. I work full-time and I have a family so appointments during evening hours or extending office hours for tutoring, financial aid, and counseling would have been ideal.
3	Basic life skills support- motivation to keep moving and pursuing career and college aspirations. Time management life skills. Family-children-jobs along with study time. Students fall out of school because they don't know how to manage life and school demands

9. What do you feel needs to be changed or added to the Marketing Program in order to improve the program?	
Number	Response Text
1	Teachers need to be more knowledgeable and just read word for word on text books. Also classes are already expensive why do books have to be so high in cost! And the Wall Street Journal should come free or low student cost also.
2	I am satisfied with Marketing Program
3	Office hours especially for online students should continuously be offered and tailored to working individuals. Online students should have more ways to schedule face to face appointments and help should be made available when contact is made initially instead of having to leave a voicemail message or an email. Telephone lines to reach counselors or tutors should be answered more often and during more extended hours. I am also still unclear on what other requirements for my major I still need to fulfill
4	Jobs that are open to Marketing program students.
5	More professors from the field
6	If available, younger instructors to relate to the younger students. More internships and externships to help train the students.

Community College of Philadelphia
Academic Program Audit: Management Program
Business and Technology Division

Author: Marian McGorry

Contributors: Maurice Sampson
Linda Hansell

June 20, 2011

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I. Executive Summary

The Management curriculum provides students with a foundation in and an understanding of management philosophies, skills, and techniques that are required for managing or assisting in the management of a variety of business enterprises or government agencies at the local, state or federal levels. The program focuses on preparing students for entry level management positions in either the non-profit or the for-profit sector, or for transfer to a baccalaureate program. Graduates of the program are prepared to demonstrate their knowledge and skills in planning, leading, organizing, directing, controlling and in working productively with others.

The Management Degree Program first appeared in the College Catalog during the 1965-1966 academic year. The program is housed in the Division of Business and Technology. Although a small number of students and graduates responded to the surveys conducted for this audit, the majority of the respondents expressed satisfaction with the instruction and support they received from the faculty.

Over the last ten semesters, the student enrollment in the Management program has decreased with an overall downward trend of 30-33% in the student credit headcount and credit FTE headcount. This enrollment pattern is reflected in the few program graduates (an average of six per year for the past five years). While there has been a decrease in the student enrollment for both the Management and the Marketing programs, the Division's Business and Business Administration transfer programs have experienced an increase in student enrollment. Over the same ten semester time period, the student enrollment in the Business programs increased 22-25% in student credit headcount and credit FTE headcount. Although it is encouraging to know that the students recognize the value of acquiring a baccalaureate degree, this trend in enrollment patterns has impacted the Management and Marketing A.A.S. degree programs.

The most recent audit of the Management Program was conducted in 1997, and this 2011 audit finds that some of the findings and recommendations from the 1997 Management Program audit have not been addressed by the faculty, and that many of the issues raised in the last audit remain. These issues include lack of faculty engagement in the program, especially in relation to enrollment and retention issues, curriculum revision, working with an Advisory Board, and record-keeping.

Given that the recommendations from the 1997 audit have not been addressed, and given the low enrollment and small number of graduates, it is recommended that the Management Program be discontinued.

II. Program

A. Mission of the Program

The Management curriculum provides students with training in management concepts, procedures and organizational structures required for entry-level positions in business, industry and government.

B. Goals

The program offers four options: Management, Real Estate, Human Resources and Entrepreneurship. A goal of the program is to help students gain employment in positions with job titles such as management trainee, sales representative, job supervisor and researcher, and entry-level positions in organizations that eventually lead to a job as assistant manager, buyer coordinator, communications director, distribution manager, distribution supervisor, operations manager, office manager, public relations manager, purchasing agent, sales manager, sales assistant manager, service manager and shipping manager. The programs also enable currently employed workers to move forward in their current occupations. The student learning outcomes for each Management program option follow.

Upon completion of the Management-Management Option, graduates will be able to:

- Apply management concepts and practices in for-profit and non-profit ventures and regional and global business environments.
- Use computer technology for decision support and information retrieval.
- Collaborate effectively with others in situations requiring teamwork, leadership and negotiations using verbal and nonverbal communications.
- Identify business-related problems, consider alternatives and reach conclusions based on logical and written analysis in all business environments.
- Demonstrate an understanding of and engage in all business activities with a focus on ethical behavior in diverse environments.

Upon completion of the Management-Entrepreneurship Option, graduates will be able to:

- Apply effectively their knowledge of small business management concepts and practices in for-profit and nonprofit ventures as owners or managers in today's challenging and changing economic environment.
- Use computer technology and software for decision support and information retrieval in new and existing ventures for small businesses.
- Develop and evaluate a business plan for a small business and its impact on the owner or manager as well as the community.
- Collaborate effectively with others in situations requiring teamwork, leadership and negotiations using verbal and nonverbal communications.
- Identify business-related problems, consider alternatives and reach conclusions based on logical and written analysis in a small business environment.
- Demonstrate an understanding of and engage in all business activities with a focus on ethical behavior in diverse environments.

Upon completion of the Management-Human Resources Option, graduates will be able to:

- Apply human resources management concepts and practices in for-profit and nonprofit ventures and regional and global business environments.

- Use computer technology for decision support and information retrieval.
- Explain the importance of training and development in maintaining and developing an effective work force.
- Identify the purposes and dimensions of performance appraisals and describe an effective performance evaluation system.
- Demonstrate an understanding of and engage in all business activities with a focus on ethical behavior in diverse environments.

Upon completion of the Management-Real Estate Option, graduates will be able to:

- Apply real estate concepts and practices in for-profit and nonprofit ventures and regional and global business environments.
- Use computer technology for decision support and information retrieval.
- Collaborate effectively with others in situations requiring teamwork, leadership and negotiations using verbal and nonverbal communications.
- Identify business-related problems, consider alternatives and reach conclusions based on logical and written analysis in business environments and any real estate venue.
- Demonstrate an understanding of and engage in all real estate and other business activities with a focus on ethical behavior in diverse environments.

Assessments of student learning outcomes have not been completed as of the date of this audit, but the faculty is in the process of developing the assessment plans for each program course. According to the faculty, learning outcome assessments will take place over the next two years in concert with the institution-wide assessment initiative.

C. History of the Program

The Management Degree Program first appeared in the College Catalog during the 1965-1966 academic year and was an option in the Business Administration Associate in Applied Science (A.A.S.) degree. In response to a trend in short-term training and education, the Management Certificate Program was introduced during the 1969-1970 academic year. In the academic year 1973-1974, the Management Program became an independent degree program and the course designations were changed from “BUS” to “MNGT.”

The Management faculty proposed a program revision that was approved and appeared in the College’s 2000-2001 catalog in response to one of the 1997-1998 academic audit recommendations. The revision consolidated separate degree program offerings into one Management program with five options that included: Management, Real Estate Management, Human Resources Management, International Business, and Entrepreneurship.

Minor program revisions to the Management curricula were approved in February 2006 and are explained later in this document. At the end of the 2008-2009 academic year, the Management–International Business Option Associate in Applied Science Degree was

discontinued due to low enrollment along with the four International Business courses that were developed for the option. At their March 5, 2009, meeting, the Board of Trustees approved the discontinuation of the program. During the 2008-2009 academic year, the remaining four Management program options were revised to comply with the College's general education requirements.

The Management Program was last audited in 1997. The findings from the 1997 audit were the following:

1. There has been a steady decline in credit annualized FTE enrollments among the Management Degree Program students during the last three years. Although the number of these students has decreased steadily from Fall 1991, the percentage who continue to graduation is larger than for all programs College-wide.
2. The Management Programs attract a racially diverse student population and have gender balance.
3. The structure of the Curricula, because of changes in the business world, no longer provides the scope of depth needed to prepare students for employment success.
4. The Programs lack active involvement with private, public and non-profit sectors.
5. The Programs need to consider revisions that reflect College curricular reform efforts:
 - American Diversity
 - Computer Competence
 - Dimensional Requirements
 - College Guidelines for Academic Certificate programs
6. The programs need to position themselves to be responsive to the evolving needs of business and industry. Within the last two years, the needs of business and industry for on-site educational programs have become apparent. The College and major corporations are exploring opportunities to upgrade current employees.

The 1997 audit recommendations and the implementation status of the recommendations follow:

Recommendation 1: During the 1997-1998 academic year, Management Program faculty will develop an AAS Management Degree Program Revision Proposal that addresses:

- a. Restructuring the Program to provide a core curriculum with several options (for example: Real Estate, International Trade, Human Resources Management and Entrepreneurship)
- b. Responding to student and graduate comments on the questionnaire (such as: more off-campus offerings, more flexible course scheduling, increased use of computers, and hands-on experiences or internships)
- c. Adding a humanities elective to Program requirements

- d. Implementing College curricular reform efforts:
- American Diversity
 - Computer Competencies
 - Dimensional requirements

Status:

Recommendation 1a: The Department faculty developed five (5) Management AAS Degree Options that first appeared in the 2000-2001 College catalog. The five options included: Management, Entrepreneurship, Human Resources Management, Real Estate, and International Business.

Recommendation 1b: The faculty gradually added to the master schedule the first-year Management courses at the Regional Centers. There is no documentation of efforts to revise courses to address the additional issues identified in the recommendations.

Recommendation 1c: The faculty added a humanities course as an elective to the Program that was reflected in the 2000-2001 College catalog.

Recommendation 1d: The faculty revised the curriculum to include the American Diversity requirement and the computer competency. Dimensions were not added to the curriculum because the College eliminated the requirement.

Recommendation 2: During the 1998-1999 academic year, Management Program faculty will develop a Management Certificate Program Revision Proposal that addresses:

- a. College Guidelines for Academic Certificate Programs
- b. Evolving educational needs of business and industry

Status:

Recommendation 2a: The Department faculty revised the Management Certificate Program that included the College's guidelines for Academic Certificates and addressed the needs of business and industry. The revised Management Academic Certificate first appeared in the 2000-2001 College catalog.

Recommendation 2b: In Spring 2009 the Management Certificate was revised to add three general education courses to align the program with Associate degree programs. The courses added were CIS 103-PC Applications, MATH 118-Intermediate Algebra, and ENGL 102-English Composition II. However, there was no active advisory committee between 2004-2011 to inform the faculty of evolving business and industry needs that would result in course revisions and/or increased activities with students outside of the classroom. (See Findings and Recommendations, page 25.)

Recommendation 3: During Summer 1997, the Department Head will actively recruit members for the Management Programs Advisory Committee. The first meeting will be held by the end of the Fall 1997 semester.

Status:

A joint Marketing and Management Advisory Committee was formed after the last audit, and while it did not meet in the spring of 2002, it met in December of 2002. The 2004 audit update states that the committee met again in December 2003, but there are only minutes available for the December 2002 meeting. There was no Advisory Committee in place between 2004 and 2011. A new committee has just

been formed, and had its first meeting on May 19, 2011. (See Appendix A for the list of Advisory Committee members and Appendix B for meeting minutes.)

Recommendation 4: Working with staff of the Center for Business and Industry Training within the Division of Community Services and Continuing Education and the new Management Program Advisory Committee, Management Program faculty will explore possibilities for developing other Options within the Management Program. The new Options identified will be incorporated into the Management Degree Program Revision Proposal.

Status: The Department faculty did not develop new Management program options in collaboration with Corporate Solutions, and no additional Program options were added to the Management Degree Program.

D. Description of the Curriculum

The core courses in the four Management program options follow.

MNGT 121 – Introduction to Business
MNGT 141 – Principles of Management
MNGT 142 – Management Information Systems
MNGT 199 – Cooperative Work Experience
MNGT 246 – Principles of Operations Management
MNGT 261 – Introduction to Law and the Legal System
or
MNGT 262 – Business Law
ACCT 101 – Financial Accounting
ACCT 102 – Managerial Accounting
MKTG 131 – Principles of Marketing
MKTG 238 – Marketing and Management Problems

Below are the four Management options with the courses listed that are specific to each program.

Management-Entrepreneurship Option AAS Degree

- MKTG 232 - Advertising & Sales Promotion
- MKTG 237 – Creative Selling
- MNGT 144 – Small Business Management

Management-Human Resources Management Option AAS Degree

- MNGT 250 - Collective Bargaining
- MNGT 241 – Office Supervisory Management
- MNGT 247 – Human Resources Management

Management -Management Option AAS Degree

- MNGT 241 – Office Supervisory Management
- MNGT 247 – Human Resources Management

- MKTG 237 – Creative Selling

Management-Real Estate Management Option AAS Degree

- RE 101 Real Estate Fundamentals
- RE 105 Real Estate Practice
- RE 131 Real Estate Financing

The Management program options comply with the College's General Education Requirements.

Courses in Major Areas of Learning

- Students are required to take ENGL101 and ENGL102, 3 credit hours each in Humanities, Social Sciences, Mathematics, and Natural Sciences.

Courses in Major Academic Approaches

- Students are required to take 3 credit hours each in a Writing Intensive course, an Interpretive Studies course, and an American Diversity/Global Diversity Studies course.

Information Literacy

- Students meet the current information literacy requirement by taking ENGL 102.

Technological Competency

- Students meet the technological competency requirement by taking CIS 103.

Although the Management programs are designed for students to enter the workforce when they complete the degrees, the students who select to transfer to a four-year institution have several options. The program has articulation agreements with the following colleges and universities: Cheney University, Holy Family University, Peirce College, and Philadelphia University.

The charts below show the suggested order in which students enrolled in each of the Management curriculum options should take courses.

Management-Entrepreneurship Option AAS Degree

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101-English Composition I		3	Composition
CIS 103-Applied Computer Technology		3	Tech Comp
MATH 118-Intermediate Algebra		3	Mathematics
MNGT 121-Introduction to Business		3	
ACCT 101-Financial Accounting		4	
SECOND SEMESTER			
MNGT 141-Principles of Management	MNGT 121	3	
ENGL 102-English Composition II	ENGL 101	3	Composition & Info Lit
MKTG 131-Principles of Marketing	MNGT 121	3	
Social Science Elective		3	Soc Science
ACCT 102-Managerial Accounting	ACCT 101 with a grade of "C" or better	3	
THIRD SEMESTER			
MNGT 142-Management Information Systems	MNGT 121	3	
Humanities Elective		3	Humanities
MNGT 144-Small Business Management	MNGT 121	3	
MKTG 237-Creative Selling	MNGT 121	3	
MKTG 238-Marketing & Management Problems	MNGT 141 & MKTG 131	3	
FOURTH SEMESTER			
MKTG 232-Advertising & Sales Promotion	MKTG 131	3	
Science		3/4	Science
MNGT 246-Principles of Operation Management	MNGT 121	3	
MNGT 199-Cooperative Work Experience	MNGT 121	3	
MNGT 247-Human Resources Management or MNGT 261-Introduction to the Law & Legal System or MNGT 262-Business Law	MNGT 121	3	
MINIMUM CREDITS NEEDED TO GRADUATE		61	

Management-Human Resources Management Option AAS Degree

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101-English Composition I		3	Composition
CIS 103-Applied Computer Technology		3	Tech Comp
MATH 118-Intermediate Algebra		3	Mathematics
MNGT 121-Introduction to Business		3	
ACCT 101-Financial Accounting		4	
SECOND SEMESTER			
MNGT 141-Principles of Management	MNGT 121	3	
ENGL 102-English Composition II	ENGL 101	3	Composition & Info Lit
MKTG 131-Principles of Marketing	MNGT 121	3	
Social Science Elective		3	Soc Science
ACCT 102-Managerial Accounting	ACCT 101 with a grade of "C" or better	3	
THIRD SEMESTER			
MNGT 142-Management Information Systems	MNGT 121	3	
Humanities Elective		3	Humanities
MNGT 241-Office/Supervisory Management	MNGT 121	3	
MNGT 247-Human Resources Management	MNGT 121	3	
MKTG 238-Marketing & Management Problems	MNGT 141 & MKTG 131	3	
FOURTH SEMESTER			
MNGT 246-Principles of Operation Management	MNGT 121	3	
Science		3/4	Science
MNGT 261-Introduction to the Law & Legal System or MNGT 262-Business Law		3	
MNGT 250-Collective Bargaining		3	
MNGT 199-Cooperative Work Experience	MNGT 121	3	
MINIMUM CREDITS NEEDED TO GRADUATE		61	

Management -Management Option AAS Degree

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101-English Composition I		3	Composition
CIS 103-Applied Computer Technology		3	Tech Comp
MATH 118-Intermediate Algebra		3	Mathematics
MNGT 121-Introduction to Business		3	
ACCT 101-Financial Accounting		4	
SECOND SEMESTER			
MNGT 141-Principles of Management	MNGT 121	3	
ENGL 102-English Composition II	ENGL 101	3	Composition & Info Lit
MKTG 131-Principles of Marketing	MNGT 121	3	
Social Science Elective		3	Soc Science
ACCT 102-Managerial Accounting	ACCT 101 with a grade of "C" or better	3	
THIRD SEMESTER			
MNGT 142-Management Information Systems	MNGT 121	3	
Humanities Elective		3	Humanities
MNGT 241-Office Supervisory Management	MNGT 121	3	
MNGT 247-Human Resources Management	MNGT 121	3	
Science		3/4	Science
FOURTH SEMESTER			
MKTG 238-Marketing & Management Problems	MNGT 141 & MKTG 131	3	
MNGT 246-Principles of Operation Management	MNGT 121	3	
MNGT 199-Cooperative Work Experience	MNGT 121	3	
MKTG 237-Creative Selling	MNGT 121	3	
MNGT 144-Small Business Management or MNGT 261-Introduction to Law and the Legal System or MNGT 262-Business Law	MNGT 121	3	
MINIMUM CREDITS NEEDED TO GRADUATE		61	

Management-Real Estate Management Option AAS Degree

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101-English Composition I		3	Composition
CIS 103-Applied Computer Technology		3	Tech Comp
MATH 118-Intermediate Algebra		3	Mathematics
MNGT 121-Introduction to Business		3	
ACCT 101-Financial Accounting		4	
SECOND SEMESTER			
MNGT 141-Principles of Management	MNGT 121	3	
ENGL 102-English Composition II	ENGL 101	3	Composition & Info Lit
MKTG 131-Principles of Marketing	MNGT 121	3	
Social Science Elective		3	Soc Science
ACCT 102-Managerial Accounting	ACCT 101 with a grade of "C" or better	3	
THIRD SEMESTER			
MNGT 142-Management Information Systems	MNGT 121	3	
Humanities Elective		3	Humanities
RE 101-Real Estate Fundamentals		3	
RE 105-Real Estate Practice		3	
MKTG 238-Marketing & Management Problems	MNGT 141 & MKTG 131	3	
FOURTH SEMESTER			
RE 131-Real Estate Financing		3	
Science		3/4	Science
MNGT 246-Principles of Operation Management	MNGT 121	3	
MNGT 261-Introduction to the Law & the Legal System or MNGT 262-Business Law		3	
MNGT 199-Cooperative Work Experience	MNGT 121	3	
MINIMUM CREDITS NEEDED TO GRADUATE		61	

E. Internal Curricular Coherence

The Management Program includes a combination of options that allow students to select and pursue a course of management study that is oriented to a particular specialty: Management, Entrepreneurship, Human Resources or Real Estate. The Program prepares students for management positions in organizations of all types, for initiating entrepreneurial ventures of their own choice, for pursuing job opportunities in human resources, or for real estate professions.

The program of study includes the introduction of management theory and concepts in classroom lectures, challenges in recognizing these concepts being applied in business articles, case studies followed by discussion of the challenges presented, and the practical application of those concepts in projects and on-the-job observation. The curriculum is diverse in its course offerings. By offering courses that include studies in each major

area common to all organizations (operations, marketing, human resources, administration), students gain valuable and broadly applicable knowledge. They are prepared early in their education to understand organizations, recognize where job opportunities may exist, formulate a selection of careers to choose from and, finally, make an informed career choice. The program has a major focus on preparing students for the labor force. (The curriculum maps for each program option are in Appendix C.)

F. Revisions Since Last Audit

2000-2001

An outcome of the last academic audit conducted during the 1997-1998 academic year was the development of a Management AAS Degree with five program options. The revision offered students a common core of Management courses and the choice of options that included: International Business, Real Estate, Management, Human Resources, and Entrepreneurship. (The International Business option was discontinued in 2009.) The program revision was approved and appeared in the College's 2000-2001 catalog. A new course was developed for the revised program options and was added to the core curriculum.

MNGT 246 Principles of Operations Management: This course examines current principles and practices of production and operations management. The course engages the student in the analysis of the decision issues of quality, design, process, location, human resources, supply chain and inventory management, scheduling and maintenance. Prerequisite: MNGT 121.

During the 1998-1999 academic year, the Department faculty was still offering television courses but began developing distance education (Internet) courses that were first offered on the College's master schedule in Fall 2001. By the Fall 2005 semester, the faculty had developed seven distance education Management courses that were added to the master schedule. Today, the Department faculty has developed for online offering all of the courses required in the Management AAS Degree program. However, the Management Program courses are currently undergoing a detailed review using the Quality Matters rubric for on-line learning to address significant problems with lack of compliance with the Quality Matters standards.

2005-2006

Five minor revisions were approved during the 2005-2006 academic year. The rationale given for the revisions was to provide students who were registered in the Management curricula with course selections that increased their transfer opportunities to four-year institutions. The revisions were for the five Management AAS Degree options: Management, Real Estate, Human Resources, International Business, and Entrepreneurship.

- Changed the General Education core requirement for Sequence #8 from ENGL 112-Report and Technical Writing to ENGL 112-Report and Technical Writing or ENGL 102-English Composition II;
- Removed FIN 191-Financial Management and added ACCT 102-Managerial Accounting to the Management core requirement;
- Added HIST 103-U.S. and Pennsylvania History to the History alternatives in the program's General Education core requirements giving students three History choices: HIST 103-U.S. and Pennsylvania History, HIST 102-U.S. and Pennsylvania History: The 19th Century, or HIST 122-World Civilization: Early Modern Times to the Present;
- Changed the prerequisites for MNGT 199-Cooperative Work Experience by replacing MNGT 142-Management Information Systems and MKTG 238-Marketing and Management Problems with MNGT 121-Introduction to Business; and
- Changed the prerequisite for MNGT 246-Principles of Operation Management from MNGT 142-Management Information Systems to MNGT 121-Introduction to Business.

2008-2009

MNGT 142 Management Information Systems. The number of credits for MNGT 142 Management Information Systems changed from 4 credit hours to 3 credit hours. The revision removed a one hour computer lab that was originally added during the 1980s when students had no or little knowledge of computer software applications. Students taking this course today are generally proficient in using application software. Eliminating the one hour computer lab aligned the course with similar courses at regional community colleges and four-year institutions.

Implementation of General Education Requirements. To comply with the college-wide general education requirements, the four Management AAS Degree options were revised. The approved revisions were the same for each program and included:

- a Science course was added;
- MATH 153-Mathematics of Personal Finance was removed. MATH 118-Intermediate Algebra was already in the programs and fulfilled the Mathematics General Education requirement, there was no need to include MATH 153 as well;
- ENGL 112-Report and Technical Writing was removed as a choice for students because ENGL 112 did not meet the Information Literacy requirement;
- the second Social Science course was removed from the program because only one Social Science course was required; and
- the number of credit hours changed from 65 to 61.

Unresolved Course Prerequisite Issues. Proposals to change the course prerequisites for MNGT 111 Business Math and MNGT 199 Cooperative Work Experience were presented at the Academic Affairs Council (AAC) on Wednesday, February 11, 2009.

The proposals were not approved because the Deans had questions and/or concerns about each course. The faculty has not resubmitted the proposals to the AAC. The questions/concerns for each course follow.

MNGT 111: The current grade distribution does not indicate the need to change the course prerequisite to MATH 118. What data have the faculty collected to determine the need for a strong Math foundation? The Deans suggested that the Management faculty consult with the Math Department faculty and their Dean about changing the prerequisite for MNGT 111.

MNGT 199: The following questions were raised by the Deans before they would agree to the proposed course prerequisite changes: How many hours are students required to work? Are these paid internships? What is the minimum number of hours that students are required to work?

G. Curricular Innovations to Date/Departmental Organizational Changes

WileyPlus, an interactive software program, has been adopted for use in the MNGT 121-Introduction to Business and MNGT 141-Principles of Management courses. This software facilitates students' learning and provides a method for standardizing the course content presented to students. The instructor is able to monitor the students' assignments and course activities through the WileyPlus course software.

No other curricular innovations have been introduced to the program in recent years. Feedback on the student and graduate surveys indicates that students feel additional courses in the program addressing leadership, organizational development, communication skills, negotiation, customer service skills, practice in supervision of others, and additional computer knowledge would be beneficial.

Presently, no Marketing and Management Department full-time faculty member has taken responsibility to serve as department head. Beginning in January 2011, the Assistant Dean of the Division of Business and Technology has been serving as Acting Department Head. When the Department faculty elected the most recent department head for another two-year term beginning January 2011, the Assistant Dean did not approve the appointment because that individual was unable to lead the department faculty to complete the tasks that were required by all academic departments at the College. As of October 2010, the outstanding projects in the department included: completing the academic audit for the Management program, completing the academic audit update for the Marketing program, updating the ACT 335 course evaluations, developing course student learning outcomes, and creating academic program Advisory Committees. Since that date, the ACT 335 course evaluations have been updated, an Advisory Committee has been created, and student learning outcomes were written.

This is not the first time that the Assistant Dean of the Division of Business and Technology has served as Acting Department Head for the Marketing and Management

programs. The Assistant Dean's first term as Acting Department Head began during the Spring 2008 semester while the Department Head at the time was on sabbatical. The Department full-time faculty had elected a part-time faculty member to serve as Department Head during this sabbatical, but the appointment was denied by the Vice President for Academic Affairs. When the faculty member elected to retire in Fall 2008 and did not return to the College after the sabbatical, the Assistant Dean of the Division of Business and Technology continued serving as acting department head through the fall semester.

In 2008 the Business and Technology Division was reorganized and the number of academic departments was reduced from five (Computer Information Systems, Office Administration, Economics and Accounting, Transportation Technologies, Management, and Marketing and Management) to three (Computer Technologies, Business Administration, and Marketing and Management). At that time, the Culinary Arts and Hospitality Management programs were relocated from the Marketing and Management Department to the Business Administration Department. The Transportation Technologies Department was closed and the Automotive Technology curriculum moved under the Business Administration Department. On Tuesday, September 9, 2008, at a meeting of the Marketing and Management Department full-time faculty, they agreed to the Division realignment. (See Appendix D.)

During 2009-2010, the Assistant Dean drafted a proposal to reorganize the Division with a recommendation to close the Marketing and Management Department and move the Marketing and Management programs and courses to the Business Administration Department. The reorganization proposal did not receive the full support of the Marketing and Management full-time faculty. Therefore, the Assistant Dean did not pursue the recommendation to reorganize the Division.

No internal organizational changes are immediately anticipated.

H. Future Directions in the Program/Field

In the last year, the Department faculty has done preliminary work on two curricular initiatives. The first initiative is a proposal to consolidate the four Management program options into one program, Management. They have developed the outline for the suggested course requirements for this revised program.

The second initiative is a proposal to revise the Practical Entrepreneurship Proficiency Certificate. Two Marketing and Management faculty members have visited Montgomery County Community College and have met twice with the Director for the Center for Entrepreneurial Studies (CES). They discussed with the Director the Entrepreneurship Certificate Program and the four Entrepreneurship three-credit courses that were developed for the Certificate. However, to date the faculty has not submitted an enrollment management plan that details how they will enroll and retain students in the proposed programs, or developed a formal curriculum proposal working with Curriculum Facilitation Team for either initiative.

III. Faculty

There are six full-time faculty members of the Marketing and Management Department and 35 part-time instructors. The professional backgrounds vary, and include marketing consulting, political campaign management, ownership of a sales promotion firm, legal practice, and Peace Corps service. One full-time faculty member joined the Department after spending seven years on Madison Avenue in advertising and publishing. (See Appendix E for a list of the current full-time faculty and their qualifications, and Appendix F for the Marketing and Management Department minimum hiring qualifications for full-time and part-time faculty.)

The faculty was actively engaged in the curriculum revision of 2005-2006. Presently, the faculty meets on a regular basis in order to discuss curricular and program issues, but there are no agendas or minutes from those meetings.

Professional Development

To remain current, some faculty members belong to professional organizations such as the American Marketing Association and the Public Relations Society of America. The faculty attends conferences and workshops, and maintains subscriptions to professional newsletters and journals. Recent professional development activities for four of the six full-time faculty members may be found in Appendix G.

IV. Outcomes and Assessment

Graduates

The number of graduates in the Management program has remained small with the maximum number of graduates being 8 in 2010. The average number of graduates over the last 5 years (2006-2010) is 6.

Number of program graduates

2006	2007	2008	2009	2010
5	7	7	3	8

The credit headcount and credit FTE headcount show an overall downward trend over the last ten semesters of 30-33%.

Credit Headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	181	175	177	182	177	177	132	136	132	121
College-wide	16,236	16,978	16,871	17,019	17,334	17,661	17,327	18,023	19,047	19,965

Credit FTE headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	120	110	124	124	125	117	85	89	90	84
College-wide	11,017	11,329	11,523	11,296	11,881	11,823	11,883	12,128	13,361	13,784

Student Profile

Enrollment data drawn from the College's Office of Institutional Research website indicates that the Management program enrolls a diverse student body in terms of gender, age, and number of full-time and part-time students. The following table indicates that the Management program enrolls slightly

more female students than male students, an average of 8.8% more over nine semesters. When compared to the College as a whole, the proportion of male students enrolled in the Management program is considerably higher than that of the College-wide proportions, by an average of 13% over the last nine semesters.

Program Enrollment by Gender as Compared to College-wide Enrollment (Percent)

Gender		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Female	Program	57.7	47.5	53.3	53.7	53.1	58.3	52.2	50.0	53.7
	College	66.5	66.5	66.8	66.6	66.4	66.3	65.8	65.3	65.3
Male	Program	41.7	51.4	46.7	45.8	46.3	41.7	46.3	48.5	44.6
	College	32.2	32.3	32.1	32.3	32.7	32.9	33.1	33.8	33.9
Unknown	Program	0.6	1.1	0.0	0.6	0.6	0.0	1.5	1.5	1.7
	College	1.2	1.2	1.1	1.1	.9	.9	1.1	.9	.8

Black and White students represent the two largest racial/ethnic groups enrolled in the program. There is nearly three times the number of black students as there are white students enrolled in the program. However, while the number of White students in the program has remained fairly steady, there has been a sharp decline (41%) of Black students enrolled in the Management program over the last nine semesters.

Program Enrollment by Racial/Ethnic Background

Race	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	1	0	1	0	0	0	0	0	0
Asian	7	9	10	8	8	7	12	8	11
Black, Non-Hispanic	116	108	114	103	98	79	75	77	69
Hispanic	13	12	13	16	15	5	6	7	6
Other	4	3	3	2	6	5	3	3	3
Unknown	6	10	10	12	13	10	14	10	8
White, Non-Hispanic	28	35	31	36	37	26	26	27	24

The percentages of Asian and Hispanic students enrolled in the Management program are consistent with the percentages of students enrolled in the College as a whole. The percentage of Black students in the program is an average of 12.2% higher than the percentage of Black students in the College overall, over the last nine semesters, while the percentage of White students is slightly lower (average 6.7% over the last nine semesters) than the percentage of White students in the College overall.

Program Enrollment by Racial/Ethnic Background as Compared to College-Wide Distribution (percent)

Race		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	Program	0.6	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0
	College	.6	.5	.4	.5	.4	.4	.4	.4	.3
Asian	Program	4.0	5.1	5.5	4.5	4.5	5.3	8.8	6.1	9.1
	College	7.3	7.7	8.1	8.2	7.8	7.2	7.0	6.8	6.7
Black, Non-Hispanic	Program	66.3	61.0	62.6	58.2	55.4	59.8	55.1	58.3	57.0
	College	47.8	46.9	47.4	46.8	47.6	46.4	46.9	46.8	47.6

Hispanic	Program	7.4	6.8	7.1	9.0	8.5	3.8	4.4	5.3	5.0
	College	5.8	6.1	6.2	6.5	6.4	7.0	6.6	6.9	7.2
Other	Program	2.3	1.7	1.6	1.1	3.4	3.8	2.2	2.3	2.5
	College	4.8	4.6	4.6	4.2	4.4	4.1	3.9	4.2	4.4
Unknown	Program	3.4	5.6	5.5	6.8	7.3	7.6	10.3	7.6	6.6
	College	6.5	6.8	6.9	7.8	7.9	9.0	9.9	9.9	9.7
White, Non- Hispanic	Program	16.0	19.8	17.0	20.3	20.9	19.7	19.1	20.5	19.8
	College	27.3	27.4	26.3	26	25.4	25.9	25.3	25.1	24.1

The following table shows that there is a variety of age groups enrolled in the Management Program. The least represented age group is 30-39; however, these students still make up 10-20% of all students enrolled in the program over the past 10 semesters. The highest represented age group is 16-21 year olds. In terms of student age, enrollment in the Management program is consistent with the College enrollment.

Enrollment by Age as Compared to College-wide Enrollment (Percent)

Years		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
16-21	Program	38.1	29.7	35.6	35.2	40.1	30.5	32.6	27.9	31.1	19.8
	College	33.8	28.3	35.8	30.0	36.9	30.7	36.6	29.7	35.5	26.9
22-29	Program	23.8	22.9	19.2	25.3	23.7	31.6	29.5	35.3	28.0	37.2
	College	30.2	33.6	30.0	34.2	30.3	35.1	30.7	36.1	33.0	37.3
30-39	Program	16.0	21.7	20.9	19.2	16.4	18.1	13.6	9.6	12.9	12.4
	College	17.2	18.1	16.2	17.4	15.9	16.8	15.9	17.4	16.2	17.8
40+	Program	18.8	21.7	20.3	17.6	16.4	17.5	21.2	24.3	24.2	26.4
	College	14.6	15.6	14.2	14.9	13.8	14.6	14.3	14.6	13.7	14.0
Unknown	Program	3.3	4.0	4.0	2.7	3.4	2.3	3.0	2.9	3.8	4.1
	College	4.1	4.4	3.8	3.6	3.1	2.8	2.5	2.2	1.6	1.3

The majority of Management students are enrolled part-time. On average over the last 10 semesters, 67.4% of students are part-time. The ratio of part-time to full-time students enrolled in the program is similar to that of the College as a whole.

Program Full-time/Part-Time Enrollments as Compared to College-wide Enrollments (Percent)

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
FT	Program	32.0	24.6	40.1	33.0	37.3	33.3	28.8	30.1	35.6	31.4
	College	31.8	30.0	33.3	29.0	32.8	29.2	32.7	30.0	35.3	32.2
PT	Program	68.0	75.4	59.9	67.0	62.7	66.7	71.2	69.9	64.4	68.6
	College	68.2	70.0	66.7	71.0	67.2	70.8	67.3	70.0	64.7	67.8

Retention Data

The following table shows that around two thirds of students enrolled in the Management program in the Fall semester return to the same program the subsequent Spring semester. Compared to the college as a whole, students in the Management program are equally likely to return to the same program the subsequent Spring semester.

Students who returned to the Same Program or a different program in the subsequent Spring Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009

Returned Same Program	Program	63.0	66.1	59.3	65.2	65.2
	College	65.6	64.3	64.2	64.6	68.4
Returned Different Program	Program	6.6	6.8	4.5	8.3	8.3
	College	3.6	4.1	5.2	5.1	4
Graduated Fall	Program	0.6	0.6	2.8	2.3	3.8
	College	1.9	1.7	2.1	1.8	1.9
Did not return Spring	Program	29.8	26.6	33.3	24.2	22.7
	College	28.9	29.9	28.6	28.5	25.6

The following table shows that about one-third of the students enrolled in the Management program in the Fall semester returned in the subsequent Fall semester. An average of 48% did not return to the College at all and an average of 10.5 % returned to another program. Management students' Fall-to-Fall persistence is similar to that of the College as a whole.

Students who returned to the Same Program or a different program in the subsequent Fall Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same Program	Program	33.7	37.9	31.6	37.1	33.3
	College	36.0	36.0	35.0	37.1	38.5
Returned Different Program	Program	10.5	9.6	9.0	11.4	12.1
	College	7.2	7.5	8.2	8.5	7.6
Graduated	Program	3.9	5.6	5.6	4.5	13.6
	College	7.7	8.1	8.1	8.3	8.0
Did not return Fall	Program	51.9	46.9	53.7	47.0	40.9
	College	49.1	48.3	48.8	46.1	45.8

Academic Performance

When compared to the College as whole, Management students' academic success has been similar over the past nine semesters. The average percent of college level credits attempted that were completed is 87.3%, compared to 80% for the College as a whole. The average GPA of Management students over the last nine semesters is a 2.5, compared to 2.6 for the College as a whole. The graduation rate of Management students is quite low, graduating no more than 10.7% of students between Fall 2005 and Fall 2008. However, the majority of students enrolled in the Management program are in good standing.

Course Completion and Average GPA

		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
% of college-level credits attempted/completed	Program	85.3	86.4	85.2	87.2	87.0	91.7	85.8	85.5	91.4
	College	88.9	88.7	87.1	88.5	87.6	89.4	88.2	87.1	86.7
Average GPA	Program	2.43	2.41	2.42	2.51	2.55	2.56	2.51	2.48	2.76
	College	2.64	2.62	2.59	2.64	2.61	2.67	2.65	2.60	2.59

Academic Standing (percent)

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Good Standing	Program	88.4	86.3	89.8	83.0	78.0	78.0	85.6	78.7	81.1	79.3
	College	90.8	88.1	88.8	86.2	83.8	82.2	85	83.0	85.6	83.2

Dropped insufficient progress/ poor scholarship	Program	1.7	6.3	3.9	5.4	7.9	6.8	2.3	10.3	1.5	3.3
	College	2.6	3.8	3.0	4.3	3.4	5.5	3.7	5.7	1.2	1.7
Probation - FT/PT/Prov.	Program	9.9	7.4	6.2	11.5	14.1	15.3	12.1	11.0	17.4	17.3
	College	6.5	8.2	8.1	9.5	12.7	12.2	11.2	11.5	13.3	15.1

Success at departure (percent)

Status		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Graduated	Program	2.2	9.1	2.9	10.0	7.1	10.3	10.7
	College	5.8	12.1	5.2	13.9	6.5	14.0	6.1
Long term success	Program	34.8	36.4	22.9	31.4	35.7	29.4	42.9
	College	38.3	38.4	35.5	35.3	33.6	35.6	35.8
Short term success	Program	21.7	9.1	20.0	14.3	5.4	17.6	17.9
	College	17.4	16.9	18.1	16.4	19.0	17.1	18.2
Unsuccessful	Program	41.3	45.5	54.3	44.3	51.8	42.6	28.6
	College	38.4	32.6	41.1	34.4	40.9	33.4	40.0

- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative hours earned
- Short Term success is defined as departure with GPA of 2.0 or greater with 11 or fewer cumulative hours earned.
- Unsuccessful is defined as all departing students not otherwise classified including students who never completed a college-level course

Summary of Student Survey Results

Surveys were emailed/mailed to 132 current students, 198 graduates, and 333 former students of the Management program. Responses were received from 20 current students (15% return rate), 18 graduates (9% return rate), and 12 former students (3.6% return rate). The complete survey results are shown in Appendix F. As the response rates are low, caution should be used in interpreting the results.

Results show that the majority of students are/were satisfied with the program. Of the 20 current students who responded to the surveys, 15 students (75%) said that they are satisfied with the instruction they are receiving. Of the 15 program graduates who answered the question, twelve students (80%) said that they were satisfied with the instruction they received. In addition, eight out of the ten former students who answered the question expressed satisfaction with the instruction they received while enrolled in the Management program. Likewise, many students are/were satisfied by the support they are receiving/received from program faculty. Of the 20 current students who responded, 17 (85%) said they were satisfied while nine of the thirteen graduates who responded (69.2%) said they were satisfied with the support they received from program faculty. Many current students noted that the faculty members made themselves available outside of class time in order to help students.

In response to the question, “Do you feel that you are accomplishing/have accomplished the educational objectives you set for yourself at Community College of Philadelphia”, all current students and program graduates said that they either fully (55%, 68.8%, respectively) or partly (45%, 31.2%, respectively) accomplished their educational objectives.

Of the program graduates, 11 of 18 respondents transferred to another institution after graduation from CCP. Of the 11 that transferred, 91% said that the preparation to meet the academic demands of their respective transfer institutions was either excellent or good. Only 9% said that preparation was fair.

Of the strengths cited by the survey respondents, the most frequent response was related to the quality of professors and their availability to help students outside of class. Sample comments from the surveys are listed below.

- Teachers will provide special attention to better your grades.
- The Professors are (*sic*) very good.
- You can contact your instructor and other students, if you need help.
- The knowledge and patience of the professors. My professors were very understanding.
- Teachers are committed and make themselves available to all students. Teachers are fully committed to preparing the student for the future even if that means attending a different institute (*sic*). They take their job seriously which makes the student feel important.
- Affordable; good instructors
- Great course content
- The hands-on with some classes and actually having instructors who were in that actual field that your class may have been studying.

Other strengths of the program cited by survey respondents were as follows: (The number following a comment denotes how many respondents referred to this particular strength.):

- Availability of online classes (2)
- Flexibility in terms of class location (2)
- The program curriculum (5)
- Preparation to continue at a four-year college
- Instruction from people who were working in their fields of expertise (2)
- Support from the management department

In response to the question “What do you feel needs to be changed or added to the Management program in order to improve the program?” students made the following comments:

- Better accounting instruction/practical application. Not well prepared for further accounting classes
- More classes offered at the Northwest location (2)
- More online courses (4)
- More support for students who work full-time (2)
- Career counseling for jobs for students (2)
- Better academic advising (2)
- Counselors with knowledge of workforce development and academia. Misinformation discourages students from completing. If students taste success joyfully, they are willing to come back for more.
- Increase the computer courses as it relates to business.
- I think a leadership course would be helpful

Graduates of the program responded to the question “What courses or topic could have been added to the Management curriculum that would have been more useful to you in performing your current job?” with the following suggestions:

- More computer knowledge
- Organizational development classes
- A course where people are supervised by you for an assigned project
- An additional human resource course
- Communication skills, negotiation, leadership
- Customer service skills

V. Resources

Facilities and Equipment

There is no specific equipment dedicated to the Management curriculum. Courses are taught in the same classrooms used by other faculty members. The courses taught are classroom lecture style as well as in an online format. The instructors use available technology, including smart podiums, allowing for the integration of the internet in course instruction.

VI. Demand and Need for the Program

The Management Option programs prepare graduates for High Priority Occupations. High Priority Occupations are identified by the Department of Labor and Industry and are submitted by the College to the Department of Education for Pennsylvania's Economic Development Stipend.

The number of graduates in the Management program has remained fairly small with the maximum number of graduates being 8 in 2010. The average number of graduates over the last 5 years (2006-2010) is 6.

Number of program graduates

2006	2007	2008	2009	2010
5	7	7	3	8

The credit headcount and credit FTE headcount show an overall downward trend over the last ten semesters of 30-33%.

Credit Headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	181	175	177	182	177	177	132	136	132	121

Credit FTE headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	120	110	124	124	125	117	85	89	90	84

“Management” as a career title covers many different types of jobs. The Management Curriculum at CCP offers four options: Management, Real Estate, Human Resources and Entrepreneurship. This section describes the career outlook for the most common forms of management, as well as the three specific fields covered in the options.

Administrative services managers plan, coordinate, and direct a broad range of services that allow organizations to operate efficiently. Employment of administrative services managers is projected to grow by 12 percent over the 2008-18 decade, about as fast as the average for all occupations.

Financial managers oversee the preparation of financial reports, direct investment activities, and implement cash management strategies. Employment of financial managers over the 2008–18 decade is expected to grow by 8 percent, which is as fast as the average for all occupations.

Human resources, training, and labor relations managers and specialists connect qualified employees with jobs for which they are best suited and manage the personnel function of an organization. Employment for all human resources, training, and labor relations managers and specialists is expected to grow by 22 percent between 2008 and 2018, much faster than the average for all occupations.¹ Those with a bachelor’s degree in human resources, human resources administration, or industrial and labor relations and those who have earned certification should have the best job opportunities. In Pennsylvania, employment of human resources personnel is expected to grow from approximately 30,600 in 2004 to approximately 35,130 in 2014.²

Industrial production managers plan, direct, and coordinate the production activities required to produce the vast array of goods manufactured every year in the United States. Employment of industrial production managers is expected to decline moderately by 8 percent over the 2008–18 decade.

Sales managers and purchasing managers, buyers, and purchasing agents:

The Occupational Outlook Handbook (OOH) published by the United States Department of Labor’s Bureau of Labor Statistics predicts that sales manager jobs will likely grow 15 percent over the 2008-2018 decade, which is faster than average.³ For purchasing managers, buyers, and purchasing agents, jobs are expected to increase 7 percent through the year 2018.⁴ Graduates with creativity, strong communication and computer skills, and related experience should have the best job opportunities. Employment of purchasing professionals in Pennsylvania is expected to grow from approximately 21,990 in 2004 to approximately 22,690 in 2014.⁵

Real Estate: Management jobs in the real estate sector involve maintaining and raising the value of real estate investments by handling the logistics of running a property.⁶ According to the OOH, “Employment of property, real estate, and community association managers is projected to increase by 8 percent during the 2008–18 decade, about as fast as average for all occupations.” In addition, employment of property and real estate managers in Pennsylvania is expected to grow from approximately 6,910 in 2004 to approximately 7,360 in 2014.⁷

VII. Operating Costs and Efficiency

The Management program’s direct cost per FTE has been lower than the College average for the last five years. FTEs generated by the Management program and program’s direct cost per FTE compared to average College-wide program direct cost per FTE.

Management Program			
Fiscal Year	FTEs generated by the program	Management program’s direct cost per FTE	Average College-wide program direct cost per FTE
2005-2006	196.7	\$2,783.29	\$3,051.99
2006-2007	215.3	\$2,941.61	\$3,309.45
2007-2008	210.7	\$3,019.89	\$3,494.96
2008-2009	197.8	\$3,112.22	\$3,552.83
2009-2010	187.8	\$2,901.31	\$3,790.34.

* Direct Costs include all expenses associated with the instructional cost centers, including the allocation of fringe benefits.
Source: Office of Finance and Planning: Table 29

¹ <http://www.bls.gov/oco/ocos021.htm>

² http://www.paworkstats.state.pa.us/paoooh/6_hr_personnel.pdf

³ <http://www.bls.gov/oco/ocos020.htm>

⁴ <http://www.bls.gov/oco/ocos023.htm>

⁵ <http://www.paworkstats.state.pa.us/paoooh/4-purchasing.pdf>

⁶ <http://www.bls.gov/oco/ocos022.htm>

⁷ http://www.paworkstats.state.pa.us/paoooh/6_prop_mgr.pdf

The following table shows that the Management Program’s cost per credit hour has been lower than the College average for the last five years.

Credit Hours Produced and Cost per Credit Hour

Marketing and Management Programs			
Fiscal Year	Credit hours produced	Cost per credit hour	College-wide average cost per credit hour
2004-2005	11,201	\$93.32	\$117.74
2005-2006	9,824	\$127.71	\$130.12
2006-2007	9,932	\$108.34	\$137.13
2007-2008	10,106	\$111.12	\$142.46
2008-2009	9,343	\$118.96	\$144.65
2009-2010	10,971	\$103.26	\$138.33

Source: Office of Finance and Planning: Table 28a

VIII. Findings and Recommendations

This audit finds that some of the findings and recommendations from the 1997 Management Program audit have not been addressed by the faculty, and that many of the issues that were raised in the last audit remain. There appears to be a continuing pattern of lack of faculty engagement in the program by the majority of the Management faculty. This is evidenced by a lack of faculty involvement and effort in relation to the elements of the program outside of the classroom: enrollment and retention issues, curriculum revision/development, establishing and maintaining an Advisory Board, course documentation, and record keeping. Therefore, the following recommendations are made:

1. Discontinue the four Management Associate in Applied Science Degree Option programs, because the faculty has demonstrated a lack of engagement since the 1997 audit, there is no sustainable plan for taking responsibility to retain the students or to revise the curriculum, and none of the faculty has made an effort to take an organized leadership role in the Department.
2. Alternatively, the College could consider implementing the two program revisions that the faculty are proposing that include consolidating the four Management Associate in Applied Science (AAS) Degree Options into one Management AAS Degree and revising the Practical Entrepreneurship Proficiency Certificate to include the development of four new Entrepreneurship courses, provided that the faculty implement the measures in the following chart in keeping with the specified timeframes:

Marketing & Management Faculty Responsibility	Resources	Benchmark	Deadline
Meet with CFT Director to discuss 2 proposed program revisions (Management AAS Degree & Entrepreneurship Proficiency Certificate)	CFT Director	Plan established for developing proposals	Monday, August 15
Identify program writers	Marketing & Management Faculty	At least 2 MARKETING & MANAGEMENT faculty are identified as lead writers of program revisions	Monday, August 15
Submit formal requests to have facilitators assigned to program writers.	<ul style="list-style-type: none"> · Department Head · Assistant Dean/Dean 	Submit faculty names to Assistant Dean/Dean	Tuesday, August 16
Identify and confirm Accounting faculty who will serve as co-writer for Entrepreneurship Accounting course.	<ul style="list-style-type: none"> · Marketing & Management Faculty · Business Administration Department Faculty 	Name of Accounting faculty submitted to Assistant Dean	Monday, August 15
Identify and confirm external consultant who will serve as co-writer of 4 Entrepreneurship courses.	<ul style="list-style-type: none"> · Marketing & Management Faculty · Entrepreneurship Program Director at Montgomery County Community College (MCCC) 	Submit request to prepare contract for external consultant (MCCC Entrepreneurship Program Director)	Monday, August 29
Develop Enrollment Management Plan that identifies method for recruiting students; communication plan to network with new & continuing students; retention plan; meeting with School District Business Coordinator; with	<ul style="list-style-type: none"> · Marketing & Management Faculty · CCP 2008-2012 Enrollment Management Plan · Admissions staff · Counseling Faculty 	Enrollment Management Plan strategies, timelines, and outcomes identified approved by Assistant Dean/Dean	Monday, September 12
Work with CFT to revise Management (MNGT) AAS Degree program.	<ul style="list-style-type: none"> · CFT Facilitator · Marketing & Management Faculty 	Submit revised MNGT program draft to CFT Facilitators	Friday, September 16
Submit MNGT program revision for review.	CFT Director	CFT Director sends MNGT program revision to Assistant Dean/Dean for review	Monday, September 26
Work with CFT to develop Entrepreneurship courses	<ul style="list-style-type: none"> · CFT Facilitators · Marketing & Management Faculty 	Submit new Entrepreneurship course drafts to CFT Facilitators	Monday, September 26
Meet with Corporate Solutions staff to discuss components of Entrepreneurship courses that may be offered as noncredit courses.	<ul style="list-style-type: none"> · Corporate Solutions Executive Director · Corporate Solutions Director · Marketing & Management Faculty 	Course modules identified for noncredit offering	Monday, September 26
Meet with select College Department Heads/Curriculum Coordinators to learn about the needs of students in College programs who want to start their own businesses.	<ul style="list-style-type: none"> · Marketing & Management Faculty · BHHS/Youth Works · Art · CAHM 	Outcomes identified for inclusion in Entrepreneurship course development.	Monday, October 3
Assistant Dean/Dean requests to add proposed MNGT program revision to AAC agenda	Assistant Dean/Dean	Proposed MNGT program revision added to AAC agenda	Wednesday, October 5

Present MNGT program revision to AAC	<ul style="list-style-type: none"> · CFT Director · Academic Affairs Council 	Approved MNGT program revision	Wednesday, October 12
Submit developed Entrepreneurship courses for review.	CFT Director	CFT Director sends courses to Assistant Dean/Dean for review	Monday, October 17
MNGT program revision presented to Academic Affairs Curriculum Sub-Committee	<ul style="list-style-type: none"> · Marketing & Management Faculty · Curriculum Sub-Committee Members 	MNGT program revision approved by Curriculum Sub-Committee	Thursday, November 10
MNGT program revision presented to IWC	<ul style="list-style-type: none"> · Marketing & Management Faculty · IWC Committee members 	MNGT program revision approved by IWC	Monday, November 14
Present new Entrepreneurship courses to AAC	<ul style="list-style-type: none"> · CFT Director · Academic Affairs Council 	Approved Entrepreneurship courses	Monday, November 28
MNGT program revision sent to Dr. Curtis	IWC	MNGT program revision approved by Dr. Curtis	Wednesday, November 16
Coordinate and implement CCP/NFTE Youth Entrepreneurship Conference	<ul style="list-style-type: none"> · NFTE · Marketing & Management Faculty · Assistant Dean 	Youth Entrepreneurship Conference Agenda confirmed	Monday, December 5
2012			
Implement student learning Assessment Plan for select Marketing and Management courses	<ul style="list-style-type: none"> · Marketing & Management Faculty · Assessment Plans for: <ul style="list-style-type: none"> ▫ MNGT 121 ▫ MNGT 141 ▫ MKTG 131 	Data collected and outcomes ready for all Marketing and Management to review	Tuesday, January 10
Implement NFTE Youth Entrepreneurship Conference	<ul style="list-style-type: none"> · NFTE · Marketing & Management Faculty · NFTE Students 	CCP/NFTE Youth Entrepreneurship Conference	February

If recommendation #2 is followed, it will impact the Management Certificate and the Practical Entrepreneurship Proficiency Certificate. Both of these programs are pathways to the degree programs.

IX. APPENDICES

APPENDIX A

Marketing and Management Department Advisory Committee, Spring 2011

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APPENDIX B – Spring 2011 Advisory Committee Meeting Minutes



Business and Technology Division

Marketing and Management Department
Advisory Committee Meeting
Thursday, May 19, 2011
8 AM, Room C2-5

Meeting Minutes

Presiding: Marian McGorry, Assistant Dean

Present: Invited Guests

Nicole DiGiulio, Performance Consultant, Mercy Health System
Robert “Sandy” Gunn, SVP, Human Resources, Comcast Cable/HQ
(via conference call)
Thomas Jenkins
Raymond Key, Student
Patrick McCarthy, General Manager Smurfit-Stone Recycling
Maurice Sampson II, President, Niche Recycling, Inc.
G. S. Simons, Wealth Management Advisor, Gibraltar Wealth
Management, LLC

Community College of Philadelphia

Mark Bambach
Dr. Judith Gay
James Healey
Charles Rumford, Director, Corporate Solutions
Maurice Sampson

1. Welcome. M. McGorry opened meeting and welcomed the guests. She provided an overview of the structure of the Business and Technology Division and the status of the search for a new dean. M. McGorry informed the reviewed the materials that were in the folder given to each guest. The documents included copies of the current curricula and the two programs that the faculty were proposing.
2. Introductions. The invited guests introduced themselves

3. Current Curricula Overview. M. Bambach highlighted the entrepreneurial club that was initiated by R. Key.
4. Proposed Curricula. M. McGorry highlighted the proposed program revisions. S. Simons inquired whether the faculty had considered using the software that was available with either the Wiley or McGraw-Hill publishers' textbooks. M. Sampson responded that the College used a different course management system than what was used by Wiley Publishing. S. Simons recommended that the faculty consider a legal text/aspect to the entrepreneurship program.

Dr. J. Gay asked the guests what skills they were seeking in prospective employees. N. DiGiulio voiced concerns about the ENGL 102 requirement and would prefer having students take a technical/business writing course, to which S. Gunn and M. Sampson II agreed. DiGiulio felt that research skills were falling short from what she was seeing. Simons expressed concern about getting students to understand that there is a specific language to each field of business that may not be communicated directly through the courses. McGorry reported that ENGL 102 incorporated information literacy that focused on how to research and was a required general education component at the College. Dr. Gay added that ENGL 102 met the Information Literacy requirement.

Mr. McCarthy asked where the public speaking course was in the programs. Discussion continued about how beneficial it was to be able to present material in public. Math was another necessary skill expressed by the group. Mr. Sampson II also advocated for tying math into the curriculum, as well as tying into communication. He recalled experience with Wharton where there was a talking/conversational math class. Mark told Sampson that there are issues with business math courses at the community college level, more specifically that they don't transfer.

The Entrepreneurship Proficiency Certificate draft was discussed. M. Sampson and Mr. Jenkins spoke to the need of including the legal issues in the courses. Ms. DiGiulio suggested focusing specifically on the legal aspects of owning a business in Philadelphia and the business privilege issues. Mr. Sampson II and others supported this idea.

The meeting was adjourned at 9:25 AM. The next meeting is scheduled for November 9, 2011.

APPENDIX C CURRICULUM MAPS

Curriculum Map: Entrepreneurship Option

The following table demonstrates how learning activities in specific courses map to learning outcomes. The Entrepreneurship Option anticipates students to be “self-starters” and eager to seize profit-driven business-venture opportunities. These achievers are also anticipated to be sensitive to unique and innovative ideas and motivated to become champions as they work to make those dreams realities.

**Key: I – Introduced R – Reinforced and opportunity to practice
M – Mastery at exit level A – Assessment evidence collected**

Program Student Learning Outcomes

Required Courses	Apply Small Business Management Concepts in organizations	Use Technology in Decision Making	Business Plan Development and Evaluation	Positive Team Skills Work	Problem Solving	Understands Business Ethics
MNGT 121	I	I	I	I	I	I
MNGT 141	I, R	R, M	I, R, M, A	R, M	R	R
MNGT 142	I, R	I, R, M, A	R, M, A	R	R	R
MNGT 144	R, M	R, M, A	R, M, A	R, M	R, M	R, M
MNGT 241	I, R	R, A	R, M, A	R, M	R	R
MNGT 246	I, R	I, R, A	R, M, A	I, R, M	I, R	I, R
MNGT 247	I, R	I, R	I, R, A	I, R	I, R	I, R
MNGT 261	I, R	I, R	R, M	I, R	I, R	I, R, M
MNGT 262	I, R	I, R	R, M	I, R	I, R	I, R, M

Curriculum Map: Human Resources Management Option

The following table demonstrates how learning activities in specific courses map to learning outcomes. The Human Resources Management Option anticipates students to have a working knowledge of the field and an understanding how the functions are applied. Students are expected to qualify for jobs in the human resources field at the entry and/or assistant manager level. They are also prepared to continue their studies at four-year institutions.

**Key: I – Introduced R – Reinforced and opportunity to practice
M – Mastery at exit level A – Assessment evidence collected**

Program Student Learning Outcomes

Required Courses	Apply Human Resources Management Concepts In Organizations	Apply Technology In Decision Making	Importance of Training in Work Force Development	Performance Appraisals and Evaluation	Business Activity Focus On Ethical Behavior
MNGT 121	I	I	I	I	I
MNGT 141	R	R	R	R	R, M
MNGT 142	R, M	R, M			R, M
MNGT 199	M, A	M, A	M, A	M, A	M, A
MNGT 241	M, A	M	M	M, A	M, A
MNGT 246	R, M	R, M	R, M	R, M	R, M
MNGT 247	M, A	M, A	M, A	M, A	M, A
MNGT 250	M	M, A	M	M	M, A
MNGT 261	I			R, M	M, A
MNGT 262	I			R, M	M, A

Curriculum Map: Management Option

The following table demonstrates how learning activities in specific courses map to learning outcomes. The Management Option anticipates students to have a working knowledge of the field and an understanding how the functions are applied. Students are expected to achieve mastery level skills at the assistant manager level and as they seek employment. They are also prepared to continue their education in a four-year institution.

**Key: I – Introduced R – Reinforced and opportunity to practice
M – Mastery at exit level A – Assessment evidence collected**

Program Student Learning Outcomes

Required Courses	Apply Management Concepts in Organizations	Use Technology in Decision Making	Applying Effective Teamwork, Leadership And Communications	Practice Rational Decision Making	Engaging Business Activity With Focus On Ethical Behavior
MNGT 121	I	I	I	I	I
MNGT 141	R, M	R, M	R, M	R, M	R, M
MNGT 142	I, R	I, R, M, A	R, M,	R, M, A	R
MNGT 144	R, M	R, M, A	R, M, A	R, M, A	R, M
MNGT 199	R, M, A	R, M, A	R, M, A	R, M, A	M, A
MNGT 241	I, R	R, A	I, R, M	R	R
MNGT 246	I, R	I, R, A	I, R, M	I, R	R, M
MNGT 247	I, R	I, R	R, M	R, M, A	M, A
MNGT 261	I, R	I, R	I, R	I, R	I, R
MNGT 262	I, R	I, R	I, R	I, R	I, R

Curriculum Map: Real Estate Management Option

The following table demonstrates how learning activities in specific courses map to learning outcomes in the Real Estate Management Option. Majors expecting to become licensed real estate salespersons must complete the written examination required by the Pennsylvania Real Estate Commission. To qualify to sit for the examination, the Commission requires the completion of real estate fundamentals and practices (RE 101 and RE 105). The students are prepared to assume leadership roles and assistant manager positions in the companies where they work.

**Key: I – Introduced R – Reinforced and opportunity to practice
M – Mastery at exit level A – Assessment evidence collected**

Course Required	Pass RE Commission Sales Exam	Apply RE Concepts	Tech Sup Decision Making	Collaboration And Teamwork	Ethical Behavior
MNGT 121	I	I	I	I	I
MNGT 141	I	I	R	R, M	R, A
MNGT 142	I		I, R	R, M	R, A
MNGT 199	I, R	I, R		I, R	I, R
MNGT 246	I, R		M, A	M, A	M, A
MNGT 261	I	I, M			R, M
MNGT 262	I	I, M			R, M
RE 111	I	I	R	R	I
RE 101	I, R, M	I	I, R	I, R	I, R,
RE 105	I, R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
RE 131	I, R, M	M, A	M, A	M, A	M, A

APPENDIX D

From: Marian McGorry
To: tsullivan@ccp.edu
Date: Tue, Sep 9, 2008 6:30 PM
Subject: Division Realignment

Tim

At their Department Meeting on Tuesday, September 9, the Marketing and Management Department full-time faculty agreed to the realignment of the Division of Business and Technology.

Marian E. McGorry, Interim Department Head
Marketing and Management Department

Appendix E

MARKETING AND MANAGEMENT DEPARTMENT FULL-TIME FACULTY

Mark H. Bambach, Assistant Professor
B.B.A., University of Pennsylvania (Wharton)
M.B.A., La Salle University

Nancy Carr, Professor
B.B.A., Temple University
M.B.A., Temple University
J.D., Widener University School of Law

Marvin J. Cohen, Assistant Professor
B.S., Boston University
M.S., University of London
J.D., Temple University Law School

Bettie Davis, Assistant Professor
A.A.S., Community College of Philadelphia
B.S., Drexel University
M.B.A., University of Scranton

James J. Healey, Assistant Professor
B.A., University of Scranton
M.A.T., Yale University
M.B.A., University of Pennsylvania

Maurice Sampson, Assistant Professor
B.A., Bishop College
M.Ed., Antioch University

Appendix F

Marketing and Management Department Community College of Philadelphia 27 October 2009

Minimum Hiring Requirements For Full-time and Part-time Faculty

Faculty expertise requirements for the Marketing and Management Department vary across several specialty fields of study. The courses prepare students to be highly productive, empowered employees for any job currently held or, should they not be employed, prepared for potential jobs that become available. The program prepares students for development into managerial positions from line or line-type jobs and from one level within the hierarchical structure upwards to another in any environment.

The program prepares students for such a career in the private sector (commercial or industrial), public sector (local, state, regional or federal levels of government) or for positions in the multi-faceted non-profit sector. They are prepared to enter leadership careers regardless of whether or not that leadership career bears the “management” title.

Students are prepared to address start-up and production issues whether they are employed by others or are self-driven by their personal involvement in entrepreneurially oriented ventures.

In keeping with the management challenges of the 21st century, the Department prepares its students to be knowledge workers capable of offering their skills anywhere at any time in any company, organization, firm, institution or government agency and of any size.

To this end, the course mix offered by the Marketing and Management Department includes subjects in management, marketing, human resources, information, operations and law. Its programs are comprehensive in nature and include courses from other related specialty areas (finance, economics and accounting). The programs also include the College required package of general education courses intended to ensure that each student receives a full and holistic experience before being awarded the Associate in Applied Science Degree at graduation.

All courses are accredited and most are transferable to 4-year institutions everywhere.

Responsibility for initiating recommendations for hiring shall vest with the members of the Department where a newly-hired Employee will be working. The procedure shall be as follows:

The Administration shall inform the Department of the probable number of positions to be filled as early as possible, and in no case later than October 15, if the positions are to be filled for the following Fall semester or March 15, if the positions are to be filled for the following Spring Semester.

A Department Hiring Committee (elected by the Department), the Department Head, and the Dean will meet prior to the beginning of the formal screening process to discuss the specific needs of the Department to be satisfied in filling the new position(s). (See Article VI of Community College of Philadelphia Faculty Federation's Collective Bargaining Agreement).

All recommendations for hiring new Employees in the Department shall be subject to the consideration and the approval first of the Department Hiring Committee, next of the Department Head, then of the Dean, then of the Vice President for Academic Affairs and, finally, the President (see Article VI of Community College of Philadelphia Faculty Federation's Collective Bargaining Agreement).

I. Minimum requirements to teach Management, Marketing and Human Resources Management Courses

Tenure track faculty at the Community College of Philadelphia will possess, as a minimum eligibility qualification, an earned MBA or Master's Degree or a Doctorate in appropriate business areas that match the specific needs of the Department to be satisfied in filling the new position(s) as determined by the meeting of the Department Hiring Committee, the Department Head, and the Dean as stipulated in the hiring procedure. The specific needs could require an MBA in Management or Marketing or a Master's Degree in Industrial Relations or a Juris Doctorate. The candidate must demonstrate the ability to communicate in a classroom. The candidate should have at least five years business experience and five years of teaching experience, preferably, at the community college level or higher level. Ideally, the candidate will have the credentials and experience to teach a wide breath of offered courses since that represents normal course loads.

II. Minimum requirements to teach Law Courses

Tenure track faculty at the Community College of Philadelphia will possess, as a minimum eligibility qualification, an earned Juris Doctorate Degree from an ABA approved law school that match the specific needs of the Department to be satisfied in filling the new position(s) as determined by the hiring procedure. The candidate for the position must have completed formal study in law and passed a state bar examination. It is preferred the candidate have at least five years business experience and five years of teaching experience, preferably, at the community college level or higher level. It is preferred the candidate have the credentials and experience to teach a wide breath of offered courses since that represents normal course loads.

III. Minimum requirements to teach Real Estate Courses

Tenure track faculty at the Community College of Philadelphia will possess at a minimum eligibility qualification, an earned JD Degree or an MBA or an earned Master's Degree in a related field as defined and approved by the Department. The candidate for the position must be a Commonwealth of Pennsylvania

credentialed real estate broker or real estate attorney licensed and who also has presented documentary evidence that he is current in satisfying his/her continuing education requirements. The candidate should have at least five years business experience and five years of teaching experience, preferably, at the community college level or higher level. Ideally, the candidate will have the credentials and experience to teach a wide breath of offered courses since that represents normal course loads.

IV. Minimum requirements to teach Courses in the Entrepreneurship Program

The courses published as those required to complete the entrepreneurship program, at the moment, are courses included as requirements in other programs taught by the department faculty. The existing faculty will meet the needs of this program unless and until courses are added that are unique to the entrepreneurship program. Adjustments and additions will be made to this document by the members of the Department faculty as necessary to satisfy any such requirements once they arise. The Department faculty will make these program determinations according to Article 16 of the Community College of Philadelphia Faculty Federation's Collective Bargaining Agreement.

Minimum Hiring Requirements For Part-Time Faculty

The Department Head shall initiate the hiring of part-time faculty and is expected to have their records or access to their records and will maintain a current roster of potential part-time employees (See Department Head Memorandum of Understanding).

Hiring of part-time instructors will, generally, follow the same requirements established for full-time instructors. This is a Departmental hiring goal. The primary exception is in the fact that part-time instructors will be hired to teach a particular course, one term at a time, only as the need arises. They will not be hired with the same precision required of tenure track full-time faculty but MAY achieve eligibility qualifications to apply for full-time positions by satisfying those requirements through future study and/or experience accumulation.

Because of the need for flexibility in meeting last minute operational demands, a part-time instructor may be hired to teach one or two courses for a single semester due to an unanticipated need. An instructor hired to teach Mngt 121 – Introduction to Business, for instance, must meet the minimum general eligibility requirements published below to teach as a part-time instructor. Such an instructor has a limited scope in classes available to him/her and need not have the broad experience of an instructor expected to teach a full load on continuing long-term basis.

Minimum Hiring Requirements for a Part-Time Instructor

An adjunct or part-time instructor must possess, as a minimum eligibility qualification, an earned MBA Degree or an earned Master's Degree in a field of study related to the

course or courses for which he/she is being considered to teach for a single term as determined by the Department Head. He/she must have a minimum of two years business experience other than self-employment consultancy and at least one year of teaching experience at least at the high school level but, preferably, at the community college level or higher. He/she must show evidence of completed formal study in the management, information, marketing, human resources or real estate disciplines for which he/she is being considered for hiring to teach.

If the adjunct or part-time instructor is to teach a law course, he/she must present evidence of his/her having completed courses in the study of law and the documentation that confirms that he/she holds a Juris Doctorate Degree.

If the adjunct or part-time instructor is to teach a real estate course, he/she must:

- present evidence of his certification as a real estate broker or attorney (who holds a Juris Doctorate Degree),
- evidence that he/she is currently practicing or recently retired as a real estate broker, salesperson or attorney (preferably a broker or attorney),
- evidence that he/she has teaching experience preferably at the community college level or higher and
- that he/she, where it applies, is current in his/her professional continuing educational requirements. He/she may or may not have earned a master's degree.

Appendix G

Marketing Program Faculty Professional Development Activities 2010-2011

Mark Bambach

Through the College's membership, involved with the NACCE organization and participate in NACCE webinars. Developed a proposal for revising the Entrepreneurship program. Worked with Christopher Lewis, College Recruiter, to mentor high school students visiting the College for the day and who were interested in majoring in Business. Attended the NFTE Philadelphia Visionary Gala in November 2010 and was a workshop presenter at both the 2010 and 2011 Youth Entrepreneurship Conferences that were scheduled at the College for the NFTE students.

Attend one or two professional multi-day seminars/conferences per year.

- April 6-8, 2011: The Marketing Workshop 2011, Chicago IL;
- June 6-9, 2010: 21st Annual Advanced Research Techniques - San Francisco, CA.

- Work as a consultant with businesses on a continuing basis concerning turn-around, marketing and financing.

- Participate in approximately 100 Webinars a year through the American Marketing Association covering a wide variety of Marketing/Business issues.

- Member of the American Marketing Association, American Management Association, NFTE and NACCE.

- Participate in two job fairs per year to see what skills employers are looking for in graduating students.

- Read numerous business and trade periodicals, as well as many daily and weekly newspapers.

- Subscribe to the Online Journal of Distance Learning Administration for ways to improve my online courses.

Below is the list of the Webinars that I have attended for 2010-2011.

Comment Intelligence: unlocking the power of Net Promoter Score® with text analytics	8/31/2010
Behavioral Segmentation: Using Web Analytics for Better Results	9/1/2010
Proven Practices for Increasing Revenue Through Marketing	9/2/2010
Leveraging Social Media to Make Your Webinars a Success	9/8/2010
SEO 101 - Learn the Basics of White Hat SEO!	9/9/2010
Top 5 Strategies to Bridge your Online and Offline Marketing for 2011	9/14/2010
Social Media Marketing to Women: What Every Brand Needs to Know	9/15/2010
Promotional Loyalty: Using Cash Back to Get More from Value Seeking	9/16/2010

Customers	
Personalization in Advertising – Right Offer, Right Person, Right Time	9/17/2010
The Online Customer Experience: Make it Exceptional	9/21/2010
Driving Customer Acquisition and Activation Through Multi-Channel Customer Interaction	9/28/2010
How to Achieve 80 Percent Success Rates in Innovation	9/29/2010
Facebook Marketing Secrets: Ads, Apps and Analytics	9/30/2010
Impact of Digital Marketing on Kodak and International Speedway Corporation	10/5/2010
Holiday Marketing Campaigns Using Social Media: The 5 “Must Dos” in 2010	10/6/2010
Metrics that Matter for Marketing Measurement	10/7/2010
Managing Strategy from the Outside In	10/8/2010
Winning the Consumer Engagement Wars: Capturing the Hearts, Minds and Attention of Today’s New Respondents	10/12/2010
Online Brand Protection: A step-by-step guide to creating a proactive strategy	10/13/2010
Connected Marketing: How It’s Revolutionizing Online Marketing	10/14/2010
Market Research Leaders Take Control of Online Research Quality: A How-To Guide for Research Buyers	10/15/2010
Optimize the Marketing Levers That Matter: Tips and Tricks to Boost Email Opt-Ins, Lead Quality, Customer Lifetime Value and More	10/19/2010
Secrets of Marketing Webinars	10/20/2010
Virtual Success: 10 Things You Must Know for a Successful Virtual Event	10/21/2010
Maximize Your Marketing Impact with Rich Media	10/27/2010
Why It's so Important to Be Likeable on Facebook, and How to Do It	10/28/2010
Retargeting – Re-connecting and Re-gaining Traction With Lost Prospects	10/29/2010
Demonstrate Mobile ROI	11/2/2010
Meeting of the Minds: Measuring and Improving the Value of Social Media	11/5/2010
The Realities and Myths of Content Curation and SEO	11/9/2010
Metrics to Understand the Cross-Channel Customer	11/10/2010
Intelligent Marketing: Improving Marketing Performance Using Business and Social Intelligence	11/11/2010
Virtual Events to Generate Real Results: Best Practices for Planning and Executing Online Events	11/16/2010
Evolve Your Marketing Research: How to Incorporate Online Communities and Social Technologies to Gain Deeper Insight	11/17/2010
Dodging the Vectors	11/18/2010
The Art and Science of Meaningful Customer Conversation: How Interactive Marketing Drives Engagement	11/19/2010
Kick Start 2011: 10 Trends That Will Make or Break Your Email Results	11/30/2010
The Science of Lead Generation: Scientifically Proven Ways to Get More Leads	12/1/2010
7 Ways to Generate More Sales Revenue with Marketing Automation	12/7/2010

Customer Intelligence: The New Frontier of Customer Voice	12/8/2010
Survival of the Quickest: Adaptive Online Experiences with Web Analytics Demystified	12/9/2010
Secrets of Marketing Webinars	12/10/2010
Is Your Web Analytics Strategy Mission Critical? A fresh new look at measuring your online and mobile marketing investments.	12/14/2010
Communicating with Sales: How to Avoid Getting Lost in the Noise	12/15/2010
Looking for the Latest Research on Online Testing?	12/16/2010
Do-It-Yourself (DIY) Concept Testing	12/17/2010
Integrating Webinars into your Marketing: Make Your Next Event the Centerpiece of an End-to-End Campaign	12/21/2010
Meeting of the Minds: Everything We Know About Measuring Marketing Effectiveness in One Hour?	1/7/2011
Email Optimization Secrets: What 1,397 Marketers are Doing to Get Better Results	1/11/2011
Using Marketing Automation to Boost Revenue and Reduce Marketing Costs	1/12/2011
Kickstarting Your Innovation Strategy with Ideation	1/13/2011
The New Moment of Truth: How Technology Has Influenced Purchase Decisions and How Savvy Marketers Can Capitalize	1/19/2011
Build a True Profile of Online Customer Behavior and Turn Marketing into Science	1/20/2011
Social Influence Strategy and Location Based Applications	1/25/2011
Make or Break Customer Satisfaction	1/26/2011
Benchmarking Your Online Marketing Initiatives vs. Competitors & Industry Standards	1/27/2011
Drive Marketing Relevance in Today's Digital World	1/28/2011
Improving Interaction Outcomes with Customer Engagement Management Systems	2/1/2011
6 Weeks To A Great Webinar	2/2/2011
Meeting of the Minds: Building a Measureable Platform for Brand Development	2/4/2011
Maximizing ROI through Relevant Email	2/8/2011
The Top Five Strategies for Protecting Your Brand Online	2/9/2011
Taming the Social Networking Giant: Harnessing the Power of New Media for Market Research	2/10/2011
Bridging the Gap Between Customer Surveys and Business Outcomes	2/15/2011
The Youth Mobile Age – Understanding trends among the mobile youth for 2011	2/16/2011
Search Marketing in 2011: New Strategies & Tactics to Boost Customer Acquisition and ROAS	2/17/2011
Go Beyond Measuring Activities: Best Practices to Improve Online Marketing Effectiveness	2/22/2011
Marketing Measurement: Less Talk + More Action = Better Results	2/23/2011
Get Inspired - 20 Amazing Ways Marketers Are Winning with Online Video	2/24/2011
Website Trust Marks: Valuable or a Waste?	2/25/2011

Making Social Media Work for You	3/1/2011
500 Email Marketers Can't Be Wrong: Proven Email Marketing Tactics to Increase Conversions & Sales	3/3/2011
11 Marketing Trends for 2011	3/8/2011
Online Customer Engagement and Conversion: Top Trends and Next Practices for 2011	3/9/2011
Your Customers are Talking About You. Are You Listening?	3/10/2011
Building the On-Demand Brand: Top 5 Digital Marketing Trends to Capitalize On Now	3/16/2011
Is Your Business Intelligence Driving Success...or Driving You Insane?	3/22/2011
Winning with Better Landing Pages – Top 5 Secrets to Lifting Conversions	3/23/2011
Why Your Marketing Strategy Needs HEROes to Reach and Engage Customers	3/24/2011
Fast Track Your Fundraising: 5 Secrets to Accelerate Your Campaign Results	3/25/2011
How to Build a World Class PPC Team	3/29/2011
Mobile Paid Search: Dial Up Your Online Marketing Results in 2011	3/30/2011
Supersized URLs: The 411 on new Top Level Domains	3/31/2011
The 2010 US Census: Learn What's New and How It Can Improve and Localize Your Target Marketing	4/5/2011
Personalization and Retargeting: Can Your Analytics Handle It?	4/6/2011
Build Email Marketing Momentum: Optimizing Productivity, Design and ROI	4/12/2011

Nancy Carr

2009-2011: Participated as a Fellow in the U. S. Department of Education Title VI Business and International Education (BIE) grant program, *Area Studies Approach to Strengthening International Business Education at Community College of Philadelphia: China*, offered to Division faculty. Participated in “China and the Global Economy: Perspectives from Shanghai, Hangzhou and Wuhu” a faculty development workshop and site visit to China, May 10-17, 2011.

August 10, 2010: Attended the Pennsylvania Bar Association's “Legal Ethics-Avoiding Legal Malpractice” event for imparting ethics and dealing with attorneys to Business Law, Hospitality Law, and other business students.

August 10, 2010: Presented at a national event, the Academy of Legal Studies in Business' “Entrepreneurial Law Panel” because at the 2009 Academy of Legal Studies in Business (National), I presented a paper “Entrepreneurial Law: An In-Basket Simulation” and then was invited to serve on this panel. My desire is to include the Uniform Commercial Code (UCC) and other areas of law in management and entrepreneurship courses in a fun and meaningful way. Both of the simulation and ideas from the Panel enrich many courses in the department.

September 10, 2010: Presented at Trader Joe's “Inside Trader Joe's-Check Out the Hottest and Most Secretive Retailer in America” event to visit the store so I could include this Fortune Cover Article in Marketing 131 in a meaningful way. Class was very interested and enthusiastic.

December 1, 2010: Attended Widener Law School Women's Network's "Image Marketing" event to help students prepare for employment. Immediate inclusion in Marketing 131 and Management 199 (Coop) classes.

December 14, 2010: Attended Fox Rothschild Center for Law and Society (CCP)'s "Criminal Records Questions and Concerns" because the topic comes up in Business Law classes and student inquiry. While I would not give students personal legal advice, information will help me direct students for help.

Attended Educational Conferences/Seminars/Workshops

Where: China: Shanghai, Hangzhou, Guangzhou and Hong Kong

Topic: China: An Emerged Economic Powerhouse in the Global Economy (A Faculty Development in International Business Program Sponsored by the U.S. Dept. of Education and the Centers for International Business Education and Research (CIBER))

Date/s: 1/3/11 -1/13/11

Reason(s): To include the role of China in all management, marketing, law, and hospitality courses.

Outcome(s): Increasing student interest and excitement in China's important role in the global economy.

Where: Montgomery County Courthouse

Topic: How and When to Plead Quasi-Contract

Date/s: 2/10/11

Reason(s): Update in business law

Outcome(s): Information useful in teaching Business Law

Where: Dolce Valley Forge, King of Prussia

Topic: The Pearson Management and Marketing Symposium

Date/s: 2/25/11

Reason(s): To learn about business simulations and share best practices with faculty from many area universities

Outcome(s): Learned of several new simulations and saw them demonstrated.

Presented at Conferences/Seminars/Workshops

Where: Montgomery County Courthouse

Topic: Mock Trials (High School Competition)

Date/s: 2/10/11

Reason(s): To give written and verbal evaluations to student "lawyers", "parties" and "witnesses" on their roles in Mock Trials.

Outcome(s): To share the experience with CCP students especially in law classes.

Where: CCP CAHM 266 Hospitality Law Class

Topic: Law and Marketing Issues in the Chinese Hospitality Industry

Date/s: 4/19/11

Reason(s): To share information gained on the CIBER China Study Tour

Outcome(s): An interested and excited audience.

Visits to Other Institutions/Industry/Businesses

Where: China

Topic: Visits to U.S. Consulate in Shanghai-Commercial Section, Alibaba Group Corporation, Bao Steel Co.,Lauder Piano Co., Midea Group, Desano Pharmaceutical, China Senior Care, Hong Kong Cyberport etc.

Date/s: 1/3/11-1/13/11

Reason(s): To see and understand the dynamics of Chinese industries and share information with students.

Outcome(s): It has been invaluable to include the role of China in the global economy in all my courses with personal knowledge of Chinese companies. I have and will continue to include these experiences in all my courses and to include discussion of global opportunities to MNGT 199 participants. Visiting South China University of Technology (SCUT) and learning of the offerings and organization of their School of Business was beneficial sharing information about a top business university with CCP students.

Professional Certification Earned/Renewed

Topic: Bars of Pennsylvania, Federal District Court, and U.S. Supreme Court

Date/s: continuing

Reason(s): attorney

Marvin J. Cohen

March 6, 2010: Attended BALC (Allentown)'s "Day on Real Estate—Contemporary Issues" event for the need to keep up to date on all real estate issues and resolutions of those issues so recent developments can be communicated to real estate students. Presentation did cover recent developments in real estate. Satisfactory outcome.

July 13, 2010: Attended Northampton County Bar Association's (Easton, PA) "Wills vs. Trusts" for the need to explain the advantages and disadvantages of each to law and real estate students. The presenting panel was not in agreement on the advantages and disadvantages, but issues to be considered were clear.

August 4, 2010: Attended Lehigh County Bar Association's "Real Estate Settlement Issues" for the need to explain Real Estate Settlement issues to students and have them understand how they might resolve them or lose their deal. Issues relating to new HUD1 and title issues were covered.

August 30, 2010: Attended "Sale of a retail business" in Harrisburg, PA, to be able to explain to student entrepreneurs who are considering purchasing or selling a business (re: procedure and risks to be avoided). Good hands on case experience.

November 10, 2010: Attended 51st Annual Tax Forum at Lehigh University for the need to understand and explain the tax ramifications of real estate and contract transactions to students. Key topics were the global and national economy reactions to the global economic crisis in 2010 into 2011. The presenting panel did a challenging job covering the issues and tax changes.

James Healey

November 2, 2010: Visited the Rush Holt Campaign's (Princeton, NJ) "Market Canvas" event for demographic target selection. Target selection accomplished.

November 16, 2010: Attended the Princeton Regional Chamber of Commerce's "Business" event for market information. Regional business data was obtained.

October 2010, November 2010, January 2011, and February 2011: Attended On-line Assessments; On-line vs. Face to Face; Interactive Podium; Retention at CCP for best practices. Useful for Performance Evaluations.

September 2010 and February 2011: Attended Princeton NJ Chamber of Commerce and Princeton University's "Business Transition; Transportation Issues; and Economics" events for professional advancement. Most subject matter was applicable to particular business analysis.

Additional Activities: Attended department meetings held in order to strengthen the academic integrity of the program as outlined in the Master Plan. Member of the Princeton Middle East Society and Arkadaslar – Returned Peace Corps Volunteers of Turkey Association.

APPENDIX H

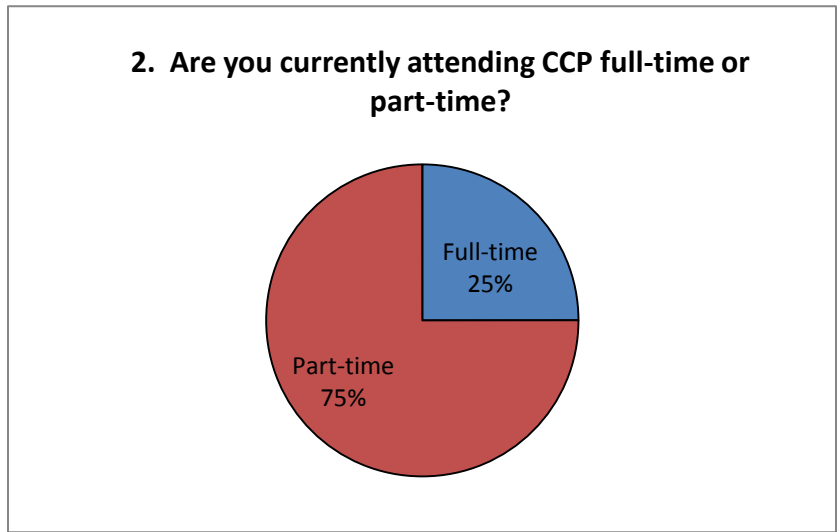
STUDENT SURVEY RESULTS

Current Students Survey Results

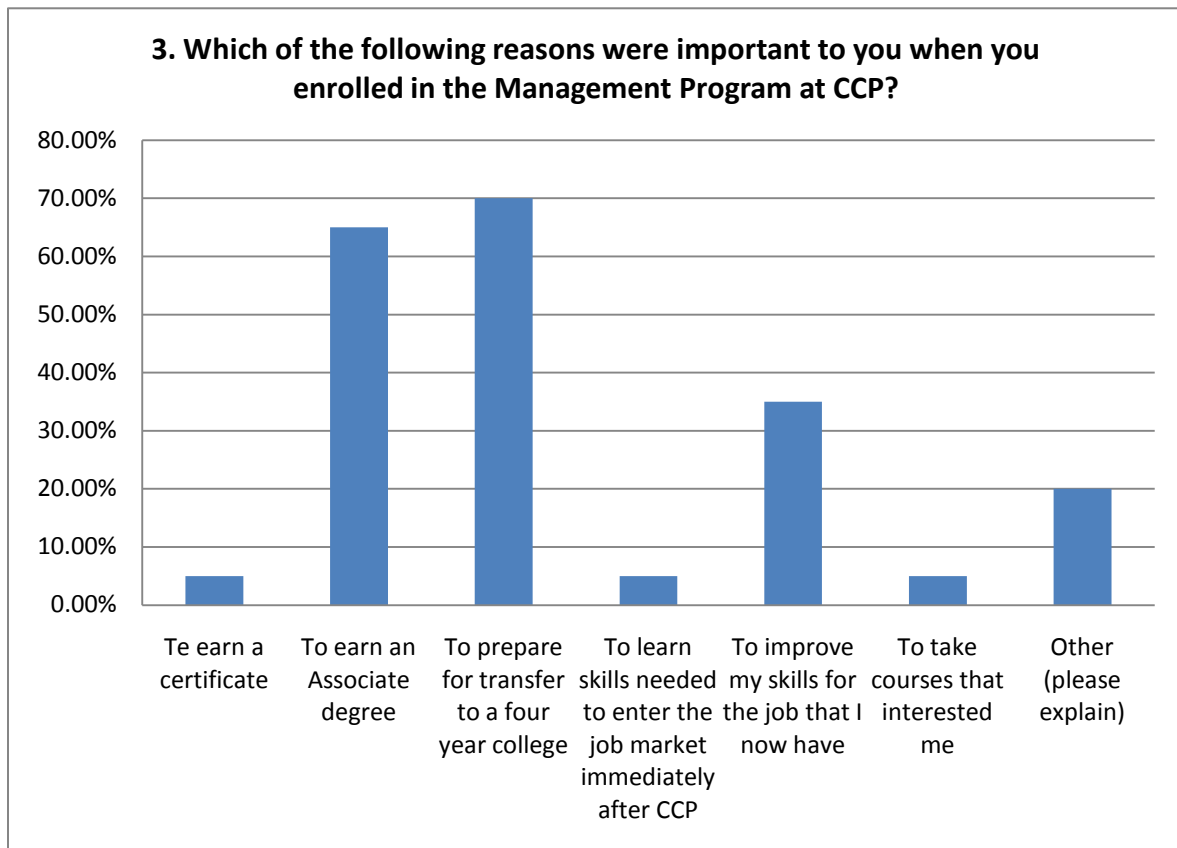
N = 20

1. When did you enter the Management Program?									
Spring 2006	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	2009	Spring 2010	Summer 2010	Fall 2010
1	2	2	2	1	2	1	2	1	4

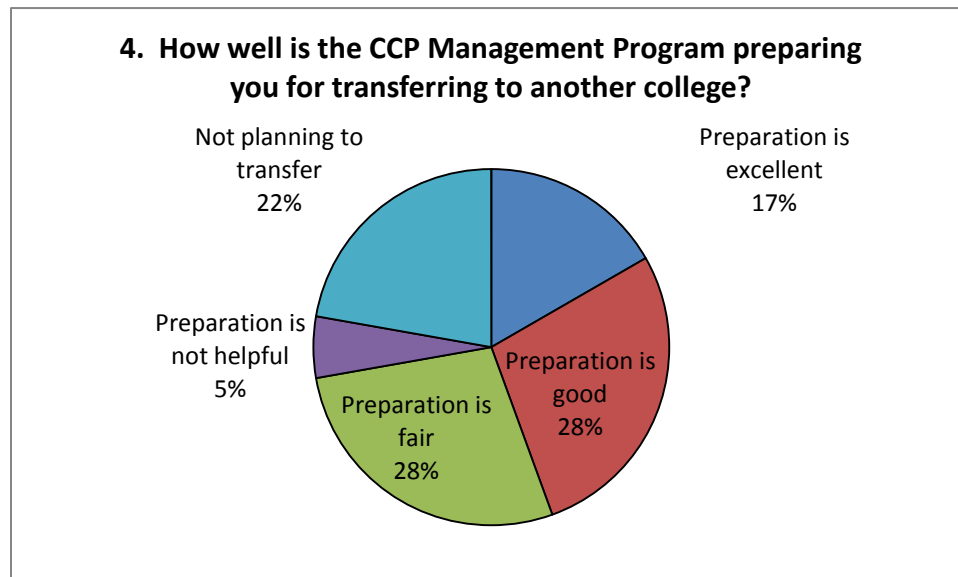
2. Are you currently attending CCP full-time or part-time?		
Answer Options	Response Percent	Response Count
Full-time	25.0%	5
Part-time	75.0%	15



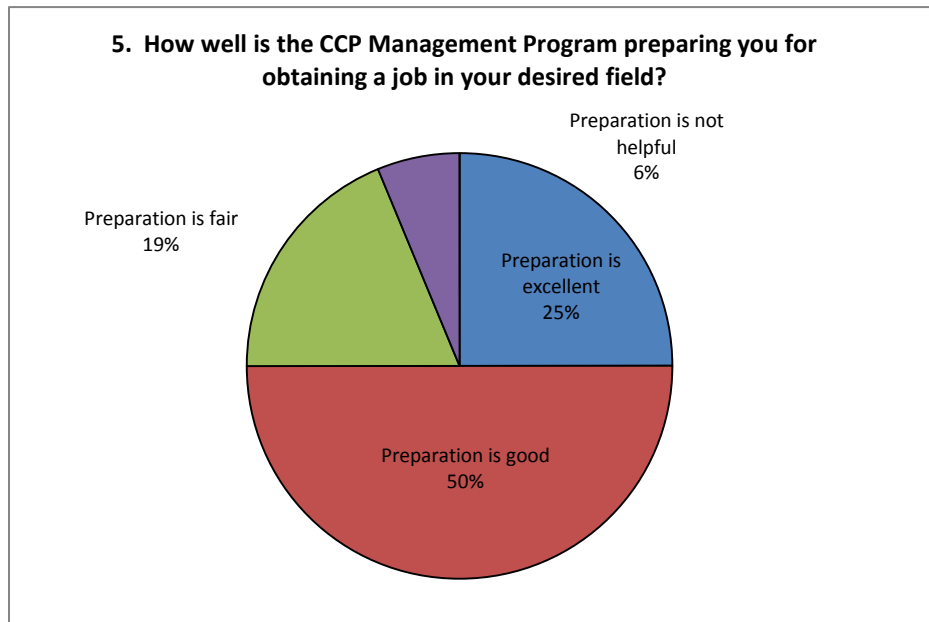
3. Which of the following reasons were important to you when you enrolled in the Management Program at CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Te earn a certificate	5.00%	1
To earn an Associate degree	65.00%	13
To prepare for transfer to a four year college	70.00%	14
To learn skills needed to enter the job market immediately after CCP	5.00%	1
To improve my skills for the job that I now have	35.00%	7
To take courses that interested me	5.00%	1
Other (please explain)	20.00%	4
Number	Other (please explain)	
1	I am currently unemployed and want to let future employers know I am now working toward a degree	
2	I had worked in management thought I might want to continue in that field.	
3	Promotion	
4	This class is a part of my course, and is needed to graduate.	



4. How well is the CCP Management Program preparing you for transferring to another college?		
Answer Options	Response Percent	Response Count
Preparation is excellent	15.79%	3
Preparation is good	26.32%	5
Preparation is fair	26.32%	5
Preparation is not helpful	5.26%	1
Not planning to transfer	21.05%	4
Please explain. We would appreciate your comments on your Management courses as well as your other general education courses.		9
Number	Please explain. We would appreciate your comments on your Management courses as well as your other general education courses.	
1	I have not yet looked into transferring	
2	I think the math instruction has been weak	
3	More focus should be placed on software used in the field	
4	I have not gone that far into the management program I am not sure if that is what I want to do.	
5	I am a small business owner and I just want to improve my business more.	
6	There was a hard time getting the classes I needed to finish but now I am attending that class that was holding me up.	
7	The courses could have a more group projects where you operate 'mock' businesses. Most of my courses are just textbook reading, then you take a test in every class it gets kind of boring.	
8	I really want to transfer into the Business Administration degree option because I believe its program will better prepare to transfer to Drexel's BBA program	
9	The class is much less rigorous than I anticipate my next institution will be	

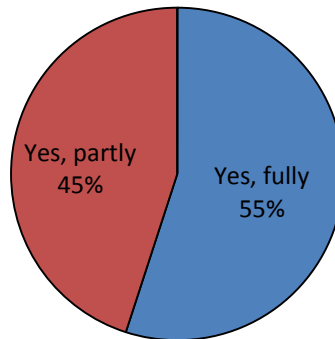


5. How well is the CCP Management Program preparing you for obtaining a job in your desired field?		
Answer Options	Response Percent	Response Count
Preparation is excellent	25.00%	4
Preparation is good	50.00%	8
Preparation is fair	18.75%	3
Preparation is not helpful	6.25%	1
Please explain. We would appreciate your comments on your Management courses as well as your other general education courses.		5
Number	Please explain. We would appreciate your comments on your Management courses as well as your other general education courses.	
1	I have already learned things that are helpful	
2	I'm already in the professional world, and I don't see how the general education courses are going to have any impact on students day to day activities in the real working environment.	
3	The information that was given is very helpful and the group activities I love it helps you get to know people and what to look for out in the business world.	
4	I am in the Human Resource option I believe its a little harder to enter without the 4 year degree.	
5	I am really enjoying my classes at CCP as a 40-year-old adult attending college for the first time. I actually utilize what I am learning in my current job here at the Children's Hospital of Philadelphia. The online classes are excellent. It is easy adjusting to teachers work style. The only difficulty I've had is with the math courses. There seems to be a language barrier between teacher and student. I had 2 foreign teachers which were excellent but difficult to understand sometimes. I utilized a tutor to help me out with the difficult areas.	



6. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes, fully	55.00%	11
Yes, partly	45.00%	9
No	0.00%	0
Please comment		8
Number	Please comment	
1	I have a long way to go	
2	I think I will accomplish more once I get past the core classes needed to move on into actual management classes.	
3	I wish I could take more than one class to get further along	
4	I believe that I will	
5	I have 4 more classes to complete.	
6	I think they could be more intensive. My mngt 121 was kind of light on information, I know it's an introductory course but there could have been more.	
7	I am on point with my educational objectives. Actually, taking the courses have allowed me to think outside the box and change my career goal. I am eager to learn now because of CCP. It's convenient and affordable	
8	I'm completing my course objectives, but I feel I am learning little	

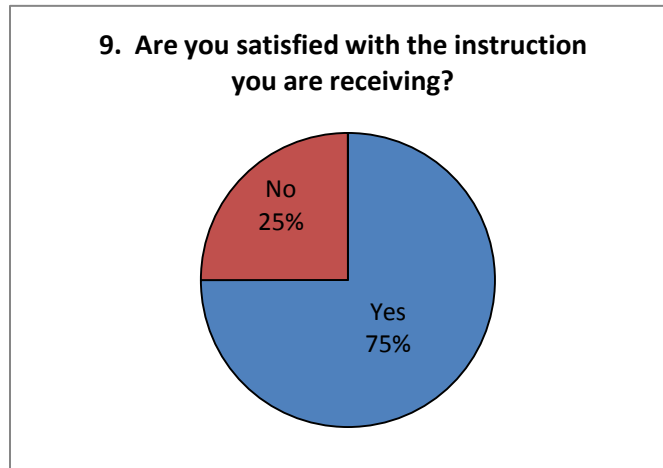
6. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia?



7. What do you think are the strengths of the Management Program?	
Number	Response Text
1	The Professors
2	The different options available to concentrate in so that a student can broaden themselves in particular fields.
3	To prepare you for the outside world of business.
4	Teachers will provide special attention to better your grades
5	overall its good.
6	The Professor are very good.
7	You can contact your instructor and other students, if you need help.
8	a variety of specialized fields (i.e. real estate, Human Resources, etc.).
9	Easy registration; online class availability and multiple locations across the Philadelphia area make the CCP Management A.A.S. program very strong
10	It's instructors

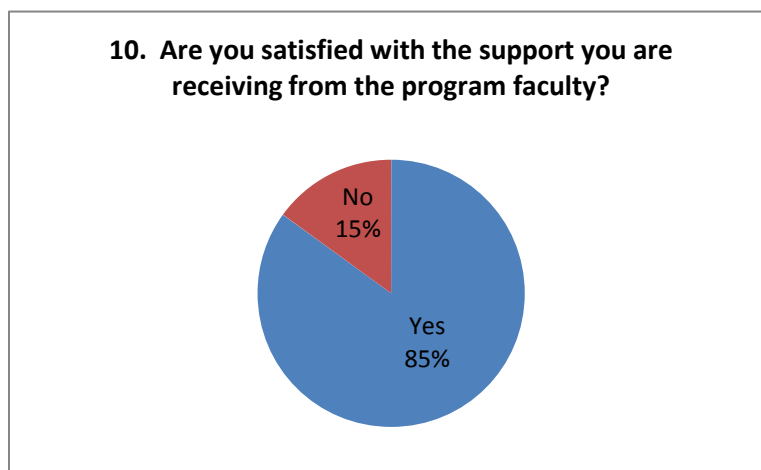
8. What do you think needs to be changed or added to the Management Program in order to improve the program?	
Number	Response Text
1	I would like more management classes offered at the Northwest regional campus.
2	There are not enough management courses at the northwest location. Need to include more classes to accommodate part time evening students
3	I think a leadership course would be helpful
5	Well, since the program has been taken away... it should be added BACK.
6	n/a
7	N/A
8	There needs to be more classes available at all Regional Offices to accommodate part time evening and/or weekend students.
9	N/A
10	Nothing.
11	all credits should be on the level for transfers to a four year university.
12	I think it's good
13	nothing at this time
14	I know improvements could be made just can't form the words
15	CCP should include more online classes for summer 1 and summer 2. I am a working adult and can only manage 2 classes 3 tops at a time. If I could take online summer 1 and summer 2 classes that would speed up my process
16	Offering more online courses
17	My MGMT 121 class feels like a farce in regard to class structure & content. The instructor invited the class to leave early several times. She does not maintain order in the classroom - she allows a number of students to be very disruptive. She regularly reduces her planned instruction due to many in the class being unprepared. The instructor did not have any planned assignments on the syllabus - she instead appears to spontaneously find an assignment - only to seemingly forget about the assignment in the future (or abandon it if the class complains). Finally, our textbook "Business" has some technical errors and inaccurate or incomplete passages on several points. The overall tone of the book feels as if it's describing American-style capitalism to 6 th graders who've recently immigrated to the US. Finally, the cited studies often carry pro corporate undertones and the chapters have a consistent drumbeat of support for 'business as usual' for the American economy. On a functional point, it felt ridiculous to purchase a package of binder pages rather than a real book - especially at the ludicrous price we had to pay for the sub-par contents

9. Are you satisfied with the instruction you are receiving?		
Answer Options	Response Percent	Response Count
Yes	75.00%	15
No	25.00%	5



9a. If no, why not?	
Number	Response Text
1	I think the calculus teachers are lacking good instruction techniques.
2	Most of the courses that I need for the management program are not offered at the Regional Office that I signed up for. There are too many on line courses
3	I feel some teachers who are professionals in an area are not qualified to teach and that is a must in order to relay PROPER EXPLANATION of the subject. The teacher evaluations at the end of the semester are not helpful. I don't think the college takes it seriously because those same teachers are still there. Even now, is this survey really going to make a difference?

10. Are you satisfied with the support you are receiving from the program faculty?		
Answer Options	Response Percent	Response Count
Yes	85.00%	17
No	15.00%	3



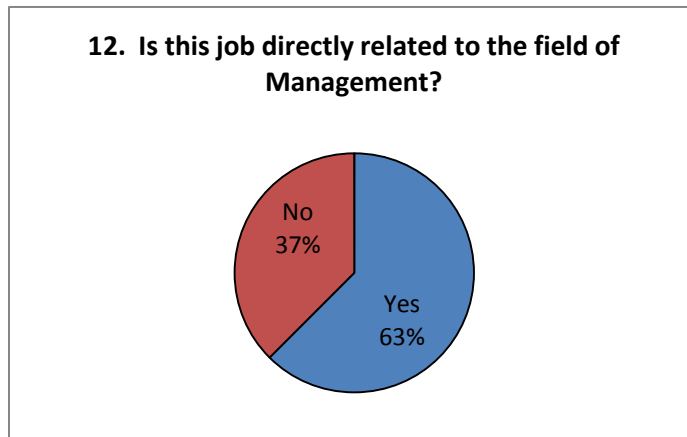
10a. If yes, please give an example of the type of support you are receiving.	
Number	Response Text
1	The faculty is very supportive and will go above and beyond to assist you.
2	professors email back very quickly to answer questions
3	One on One relationship with professor
4	Professor xxxx gave me one-on-one support during my Co-op and Professor xxxx made learning a perceptual experience easily attainable.
5	The counselor who helps me schedule my classes is very helpful and very professional
6	My English Professor xxxxx was very supportive to me. I was going thru my mother's illness and death. He encouraged me to continue on. This semester the Professors I have a very supportive.
7	At times I can say yes but from past experience I would say no.
8	They really take the time on each subject
9	All of my teachers were accessible by either email or phone, and would ample time for assignments and studying
10	Every professor has made his or herself available after class time, for follow-up tutoring etc. I have been blessed with caring professors
11	Both Prof. xxxx and Prof. xxxxxx worked for over a year to offer MRTG 238 online so that I can graduate without compromising my work schedule

10b. If no, what type of support are you looking for and are not receiving?	
Number	Response Text
1	I've been very satisfied with the majority of my teachers support, but the pre-calculus teachers have been pretty difficult.
2	More adequate and qualified professors not someone who wants to earn extra money in their spare time. You can tell the difference.
3	I would say neither yes or no because I'm just starting and I don't know who I should contact, counselors at my current location NW, are few and I haven't really thought about support since I've been so busy with my studies, homework, assignments.

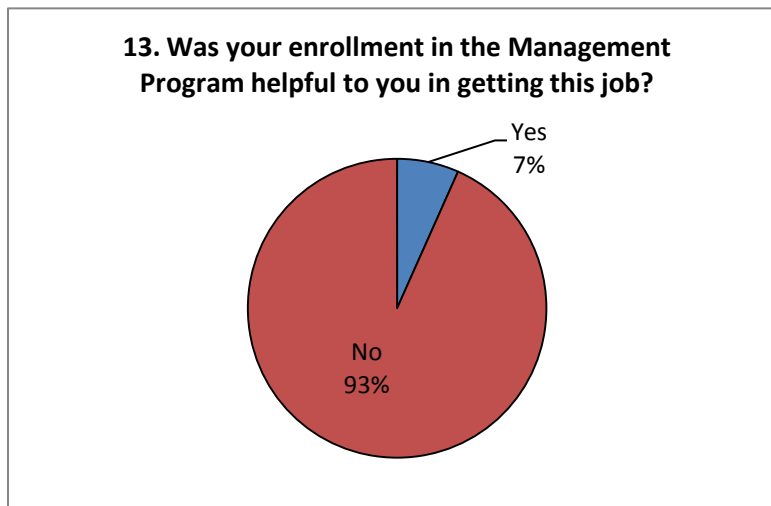
11. What is your current job title and what type of work you do in your primary job?	
Number	Response Text
1	Admissions Coordinator for a proprietary school. Assist prospective students with enrolling in our programs, conduct PowerPoint presentations at outside locations, assist in marketing campaigns
2	Case Administration Supervisor
3	I am currently unemployed but was a manager of a veterinary hospital
4	Secretary. Administrative work.
5	Electronic Commerce Manager. I work in IT, I handle all of our EDI (Electronic Data Interchange) Communications and GDSN (Global Data Synchronization Network) requirements.
6	I'm an administrative associate for CCP.
7	Supervisor /Receptionist
8	Supervisor of Operations (Federal Court System)
9	I am owner of a cleaning service. I also buy, sell, and rent homes
10	Assistant manager...restaurant
11	Corrections officer
12	Acting ICIS Environmental Protection Specialist. I maintain all enforcement matters for our office. Data entry, QA/QC, follow-up, attend mtgs/conference calls, ensure accuracy of appropriate datasheet forms. Coordinate with other regions nationally in specific concerns

	and discuss various challenges.
13	Program Manager, Office of Fellowship Training – Children’s Hospital of Philadelphia. Manages various educational/accreditation components for 41 fellowship training programs. Responsibilities include Administrative Oversight, Human Resources and Trainee Policy & Procedures, Pediatric Fellowship Admissions, Data Entry, New Fellows Orientation, Intranet and Internet, Creation & Management and Customer Service
14	Administrative Associate. Assisting students, faculty, and staff as needed
15	Hardware Manager & Instructor. Oversee production, inventory, and repair departments with associated employees. Coordinate volunteer recruiting and retention. Lead all internal IT support efforts as needed. Advise the board of directors

12. Is this job directly related to the field of Management?		
Answer Options	Response Percent	Response Count
Yes	62.5%	10
No	37.5%	6



13. Was your enrollment in the Management Program helpful to you in getting this job?		
Answer Options	Response Percent	Response Count
Yes	6.7%	1
No	93.3%	14



14. Were you employed in this job prior to enrolling in the Management Program at CCP?		
Answer Options	Response Percent	Response Count
Yes	75.0%	12
No	25.0%	4

15. If yes, have your experiences in the Management Program at CCP helped you do your job better?		
Answer Options	Response Percent	Response Count
Yes	69.2%	9
No	30.8%	4

16. How could your Community College of Philadelphia education be more useful to you in performing your job?	
Number	Response Text
1	Not sure.
2	I would like to get information on certificate programs
3	Help me to manage better
4	By having a degree I can become a manager
5	Classes in data management and excel spreadsheets, computer related programs would help me perform better in my current position.
6	I am not even one full semester into the Management AAS program, as such the content has not yet caught up with my current level of knowledge

17. How many hours per week on average do you work in this job?	
Number	Response Text
1	40 hours
2	40
3	when I worked my last job it was 45 hours a week
4	40
5	60
6	37.5- 40
7	0
8	40 hrs
9	40
10	40 or more
11	35 to 40
12	40
13	40
14	40
15	37.5
16	50

18. If you are not employed now, is this employment status by your choice?		
Answer Options	Response Percent	Response Count
Yes	37.5%	3
No	62.5%	5

Survey Results – Program Graduates

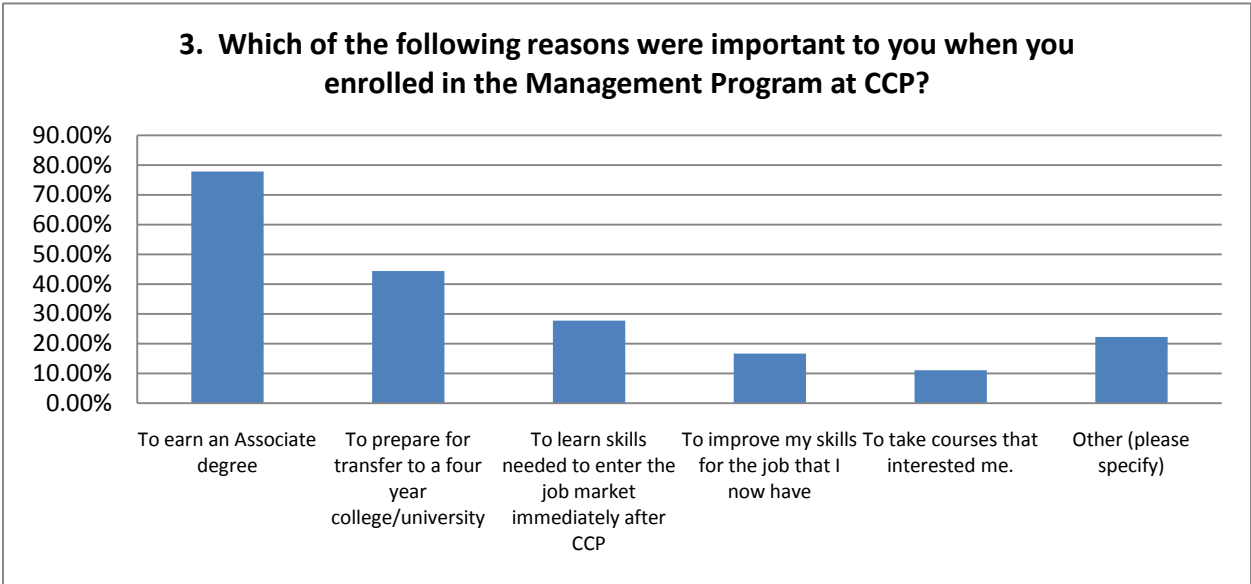
N = 18

1. When did you enter the Management Program?									
1980	1990	Spring 1993	Fall 1994	Fall 1995	Spring 1996	1996	Fall 1998	Fall 1999	Summer 2005
1	1	2	2	2	1	1	3	1	1

2. When did you graduate from the Management Program?											
Spring 1999	1999	Spring 2000	Summer 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	2002	Summer 2003	2006	Fall 2007
2	1	3	1	1	1	1	2	1	1	1	1

3. Which of the following reasons were important to you when you enrolled in the Management Program at CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
To earn an Associate degree	38.89%	14
To prepare for transfer to a four year college/university	22.22%	8
To learn skills needed to enter the job market immediately after CCP	13.89%	5
To improve my skills for the job that I now have	8.33%	3
To take courses that interested me.	5.56%	2
Other (please specify)	11.11%	4
Number	Response Text	
1	Want to own my own business	
2	Completion of a program whether Marketing or Management that coordinated my credits and were useful in the workforce	
3	Improve my work skills to make myself more comfortable to keep my job with the employer I had then – didn't work	
4	I want to have my own business	

4. Did you accomplish the educational objectives that you set for yourself at Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes, fully	68.75%	11
Yes, partly	31.25%	5
No	0.00%	0
Number	Please comment.	
1	Wonderful major. Presently a Real Estate agent, management major, real-estate minor	
2	Not only did I graduate in less than two years, I was also enrolled as a dual major. I have an A.A.S. in Marketing. These degrees were earned while working full-time	
3	Yes, I needed degree to advance at the job and private sector	
4	The teachers are well equipped wand into the program. The classes were informative	

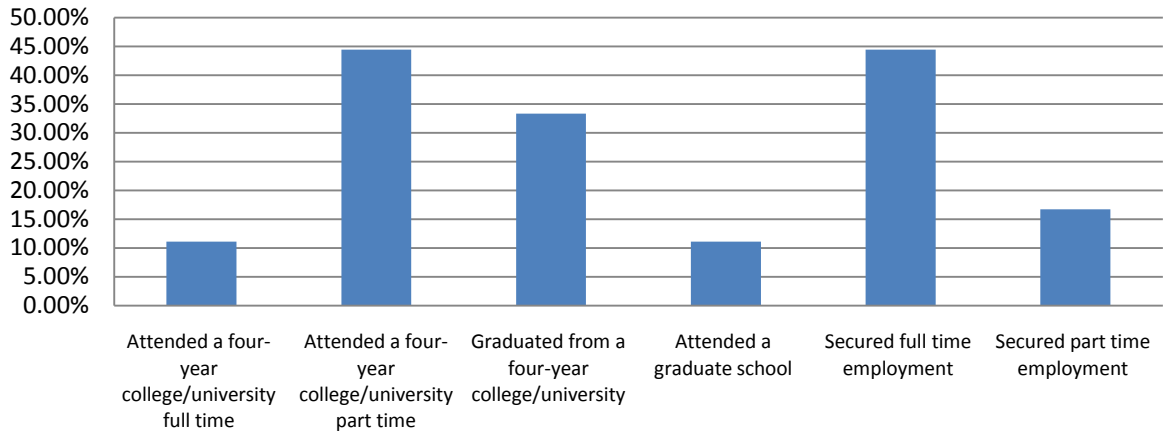


	and very interesting. I learned a lot and still connect with my former teachers
5	Would like to complete the credits in the Marketing program
6	The only good things were counseling and tutors
7	I received my degree, however, I am just enrolling to obtain my bachelors degree

5. Did you attend another college before attending Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes	37.5%	6
No	62.5%	10
If yes, how many credits did you transfer?		4
Number	Response text	
1	12	
2	12	
3	15	
4	3	

6. Which of the following describe what you have done since leaving CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Attended a four-year college/university full time	11.1%	2
Attended a four-year college/university part time	44.4%	8
Graduated from a four-year college/university	33.3%	6
Attended a graduate school	11.1%	2
Secured full time employment	44.4%	8
Secured part time employment	16.7%	3

6. Which of the following describe what you have done since leaving CCP?



7. Name of most recently attended college, date started, and major:

Number	Response Text
1	Rosemont College
2	Rosemont College, Marketing
3	Rosemont College, 2007, MBA
4	University of Phoenix, Business
5	Holy Family University, Management/Marketing
6	LaSalle University, Spring 2007, Social Work
7	University of Phoenix, Fall 2008, Business Management
8	Temple University, Spring 2003, Applied Communication
9	University of Phoenix, 2000, Business
10	Pierce College, Business Admin./Management

8. Present enrollment status at the college listed in Question 6

Answer Options	Response Percent	Response Count
Still attending full time	0.0%	0
Still attending part time	30.0%	3
Stopped attending before graduating	10.0%	1
Graduated	60.0%	6
If graduated, what is your degree and date of graduation?		6

Number	If graduated, what is your degree and date of graduation?
1	2005 (Rosemont, respondent #1 in Q6)
2	MBA, May 2010 (Rosemont, respondent #3 in Q6)
3	BS (University of Phoenix, respondent #4 in Q6)
4	BS Management/Marketing, May 2009 (Holy Family University, respondent #5 in Q6)
5	BA Applied Communication, M.Ed Adult and Organizational Development, 2005-2008 (Temple University, respondent #8 in Q6)
6	BS Business Administration, 2004 (University of Phoenix, respondent #9 in Q6)

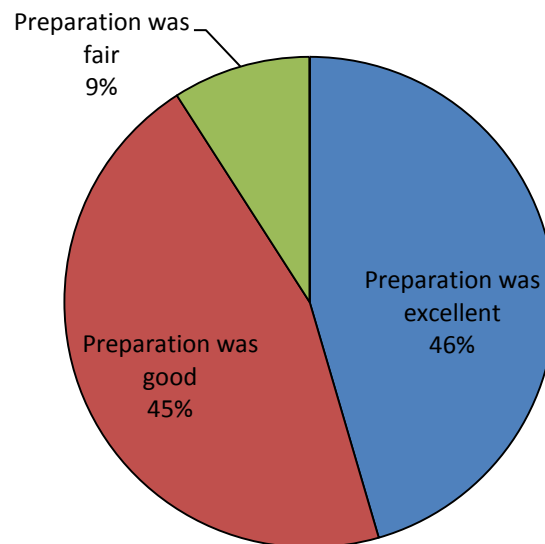
9. Did your transfer institution accept your CCP Management courses?		
Answer Options	Response Percent	Response Count
Yes, all of them	40.0%	4
Yes, some of them	50.0%	5
None of them	10.0%	1
Please list the courses that did not transfer		2
Number	Please list the courses that did not transfer	
1	MGMT 111, MGMT 12, MGMT 144, MGMT 241 (Holy Family University)	
2	AS electives (LaSalle University)	

10. Did your transfer institution accept your non-Management CCP courses?		
Answer Options	Response Percent	Response Count
Yes, all of them	37.5%	3
Yes, some of them	50.0%	4
None of them	12.5%	1
Please list the courses that did not transfer		2
Number	Please list the courses that did not transfer	
1	The classes were not bachelor level that were not received (LaSalle University)	
2	Temple accepted all the courses relative to their program	

11. How well did the CCP Management A.A.S. Degree Program prepare you for the academic demands at the college to which you transferred?		
Answer Options	Response Percent	Response Count
Preparation was excellent	45.5%	5
Preparation was good	45.5%	5
Preparation was fair	9.1%	1
Preparation was not helpful	0.0%	0

Please explain. We would appreciate your comments on your Management courses as well as your other general education courses.		7
Number	Response text	
1	I received an excellent education at CCP. The management courses covered many areas of my job and I cannot recall any courses that should be added/changed.	
2	All credit transferred with a C or better	
3	My interest in education has always been strong. When I graduated from CCP with two degrees and two certificates in 1.5 years, I knew that my subsequent degrees would not be a challenge to complete (B.S.- HR Management – 1.5 years to complete, MBA – less than one year to complete).	
4	Not prepared for further accounting courses	
5	All courses were very helpful and prepared me for my bachelor level classes and life. I give information to people all the time. I receive comments such as “no you have your own business”	
6	I experienced “dynamic” instruction at CCP. My instructors worked in their fields and provided up to date and innovative knowledge. The coursework at CCP was more challenging than my coursework at Temple	
7	I enjoyed the way that in Management, we were able to purchase stock and track it during our semester in the Wall Street Journal	

11. How well did the CCP Management A.A.S. Degree Program prepare you for the academic demands at the college to which you transferred?



11a. What factors encouraged you to continue your education?	
Number	Response Text
1	Further my career
2	Better job and to develop a good business mind.
3	Leftover tuition funds due to Corestates and First Union merger.
4	Rewards of holding a degree
5	Wanted a bachelors degree
6	I wanted to get a degree, the importance of an education that is stressed by faculty member. A degree is needed. An Associate degree here at the college is very helpful when seeking employment

7	I would love to continue my education further, but have no funds. I am now paying for my daughter's college education.
8	Growth in job opportunities
9	A personal experience that was life threatening. I couldn't die without a degree (smile). I am a lifelong learner. Although I may not pursue a doctorate, I plan on completing the Marketing course and another masters degree.
10	I was recently laid-off, I was used to working so I decided not to waste time so I returned to school
11	One of my life goals was a college degree, I know have 2.
12	Job market

12. Were you satisfied with the instruction you received at CCP?		
Answer Options	Response Percent	Response Count
Yes	80.0%	12
No	20.0%	3

13. Were you satisfied with the support you received from the faculty at CCP?		
Answer Options	Response Percent	Response Count
Yes	69.2%	9
No	30.8%	4
Number	Response text	
1	Some faculty were not only rude and crude, but demeaning	

14. What do you feel are the strengths if the CCP Management A.A.S. Degree Program?	
Number	Response Text
1	Preparation to continue at Drexel. The content was excellent.
2	The ability to analyze business factors and to negotiate in business deals. A well rounded program
3	Online classes
4	Flexible/taking classes at work location
5	Affordable, good instructors
6	The teachers
7	The knowledge and patience of the professors. At times I had to bring my daughter because of child care issues. My professors were very understanding.
8	Instruction by people working in their fields of expertise.
9	They were flexible enough to come to our job site for evening classes. Made it easy for me to attend.
10	Affordability, accessibility.
11	The hands on with some classes and actually having instructors who were in that actual field that your class study may have been studying.

15. What do you feel needs to be changed or added to the CCP Management A.A.S. Degree Program in order to improve the program?	
Number	Response Text
1	Increase the computer courses as it relates to business. Required minor – finance, real estate, computer programmer.
2	More online classes
3	Better accounting instruction/practical application. I worked to bring the degree program to the job site and we had to continually fight to get what was promised to us after signing up.
4	Work with 4 year schools in order to transfer more credits.

5	I do not know if this is part of management or another degree: Class about licensing for your own business.
6	I don't like all the pre-requisites I had to take in order to take the main courses for the degree.
7	Online courses if not already available.
8	Counselors with knowledge of Workforce Development and Academia. Misinformation discourages students from completing. If students taste success joyfully, they are willing to come back for more.
9	Better career counseling teachers who really help us with connecting to job leads instead of just talking about them.
10	Program was OK but student support could have been better. Ex: Opportunity to buy/sell used textbooks. Email for teachers was not available/had some teachers for too many different classes.
11	A list of jobs students can intern at with possible employment after completing the program.
12	Higher level of experience for some of the faculty.
13	How some teachers may have an opinion of you and reflected it in your projects.

16. What is your current job title and what type of work you do in your primary job?	
Number	Response Text
1	Director - Absence control
2	Housing inspector, City of Philadelphia - Inspect properties for the city for code violations, use computer to input violations
3	Business Manager
4	Executive Administrative Coordinator - Executive secretarial duties
5	Law enforcement - Philadelphia police, patrol
6	Banking Shift Supervisor - Balance branch work, interface with branch personnel and departments
7	Office manager
8	Administrative Assistant - I manage three clerical aides. Assist in interviewing for clerical aides. Schedule task for clerical staff. Manage all meetings, training and new hires.
9	Contract Analyst, Life Insurance - Create contracts for policyholders (employers) for his or her employees
10	Program Coordinator Workforce Education and Literacy - Facilitate, manage, and create workforce literacy programs at the Center for Social Policy and Community development (Temple University). Collaborate with employers, unions, and state workforce systems to provide opportunities for learners pursuing, acquiring and transitioning GED programming
11	Retail Associate - Customer service, cashier, product display, stocking
12	Administrative Assistant for an Electrical Apprenticeship School - Track all on-the-job hours and pay rates – maintain student files – handle all billing for tuition and dues for contractors association – handle enrollment – interface with students, employers, contractors, college officials, county and state officials – general office typing.
13	Senior customer service representative - Supervise weekend shift, place phone orders, handle irate callers, and resolve customer issues.

17. Do you work in Philadelphia?		
Answer Options	Response Percent	Response Count
Yes	84.6%	11
No	15.4%	2

18. Is this job directly related to the field of Management?		
Answer Options	Response Percent	Response Count
Yes	76.9%	10
No	23.1%	3

19. Was your enrollment in the Management A.A.S. Degree Program helpful to you in getting this job?		
Answer Options	Response Percent	Response Count
Yes	41.7%	5
No	58.3%	7

20. Were you employed at this job prior to enrolling in the Management A.A.S. Degree Program at CCP?		
Answer Options	Response Percent	Response Count
Yes	53.8%	7
No	46.2%	6

21. If yes, did your completion of the Management A.A.S. Degree Program at CCP help you do your job better?		
Answer Options	Response Percent	Response Count
Yes	85.7%	6
No	14.3%	1

22. What courses or topics could have been added to the Management A.A.S. Degree curriculum would have been more useful to you in performing your current job?	
Number	Response Text
1	More computer knowledge
2	Organizational development classes
3	A course where people are supervised by you for an assigned project
4	Maybe an additional human resource course
5	Communication skills, negotiation, leadership
6	Working with people/customer focuses skills

23. What is your current salary?	
Number	Response Text
1	\$82,817 per year
2	\$38,000 per year
3	\$38,000 per year
4	\$36 per hour
5	\$35,000 per year
6	\$25.72 per hour

7	\$56,000 per year
8	\$45,000-50,000 per year
9	\$7.51 per hour
10	\$18.75 per hour
11	\$16.56 per hour

24. How many hours per week on average do you work this job?	
Number	Response Text
1	35-40
2	40
3	45
4	40
5	56
6	45
7	37.5
8	37.5
9	7.5
10	50
11	5
12	32
13	40

25. Are you satisfied with your present job?		
Answer Options	Response Percent	Response Count
Yes	58.3%	7
No	41.7%	5
Number	Please comment:	
1	Yes, and there are advancement opportunities	
2	No more advancement.	
3	I am not able to fully utilize my degree because of management personnel.	
4	Yes and no, I'm not sure exactly what I want to be when I grow up. Will be changing careers when I receive my bachelors degree.	
5	Looking to utilize my skills to make a greater impact in Workforce Education and achieve a larger salary. Utilizing the "lessons learned" through my graduate degree.	
6	Work for a husband/wife combo – makes for a difficult and unfair work environment – don't get to use all my abilities and has a lot of frustration.	

26. If you are not employed now, is this employment status by your choice?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	3

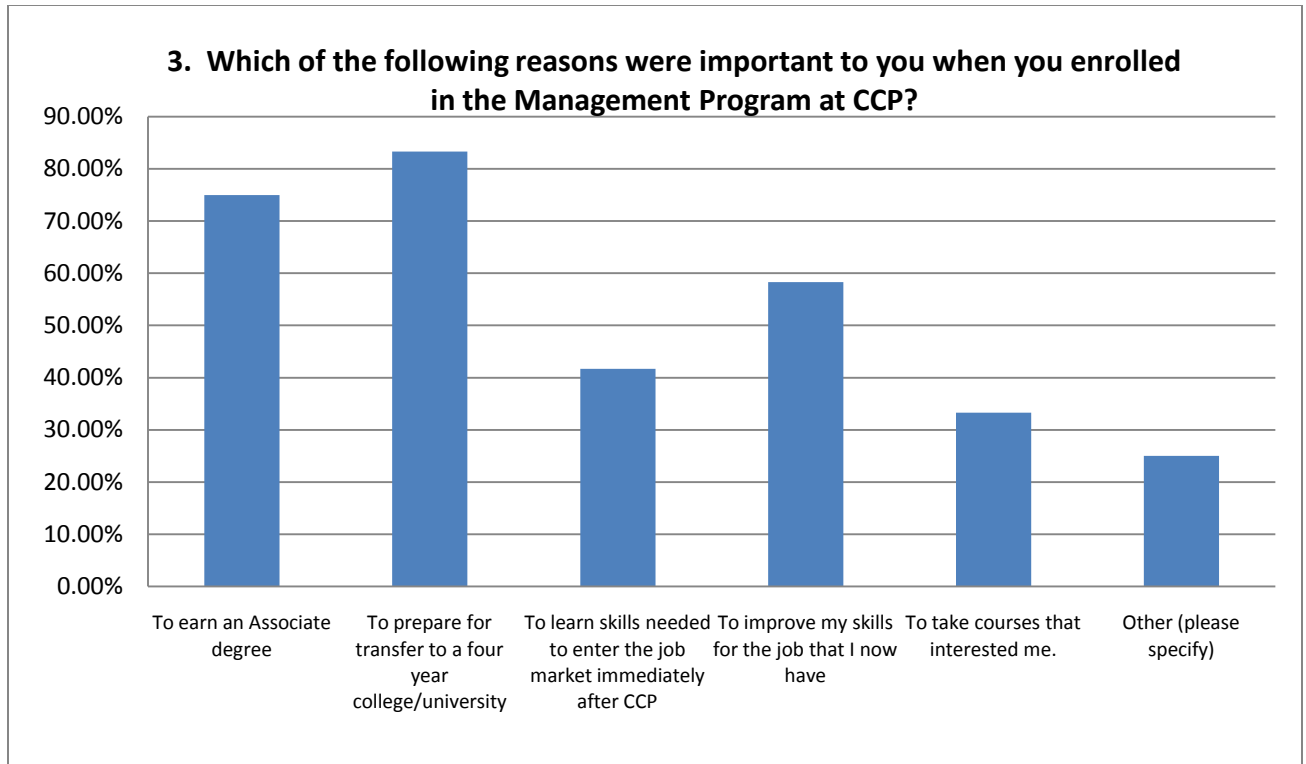
Management Program Survey Results – Former Students

N = 12

1. When did you enter the Management A.A.S Degree Program at CCP?									
Winter 1999	Fall 2004	Spring 2005	2005	Fall 2006	Winter 2006	Spring 2007	Fall 2007	2007	Spring 2008
1	1	1	1	1	1	2	1	1	1

2. When did you leave the Management A.A.S. Degree Program at CCP?									
Fall 2001	Winter 2007	Spring 2007	Spring 2008	Summer 2008	Fall 2008	2008	Spring 2009	Fall 2009	2009
1	1	1	2	1	1	1	1	1	1

3. Which of the following reasons were important to you when you enrolled in the Management Program at CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
To earn an Associate degree	75.0%	9
To prepare for transfer to a four year college/university	83.3%	10
To learn skills needed to enter the job market immediately after CCP	41.7%	5
To improve my skills for the job that I now have	58.3%	7
To take courses that interested me.	33.3%	4
Other (please specify)	25.0%	3
Number	Response Text	
1	To have other options	
2	When I first started at Community College, there was a scholarship program for females who graduated from William Penn High School in 1976. Is that still available? I need grant or scholarship money to help with costs	
3	To transfer credits and earn my AAS in Business Management	



4. Did you attend another college before attending Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes	27.3%	3
No	72.7%	8

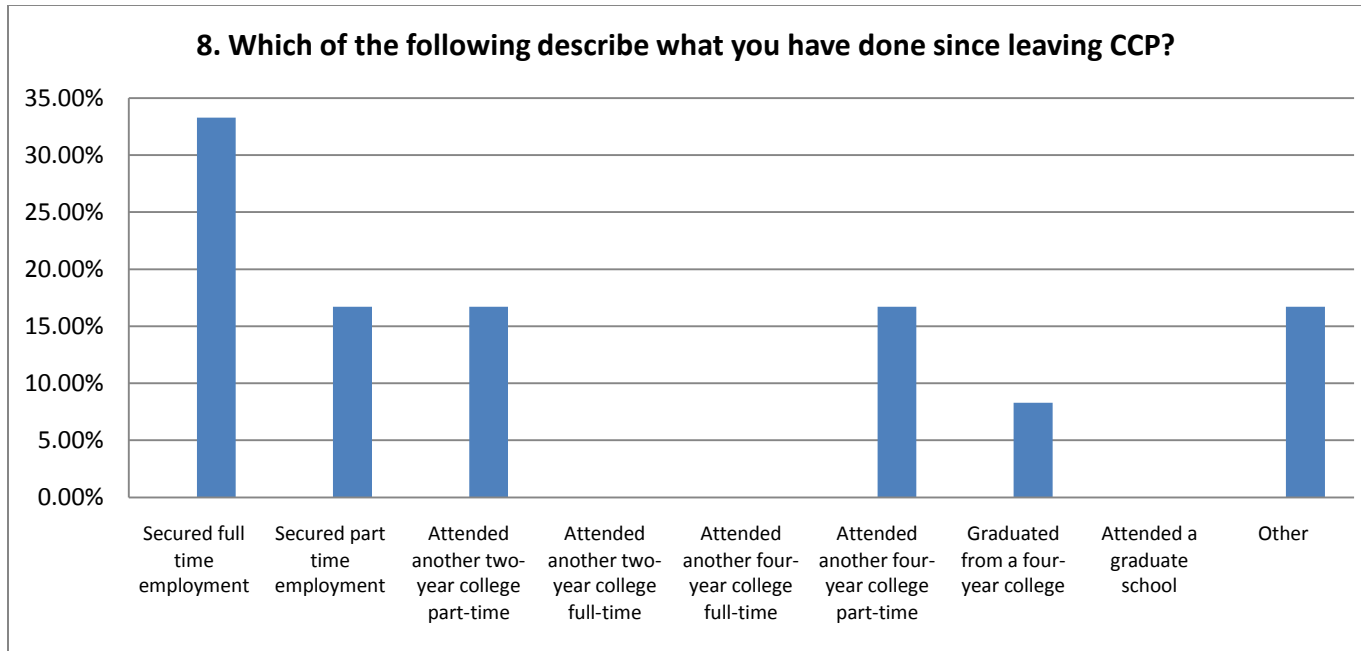
5. What factors led you to leave the Management A.A.S. Degree Program before completing it? (Check as many as appropriate)		
Answer Options	Response Percent	Response Count
I learned skills that I wanted to know	4.8%	1
Conflict with work schedule	14.3%	3
Conflict with family responsibilities	9.5%	2
Transferred to another college	4.8%	1
Financial reasons	28.6%	6
Problems with Financial Aid	0.0%	0
Personal reasons/illness	4.8%	1
Academic difficulties	0.0%	0
Courses that I needed were not offered when I needed them	4.8%	1
Courses were not required at transfer institution	4.8%	1
Did not like the program	4.8%	1
No longer interested in the field	0.0%	0
Changed my major	4.8%	1
Other (please specify)	14.3%	3

Number	Response Text
1	Program I was in last semester didn't follow through
2	I completed the certificate program
3	I was closer in obtaining my Liberal Arts program

6. Are you still interested in completing the Management A.A.S. degree program?		
Answer Options	Response Percent	Response Count
Yes	63.6%	7
No	36.4%	4

7. Would you have remained in the program if you had seen one of the following individuals outside of class? (Check as many as appropriate)			
Answer Options			
Staff	Yes	No	Not Sure
Counselor	6	2	1
Program Faculty Member	2	3	2
Program Academic Advisor	4	2	1
Learning Lab Tutor	3	3	1
Number	Response Text		
1	The counselor helped me to realize that because I wanted to transfer to a four year program, most of my credits would not transfer so I changed my major to business administration		

8. Which of the following describe what you have done since leaving CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Secured full time employment	33.3%	4
Secured part time employment	16.7%	2
Attended another two-year college part-time	16.7%	2
Attended another two-year college full-time	0.0%	0
Attended another four-year college full-time	0.0%	0
Attended another four-year college part-time	16.7%	2
Graduated from a four-year college	8.3%	1
Attended a graduate school	0.0%	0
Other	16.7%	2
Number	Response Text	
1	I currently still attend CCP, just in a different program	
2	Still at CCP	



9. Were you satisfied with the instruction you received?

Answer Options	Response Percent	Response Count
Yes	80.00%	8
No	20.00%	2

10. Were you satisfied with the support you received from the program faculty?

Answer Options	Response Percent	Response Count
Yes	63.6%	7
No	36.4%	4

11. What do you feel are the strengths if the CCP Management A.A.S. Degree Program?

Number	Response Text
1	When students enroll they need to speak with a counselor to make sure they are headed in the right direction even though I wanted my degree in H.R. Management, I also wanted to be able to transfer to a four-year college
2	The program is great, but for me the PACT program didn't follow through with the promise to provide free admission for students with 30 credits or more. I had good grades this time.
3	The teachers
4	None
5	I liked the management principles the curriculum taught. It gave you a clear idea of how a business should be managed. The legal and business aspects of management were practiced while I was in class. I enjoyed it very much.
6	Teachers are committed and make themselves available to all students. Teachers are fully committed to preparing the student for the future even if that means attending a different institute. They take their job seriously which makes the student feel important.
7	The help I received in the management department, overall, CCP is my choice. I even recommend to all.

15. What do you feel needs to be changed or added to the CCP Management A.A.S. Degree Program in order to improve the program?

Number	Response Text
1	Give students the direction they need so that at the end they are not taking all the hardest classes together. They would spread them out throughout the time that they are there. Also halfway through they should speak with someone just to make sure they are going in the right direction and they feel like they are not alone in this process
2	Nothing, just the other programs didn't follow through with their promise
3	Nothing, it's a great program
4	More courses geared towards the working adult, take into consideration the working adult who is employed full time, more courses in the evening to accommodate the working adult.
5	Instructor/syllabus
6	I believe scholarships should be awarded to students over 50 like myself as an incentive to continue education.
7	Possibly a more structured, easy to follow plan.
8	Advise your academic advisors to fully explain to students better because they sometimes mislead students. Please conduct a survey on your own.