

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

MEETING OF THE BOARD OF TRUSTEES

Thursday, April 4, 2013 – 3:00 p.m.

Isadore A. Shrager Boardroom – M2-01

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MEETING OF THE BOARD OF TRUSTEES

AGENDA

Thursday, April 4, 2013 – 3:00 p.m.

Isadore A. Shrager Boardroom, M2-1

- (1) Executive Committee
- (2) Consent Agenda
  - (a) Proceedings and Minutes of Decisions and Resolutions  
Meeting of February 7, 2013
  - (b) Gifts and Grants
  - (c) Promotions
  - (d) Academic Audit: Theater Program
  - (e) Resolution of Board Support for 2013-14 State Capital Project Applications
- (3) Report of the Chair
- (4) Foundation Report
- (5) Report of the President
- (6) New Business
- (7) Next Meeting: Thursday, May 2, 2013 – 3:00 p.m.  
Isadore A. Shrager Boardroom, M2-1

Future Committee Meetings:

Student Outcomes:	Thursday, April 4, 2013 1:30 p.m. – M2-34
Business Affairs:	Wednesday, April 17, 2013 9:00 a.m. – Isadore A. Shrager Boardroom, M2-1
Audit Committee:	Wednesday, June 26, 2013 12:00 noon – Isadore A. Shrager Boardroom, M2-1

Upcoming Events

See the attached list of Important Dates.

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# Community College of Philadelphia

*The Path to Possibilities™*

TO: Board of Trustees

FROM: Stephen M. Curtis  
President

DATE: March 28, 2013

SUBJECT: 2013 Important Dates

The following is a list of important activities to which you are invited:

<u>Event</u>	<u>Date</u>	<u>Time/Location</u>	<u>Board Representative</u>
PA Commission for Community Colleges Annual Meeting and Lobby Day	April 8-9, 2013	Hilton Harrisburg	
	<b>Board representation needed</b>		
Distinguished Leadership Awards	Breakfasts:		
Northeast Regional Center	Tuesday, April 30, 2013	8:00 a.m. 12901 Townsend Road	
	<b>Board representation needed</b>		
Northwest Regional Center	Wednesday, May 1, 2013	8:00 a.m. 1300 W. Godfrey Avenue	
	<b>Board representation needed</b>		
West Regional Center	Thursday, May 2, 2013	8:00 a.m. 4725 Chestnut Street	
	<b>Board representation needed</b>		
College Honors Tea	Wednesday, May 1, 2013	4:00 p.m. – Rotunda	
	<b>Board representation needed</b>		
Nurses Pinning	Friday, May 3, 2013	10:00 a.m. – Gymnasium	
	<b>Board representation needed</b>		
Academic Awards & Reception	Friday, May 3, 2013	6:00 p.m. Large Auditorium, BG-10	
	<b>Board representation needed</b>		
Commencement	Saturday, May 4, 2013	10:00 a.m. – Liacouras Center	
Classified/Confidential Luncheon	Wednesday, May 8, 2013	12:00 noon – Great Hall, S2-19	
	<b>Board representation needed</b>		

Retirees Reception	Thursday, May 23, 2013	4:00 p.m. Pavilion Cube
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**Board representation needed**

Foundation Annual Golf Tournament	Monday, July 29, 2013	11:30 a.m. Commonwealth National Golf Club 250 Babylon Road, Horsham PA 19044
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PA Commission for Community Colleges All-Trustees Assembly	September 26-27, 2013	Location TBD
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44th Annual ACCT Leadership Congress	October 2-5, 2013	Seattle, WA
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COMMUNITY COLLEGE OF PHILADELPHIA  
Proceedings of the Meeting of the Board of Trustees  
Thursday, February 7, 2013 – 3:00 p.m.

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Ms. Hernández Vélez, Ms. Holland, Ms. Horstmann, Mr. Lassiter, Mayor Nutter, Ms. Rényi, Representative Roebuck, Ms. Sparandara, Ms. Tsai, Mr. White, Dr. Curtis, Ms. Bauer, Ms. Brown-Sow, Mr. Brown, Ms. DiGregorio, Ms. Garfinkle-Weitz, Dr. Gay, Dr. Hawk, and Dr. Hirsch

(1) Consent Agenda

- (a) Proceedings and Minutes of Decisions and Resolutions of the Meeting of November 1, 2012
- (b) Gifts and Grants
- (c) Women’s Studies/Gender Studies Program Audit
- (d) Creative Writing Certificate Program Audit
- (e) Medical Assisting Program Recommendations
- (f) Academic Program Audit: Community Leadership
- (g) Financing Plan for West Building Projects
- (h) Refunding of Series 1999 Revenue Bonds
- (i) Landscape Change Order
- (j) West Building Change Orders

At the request of Mr. Bergheiser, Dr. Hawk reviewed and discussed the financing plan for the West Building projects.

After discussion, Ms. Hernández Vélez moved, with Ms. Holland seconding, that the Board approve the Consent Agenda. The motion carried unanimously.

(2) Report of the Chair

Mr. Bergheiser reported that the Pathways Dinner took place on November 1, 2013 at Vie. He stated that the event was very successful.

Mr. Bergheiser reported that he had attended the 10,000 Small Business Press Conference and Luncheon on January 9, 2013 in City Hall. He stated that Philadelphia is the 11<sup>th</sup> location to participate in the program with Goldman Sachs committing \$20 million locally, \$5 million over five years which will be used to provide free classroom education to selected business owners through Community College of Philadelphia. Mr. Bergheiser thanked Mayor Nutter for bringing

the Goldman Sachs initiative to Philadelphia and the College. He thanked Ms. Sparandara, Mr. Edwards, Ms. Rényi, and Ms. Tsai for attending the event.

Mr. Bergheiser reported that the Pennsylvania Commission for Community Colleges is going to restart a House Community College Caucus and a Senate Community College Caucus effective with the beginning of the new legislative session. Representative Roebuck has been asked to serve as a co-chair of the House Caucus for our colleges and has accepted. Mr. Bergheiser thanked Representative Roebuck for his willingness to co-chair the group.

Mr. Bergheiser reported that the Pennsylvania Commission for Community Colleges Annual Meeting and All-PA Academic Team Banquet and Awards Ceremony will be held on April 8-9, 2013 at the Harrisburg Hilton. Lobby Day is scheduled to take place on April 9. Members of the Board interested in attending the meeting may contact the President's Office for meeting arrangements. Mayor Nutter requested that the agenda for the meeting, when available, be forwarded to members of the Board of Trustees.

Mr. Bergheiser reported that the AACCC/ACCT National Legislative Summit is scheduled in Washington, DC February 12-14, 2013. He stated that he, Dr. Curtis, and Ms. Brown-Sow planned to attend. Mr. Bergheiser stated that members of the Board interested in attending may contact the President's Office for meeting arrangements.

### (3) Foundation Report

Dr. Curtis reported that in November, 2012, the Foundation launched its Pride Fund appeal. To date, the Foundation has received over \$27,000 in support of the Pride Fund. The Pride Fund supports a wide variety of projects and programs that are critical to the student learning experience at the College. Dr. Curtis stated that to date, five members of the Board of Trustees have contributed to the Fund.

Mr. White urged members of the Board to contribute to the Fund.

Dr. Curtis called attention to the following noteworthy gifts and grants received by the College:

- An initial gift of \$10,000 from the James P. Diskin Scholarship Endowment. Mr. Diskin was a faculty member in the College's Mathematics department. His brother has made a verbal commitment to provide an additional \$150,000 when his brother's estate is settled;
- The Independence Blue Cross Foundation has funded the Nurses for Tomorrow Undergraduate Scholarship Program grant for \$8,690. This grant will provide first-and second-year nursing students with a scholarship to offset tuition and additional expenses;
- The Independence Foundation has funded the ACES Project Support grant for \$67,500. This 18-month project will expand and strengthen the College's

participation in the Advancing Care Excellence for Seniors project. The ACES project began in 2009 with funding from The John A. Hartford Foundation to develop geriatric resources and prepare faculty in two states (Florida and Pennsylvania) to teach a geriatric curriculum. The ACES project has expanded; it now includes a national faculty development effort and extension of geriatric resources to nurses working in clinical settings; and

- The Christian R. and Mary F. Lindback Foundation has funded the Lindback Distinguished Teaching Award for the 2012-2013 academic year. This award is presented to a faculty member who has exemplified excellence and outstanding service to the teaching profession. This award has been presented to more than 50 faculty over the years.

(4) Report of the President

(4a) Off-Campus Activities

Dr. Curtis reported that he had attended the dual admission ceremony with Arcadia University on November 2, 2012. He stated that, to date, the College has over 12 dual admissions agreements with area institutions.

Dr. Curtis reported that he had attended the Philadelphia Hotel Association Luncheon on December 10, 2012. He stated that the University City District received the Headliner Award. Dr. Curtis congratulated Mr. Bergheiser on the award. He stated that Representative Roebuck has also attended the event.

Dr. Curtis reported that he had met with School District Superintendent William Hite and members of his staff on January 29, 2013 to discuss ways in which the College and the School District can work together to strengthen the relationship between the College and the School District.

(4b) On-Campus Activities

Dr. Curtis reported that the Phi Theta Kappa Induction Ceremony took place on November 20, 2012. About 140 students were inducted in the honor society. Dr. Curtis stated that the local chapter has an excellent reputation, and has received numerous regional and national awards,

Dr. Curtis reported that the College held the grand opening of the Veteran's Center on November 12, 2012.

Dr. Curtis reported that he had attended the VIST Financial Futures Scholarship Breakfast on January 18, 2013. He stated that the VIST Financial Scholarship provides a \$1,000 scholarship to a maximum of five students each spring. The breakfast is an opportunity for the VIST executives to meet the recipients.



Dr. Curtis reported that the College held its 4<sup>th</sup> Annual African-American Heritage breakfast on February 6, 2013. The keynote speaker for the event was Dr. Pellom McDaniels III, currently Faculty Curator of African-American Collection in the Manuscripts Archives and Rare Books Library in Emory University's Woodruff Library. Dr. McDaniels is also Assistant Professor of African-American Studies at Emory University.

(5) New Business

Mayor Nutter stated that an important component of the successful application to the Goldman Sachs Foundation was due to the partnership between the City and Community College of Philadelphia. He stated that this was an essential aspect of the application. Mayor Nutter stated that Goldman Sachs is very excited to be in Philadelphia. The project was a great team effort, and he was very proud that Philadelphia was selected in a highly competitive process.

Dr. Curtis thanked Mayor Nutter for all his work in bringing Goldman Sachs to the City. He stated that the College was committed to providing an excellent educational experience. Dr. Curtis stated that the College has identified an executive director for the project.

(6) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, April 4, 2013 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 3:35 p.m. At this time, the Board reconvened in Executive Session.

COMMUNITY COLLEGE OF PHILADELPHIA  
Meeting of the Board of Trustees  
Thursday, February 7, 2013 – 3:00 p.m.  
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Ms. Hernández Vélez, Ms. Holland, Ms. Horstmann, Mr. Lassiter, Mayor Nutter, Ms. Rényi, Representative Roebuck, Ms. Sparandara, Ms. Tsai, Mr. White, Dr. Curtis, Ms. Bauer, Ms. Brown-Sow, Mr. Brown, Ms. DiGregorio, Ms. Garfinkle-Weitz, Dr. Gay, Dr. Hawk, and Dr. Hirsch

(1) Consent Agenda

The Board approved the following Consent Agenda:

- (a) Authorization of Proceedings and Minutes of Decisions and Resolutions of the Meeting of November 1, 2012
- (b) Authorization of Gifts and Grants
- (c) Authorization of Women’s Studies/Gender Studies Program Audit
- (d) Authorization of Creative Writing Certificate Program Audit
- (e) Authorization of Medical Assisting Program Recommendations
- (f) Authorization of Academic Program Audit: Community Leadership
- (g) Authorization of Financing Plan for West Building Projects
- (h) Authorization of Refunding of Series 1999 Revenue Bonds
- (i) Authorization of Landscape Change Order
- (j) Authorization of West Building Change Orders

(2) Report of the Chair

The Pathways Dinner took place on November 1, 2013.

The 10,000 Small Business Press Conference and Luncheon took place on January 9, 2013 in City Hall.

The Pennsylvania Commission for Community Colleges Annual Meeting and All-PA Academic Team Banquet and Awards Ceremony will be held on April 8-9, 2013 at the Harrisburg Hilton. Lobby Day is scheduled to take place on April 9.

The AACC/ACCT National Legislative Summit is scheduled for February 12-14, 2013 in Washington, DC.

(3) Foundation Report

The Foundation launched its Pride Fund appeal in November 2012. To date, the Foundation has received over \$27,000 in support of the Pride Fund.

The following noteworthy gifts and grants were received by the College:

- An initial gift of \$10,000 from the James P. Diskin Scholarship Endowment;
- The Independence Blue Cross Foundation has funded the Nurses for Tomorrow Undergraduate Scholarship Program grant for \$8,690;
- The Independence Foundation has funded the ACES Project Support grant for \$67,500; and
- The Christian R. and Mary F. Lindback Foundation has funded the Lindback Distinguished Teaching Award for the 2012-2013 academic year.

(4) Report of the President

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Dr. Curtis attended the dual admission ceremony with Arcadia University on November 2, 2012.

Dr. Curtis attended the Philadelphia Hotel Association Luncheon on December 10, 2012.

Dr. Curtis met with School District Superintendent William Hite and members of his staff on January 29, 2013.

(4b) On-Campus Activities

The Phi Theta Kappa Induction Ceremony took place on November 20, 2012. About 140 students were inducted in the honor society.

The College held its grand opening of the Veteran's Center on November 12, 2012.

Dr. Curtis attended the VIST Financial Futures Scholarship Breakfast on January 18, 2013.

The College held its 4<sup>th</sup> Annual African-American Heritage Breakfast on February 6, 2013.

(5) New Business

Mayor Nutter stated that an important component of the successful application to the Goldman Sachs Foundation was because of the partnership between the City and Community College of Philadelphia. He stated that this was an essential aspect of the application. Mayor Nutter stated that Goldman Sachs is very excited to be in Philadelphia. The project was a great team effort, and was very proud that Philadelphia was selected in a highly competitive process.

Dr. Curtis thanked Mayor Nutter for all his work in bringing Goldman Sachs to the City.

(6) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, April 4, 2013 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 3:35 p.m. At this time, the Board reconvened in Executive Session.

**Community College of Philadelphia**  
**Office of Institutional Advancement**  
**Record of Grants and Gifts**  
**for the April 2013 Meeting of the Board of Trustees**

**Summary by Grant Type:**

	Current Month	Year-to-Date
<b>Government/Public Grants</b>		
Federal	\$285,211	\$1,027,249
State		\$1,356,615
Local		\$835,000
<b>Private Grants</b>		
Corporation		
Foundation	\$52,167	\$396,135
Organization	\$1,000	\$1,000
<b>Grant Subtotal</b>	<b>\$338,378</b>	<b>\$3,615,999</b>

**GIFTS**

**Summary by Gift Type:**

**Gifts to the Foundation (\$5,000+)**

	Amount	Purpose
Barnes & Noble College Bookstores	\$5,000	Scholarship
Marcellus Shale Coalition	\$15,000	Scholarship
David S. Maynard	\$7,250	Scholarship
Kevin M. Maynard	\$7,000	Scholarship

**Gifts In-Kind**

	Amount	Purpose
Nadya Day	\$300	Camera Equipment
Marge Niven	\$250	Camera Equipment
Walter Waite	\$5,500	Camera Equipment

**COMMUNITY COLLEGE OF PHILADELPHIA**  
**Office of Institutional Advancement**  
**Monthly Summary of Grants and Gifts**  
**for the April 2013**  
**Meeting of the Board of Trustees**

**Federal Grants**

The National Endowment for the Humanities (subcontracted through the East West Center) has funded the Asian Traditions and Cultural Differences: An NEH Bridging Cultures Project grant for \$11,430. This project will involve the participation of three-member teams and other faculty and administrators from each of the 15 selected community colleges to be recognized as project partners. These teams will participate in activities aimed at collaboratively developing curricula and programs consonant with the NEH initiative for Bridging Cultures at community colleges and the project mission of enhancing undergraduate teaching and learning about Asian cultures and societies.

The National Science Foundation (subcontracted through Drexel University) has funded year four 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.

The National Science Foundation (subcontracted through Drexel University) has funded year four of the Alliance for Minority Participation (AMP) for the Greater Philadelphia Region Phase IV Supplemental Grant for \$2,000. Supplemental funding will be used to provide book stipends and AMP Scholar stipends to eligible AMP students meeting academic criteria.

The U.S. Department of Education has funded year three of the five-year Student Support Services (TRIO Program) grant for \$257,087. This is the College's fourth TRIO Student Support Services (SSS) grant and reflects the growth of a new cohort of students with a growing need for more intense and comprehensive services. This grant will enable the College to address the needs of an increasing population of disadvantaged students, serving 225 on an annual basis. The program will achieve the goals of the SSS program to:

- 1) significantly increase college retention and graduation rates for eligible students;
- 2) increase the transfer rates of eligible students from two-year to four-year institutions; and,
- 3) foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities.

## **Foundation Grants**

The Ambrose Monell Foundation has funded the two-year Student-Faculty International Fellows Program grant for \$50,000. This grant will continue the Student-Faculty International Fellows Program and supports student scholarships, faculty travel, and professional development under the direction of the College's Center for International Understanding. Funding will enable the College to increase its study abroad opportunities and also use study abroad to draw students to courses with international content, whether in the foreign languages, anthropology, history, political science, literature, or business.

The Gap Foundation has funded the Skills for America's Future Program grant for \$2,167. This program is designed to help prepare students of partner community colleges for the workforce through on-campus and in-store learning, scholarship and employment opportunities. Selected students will receive a scholarship of \$1,000 each. Gap store leadership will provide in-store job shadowing and facilitated learning sessions for a select group of students twice annually and conduct on-campus interviewing for seasonal and full-time sales and supervisory roles at Gap stores.

## **Organization Grant**

The Turkish American Friendship Society of the United States has funded the Turkey 2012 grant for \$1,000. This grant provided funding to support the 2012 study abroad program to Turkey for College faculty and students.

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

**Thursday, March 14, 2013**

**1:30 p.m. – M2-34**

**Presiding:** Ms. Stacy Holland

**Present:** Dr. Stephen Curtis, Ms. Mary Horstmann, Mr. Chad Dion Lassiter, Dr. Judith Gay, Dr. Judith Rényi, Dr. James Roebuck (by phone), Ms. Beatriz F. Vieira

**Guests:** Dr. Sharon Thompson, Mr. John Moore, Dr. Peggy Mecham, Mr. Joel Tannenbaum, Mr. Brenton Webber

**(1) Executive Session**

There was a discussion of candidates for promotion. The Committee recommendation will be made at the April 4, 2013 meeting of the Board of Trustees.

Dr. Curtis made a recommendation for an honorary degree to the Committee. The Committee supported the recommendation and will make a recommendation to the Board of Trustees. The Committee asked that there be an electronic vote by the Board of Trustees to expedite the process.

**(2) Public Session**

**(a) Approval of Minutes of February 7, 2013**

The minutes were accepted.

**(b) Program Audit: Theater Program (Action Item)**

Mr. Moore presented highlights of the Theater Program audit. He stated that the program has outcomes comparable to the College but that the Vice President for Academic Affairs and Deans have agreed that programs need to exceed the College average in order to meet College targets. As a consequence, one recommendation is for an enrollment management plan. In response to a question from the Committee, Dr. Mecham described the efforts the program plans to make to secure internship or other professional opportunities for students. Finally, Dr. Mecham mentioned an innovative theater project that is part of the College's re-entry program efforts. The Committee requested information about the upcoming performance.



**Motion: The Student Outcomes Committee recommends that the Board of Trustees accept the Theater Program Audit and recertify the program for five years.**

**(c) Developmental Math**

Mr. Tannenbaum stated that he is a member of the Academic Affairs Curriculum Sub-Committee but was not speaking on behalf of the Committee. He stated that the Committee voted 6 to 4, with 2 abstentions, not to support the recommendation to create a developmental math department. He stated that he believed the majority voted “no” for five reasons:

1. There is no compelling reason for the change. The change will not increase outcomes and may lower standards.
2. Faculty hired may unintentionally raise scores in order to meet standards.
3. It may create a “bureaucratic boondoggle” and it will be hard to reintegrate separate departments later as happened at Bucks County Community College.
4. Most department reforms have not been given enough years to work. Scores went down after the comprehensive exam was given but now are going back up.
5. There is a concern about first-time pass rates for 2010 and 2011. The pass rate for Math 118 is 75%.

He also stated that he is not denying that there is a need for improvement but there should not be radical reform.

Ms. Holland asked what happens to the person who cannot wait for reform? Mr. Webber stated that math is a small part of the problem. Students who do not persist do not necessarily fail to persist because of math. He stated that the department has been doing things but those things just have not “hit the ground yet.”

Ms. Horstmann asked what ideas the department has. Mr. Webber stated that they are interested in accurate placement. Students are usually placed too high with the computerized placement test. Dr. Gay asked if she had kept the faculty from addressing issues related to the placement test. Mr. Webber agreed that she had not.

Mr. Lassiter asked whether anything is being done about math phobia. Mr. Webber said he understands that some students have that problem.

Ms. Holland thanked the faculty for their presentation and told them that the Committee will discuss the topic at the April meeting.

Mr. Webber and Mr. Tannenbaum left a petition that they meant to give to the Committee. Dr. Gay agreed to send it to the Committee members. Dr. Gay provided excerpts of College reports for the Committee members. She agreed to have the handouts sent to Dr. Roebuck.

The Student Outcomes Committee will discuss the topic at the April Meeting.

The meeting was adjourned.

**(3) Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, April 4, 2013 at 1:30 p.m. in conference room M2-34.

**Attachments:**

Summary of Audit Actions - Theater Program Audit

Minutes of February 7, 2013

Program Audit: Theater Program

Response to the Proposal to Form a New Developmental Mathematics Department

Developmental Mathematics Petition

AtD Pass Rates and Withdraw Rates - IR Report #233

First Term Completion Rates - Math Department Report

Completion Rates in Entry Level Math - from IR in-Brief #194

Summary of Placement - First-time Recent High School Graduates - from IR Report #218

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

**SUMMARY of AUDIT ACTIONS**

**March 14, 2013 Meeting**

**Summary of the Theater Program Audit**

The Theater Program, housed in the English Department and a standalone offering since 1993, leads to the Associate of Arts degree for students planning to transfer to baccalaureate programs. There are four full time and several part-time faculty who are dedicated to helping students become intentional learners and strong communicators. Faculty members contribute to the Fox Rothschild Center for Law and Society Reentry Support Project, and support a student and alumni theater troupe.

Throughout the curriculum, students are expected to acquire increasing skills in performance and an understanding of the elements that contribute to theater production. The program has a number of courses that are open to developmental students.

A Black Box Theater is under construction for the program. Most semesters the Theater Program presents a play open to the entire College community. The audience for the production runs from 1,200 to 1,500. After each production faculty evaluate the success of the production. In other ways, however, the program is in the early stages of assessment.

The program, to maintain viability, will need to cultivate a retention/enrollment management plan that includes supplemental data collection on students (and using that data to direct program changes), advising students on professional opportunities, and cultivating new and revisiting current articulation agreements. The program will need to continue to fulfill the assessment plan.

Pertinent data include:

- The headcount for the program has been relatively stable (81 students as of Fall 2011)
- Student data is similar to College-wide data in most cases: students are about as likely to return (to the same or different program) after one semester (74%), or one year (44%); have similar academic standing and course completion rates and GPA.
- Transfer rates are about 10% higher than the College average; graduation rates are low (an average of 9 per 74 FTE students over four years).

**Action:** The Student Outcomes Committee recommends that the Board of Trustees accept the Theater Programs Audit with the recommendation that the Program be recertified for five years.

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

**MINUTES**

**Thursday, February 7, 2013**

**1:30 p.m. – Room M2-34**

**Presiding:** Ms. Stacy Holland

**Present:** Dr. Stephen Curtis, Dr. Judith Gay, Ms. Mary Horstmann, Mr. Chad Lassiter, Dr. Judith Rényi, Dr. James Roebuck

**(1) Executive Session**

There was no Executive Session.

**(2) Public Session**

**a) Approval of Minutes of December 6, 2012 (Action Item)**

The minutes were accepted.

**b) Honorary Degrees (Discussion Item)**

Two potential candidates were mentioned. Ideas for appropriate candidates included: entrepreneurs who can be models for students; potential donors to the College; elected officials. The members of the SOC agreed: (1) to ask the Foundation to submit potential names; and (2) to remind the Board to submit suggestions.

Dr. Curtis said that the College is working to secure a speaker for graduation.

**c) Board Retreat (Discussion Item)**

Ms. Holland thanked Judy Gay and Sam Hirsch for their contribution to the presentation at the Board retreat.

Ms. Holland said that the charge to the SOC from the Board retreat was to revise the dashboard for student outcomes. SOC members discussed ideas for the dashboard using the categories from the College Board Completion Arch. Suggestions included:

- Differentiating full time and part time students
- Average age of students, and/or median age, and range
- Enrollment
- Number of students who test developmental and college-ready
- Diagnostic information (but not necessarily on the dashboard)
- First time students right out of high school

- Five year completion of 15 or more credits
- Average number of courses taken by students who test developmental
- Number of students in Risk factor categories
- Students straight from high school who test ABE vs. those not straight from high school
- Number of students who take the placement test
- Number of students in literacy programs
- Number of students who test into adult basic education (and/or non credit ESL) straight out of high school versus later
- Enrollment in developmental courses
- How long it takes students to get out of developmental courses
- Student persistence
- Level of success
- Number of students who test out of developmental courses
- Distinguishing students who test developmental and those who enroll in developmental courses
- Enrollment leakage points
- Percent who pass out of developmental courses in a year

SOC members also discussed the purpose of a dashboard and ways that the dashboard could convey additional information; for example, Dr. Roebuck stated that external factors could be represented using a footnote or asterisk. Dr. Renyi said her preference is for a more visual version of a dashboard, perhaps using colors to represent progress. Ms. Holland said that the balanced scorecard from Academic Affairs is an example of an approach using colors to indicate progress. Ms. Horstmann stated that the dashboard should include targets. Ms. Holland said the staff needs to be involved in setting targets.

Dr. Curtis emphasized the need for alignment with other data gathering efforts like the Voluntary Framework for Accountability.

Dr. Renyi asked whether the College uses portfolios or rubrics. Dr. Gay responded that portfolio use varies by department. The College has been using rubrics to test some general education/core competency outcomes. Departments vary in their use of rubrics.

SOC members discussed the concept of leakage points in enrollment. Dr. Curtis stated that Dr. Hirsch can go over enrollment management data with the Committee.

SOC members discussed the relationship between the College and the School District of Philadelphia. Dr. Curtis mentioned that the College has always provided information on how students from District schools do to the schools at the level of the principal. SOC members discussed the relevance of the Keystone exams.

Dr. Lassiter asked whether grade inflation is an issue at the College. Dr. Gay responded that it has not been an issue.

Ms. Holland said she will work with the staff to develop a first draft of a potential dashboard.

**Next Meeting:**

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, March 14, 2013 at 1:30 p.m. in conference room M2-34.

**Attachments:**

Minutes of December 6, 2012

Academic Program Audit: Community Leadership

College Board: The Completion Arch

***Community College of Philadelphia***

***Academic Program Audit: Theater***

***Division of Liberal Studies***

Authors:

Peggy Mecham

John V Moore III

Date: January 29, 2013

## **I. Executive Summary**

The Theater Program at CCP is a solid-performing, mid-sized program housed within the English department. It has a number of strong, dedicated faculty who contribute to cultural life, both on and off campus. There is a departmental commitment to serving disadvantaged students: they have a number of courses that are open to developmental students, faculty members contribute to the Fox Rothschild Center for Law and Society Reentry Support Project, and support a student and alumni theater troupe. The program, to maintain viability, will need to cultivate a retention/enrollment management plan that includes supplemental data collection on students (and using that data to direct program changes), advising on opportunities, and cultivating new and revisiting current articulation agreements.

## **II. Program**

### **A. Educational Mission of the Program**

The Theater Program leads to the Associate of Arts (A.A.) degree for students planning to transfer to baccalaureate programs after study at Community College of Philadelphia. The program is housed in the English department, which also provides coursework for students in a variety of curricula throughout the College, including Liberal Arts, and the Communication Studies and Mass Media programs.

The mission of the Theater curriculum is to prepare students for transfer into baccalaureate institutions.

The faculty of the Theater program are committed to helping students become intentional learners and strong communicators. Throughout the curriculum, students are expected to acquire increasing skills in performance and an understanding of the elements, both individual and collective, that contribute to theater production. Each revision to the program since its inception has been intended to assure that students develop a solid foundation as they pursue a career in the Theater arts. Instructional methods, curricular offerings and co-curricular activities are designed to help build a community of learners and aspiring theater artists.

### **B. Student Learning Outcomes**

As previously stated, the mission of the Theater Program is to prepare students for transfer to baccalaureate programs after study at Community College of Philadelphia. Major goals that support this mission include:

- Providing a foundation curriculum consistent with the offerings of, and widely accepted by, transfer institutions.
- Preparing students to be knowledgeable and technically trained Theater artists.
- Assisting students in becoming reflective learners with an understanding of the artistic, cultural, and practical aspects of Theater and performance.

### **C. History of the Program**



Prior to 1993, theater courses were offered as elective courses for the primarily liberal arts student population. The course offerings included Introduction to Theater, Acting I and II, Movement and Dance for Actors and Introduction to Technical Theater.

The Communication Arts Curriculum was implemented in 1993 and consisted of two tracks—Speech and Theater. In the fall of 1997, a course in rehearsal and performance was added to the curriculum in recognition of the need for students to participate in Theater production and to better prepare students for careers or transfer in Theater.

In the fall of 2010 the Communication Arts Curriculum was divided into three stand-alone programs—Communication Studies, Mass Media, and Theater. Each of the programs offer courses from the other areas as directed electives increasing student opportunities for exploration in the complex area of communication, as well as focusing on a particular area of study.

The Theater Program, a two-year foundational program, has undergone continuous review and revision and is a strong, viable transfer program.

#### **D. Description**

The Theater Program is an open enrollment program welcoming all students. All students entering the College are required to take the College's placement test at their time of enrollment. Students identified as needing developmental coursework must satisfactorily complete the appropriate English and mathematics courses as a part of their degree programs. Students may enroll in English 131: Acting I, English 132: Acting II, English 135: Movement and Dance for Actors, and English 141: Introduction to Technical Theater prior to achieving English 101 readiness<sup>1</sup>.

The faculty of the Theater Program has defined the following Student Learning Outcomes for successful completion of the Theater curriculum.

Upon completion of the Theater program students will be able to:

- Understand and write about performance and theater with the vocabulary of the field.
- Create characters, perform scenes and monologues, and improvise in performance.
- Use the body as a performance instrument and understand and perform the basic principles, techniques and styles of body movement and dance.
- Build, design, paint, and light stage scenery.
- Read and write about significant dramatic literature, with particular emphasis on an understanding and appreciation of both theatrical and literary techniques.
- Participate in every aspect of the rehearsal process and the presentation of a play.

The curriculum provides multiple experiences and opportunities for students to achieve these outcomes. The Theater Program utilizes many features of a learning community experience such as

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<sup>1</sup> These are popular choices for students who do not have English 101 readiness.

collaborative assignments and projects and student/faculty engagement in and outside of the classroom, specifically through trips to the theater and rehearsal and performance opportunities.

The course sequence and learning outcomes for Theater are on the two following pages.

## Theater Course Sequence

Course Number and Name	Pre- and Co-requisites	Credits	Gen Ed Req.
<b>FIRST SEMESTER</b>			
ENGL 137 - Introduction to Theater		3	Interpretive Studies
ENGL 101 - English Composition I		3	ENGL 101
ENGL 115 - Public Speaking		3	
ENGL 135 - Movement and Dance I		3	
CIS 103 - Applied Computer Technology		3	Tech Comp
<b>SECOND SEMESTER</b>			
ENGL 131 - Acting I		3	
ENGL 102 - The Research Paper	ENGL 101	3	ENGL 102, Info Lit
Social Science Elective		3	Social Sciences
MATH 118 - Intermediate Algebra or higher		3	Mathematics
ENGL 107 - Society and Mass Communications	ENGL 101 (may be concurrently)	3	
<b>THIRD SEMESTER</b>			
ENGL 132 - Acting II	ENGL 131	3	
ENGL 232 - Introduction to Literature: Drama	ENGL 101	3	
Social Science Elective		3	
ENGL 141 - Introduction to Technical Theater		4	
Humanities Elective <sup>1</sup>		3	Humanities
<b>FOURTH SEMESTER</b>			
Science Elective		3-4	Natural Science
ENGL 142 - Rehearsal and Performance	ENGL 132	4	
Literature Elective <sup>1</sup>	ENGL 101	3	
Humanities Elective <sup>2</sup>		3	
Directed Elective (Choose one)		3	
ENGL 205 - Creative Writing	ENGL 101		
ENGL 120 - Voice and Articulation			
ENGL 136 - Movement and Dance II	ENGL 135		
ENGL 271 - Language of Film	ENGL 101		
ENGL 282 - Scriptwriting	ENGL 205		
PHOT 104 - Introduction to Video Production			

<sup>1</sup> Choose one of the following: ENGL 208, ENGL 209, ENGL 211, ENGL 212, ENGL 221, ENGL 222, ENGL 230, ENGL 241, ENGL 245, ENGL 246, ENGL 256, ENGL 260, ENGL 265

<sup>2</sup> Students who wish to study a foreign language or who plan to transfer to an institution that requires a foreign language are advised to take two semesters of a foreign language as their humanities electives. Students planning to take English 282 Scriptwriting as a directed elective should take English 205 as one of their humanities electives, since English 205 is a prerequisite for English 282.

### Curriculum Map: Theater

Required Courses	Understand and write about performance and theater with the vocabulary of the field.	Create characters, perform scenes and monologues, and improvise in performance.	Use the body as a performance instrument and understand and perform the basic principles, techniques and styles of body movement and dance.	Build, design, paint and light stage scenery.	Read and write about significant dramatic literature, with particular emphasis on an understanding and appreciation of both theatrical and literary techniques.	Participate in every aspect of the rehearsal process and the presentation of a play.
Engl 137- Intro to Theater	M, A					
Engl 101 – English Comp I						
Engl 115-Public Speaking						
Engl 135- Movement and Dance I			M, A			
Engl 131 – Acting I		I, A				
Engl 102 – The Research Paper						
Engl 107 – Society and Mass Comm.						
Engl 132 – Acting II		R, A				
Engl 232 – Intro to Lit: Drama					M, A	
Engl 141 – Intro to Technical Theater				M, A		
Engl 142 – Rehearsal and Performance						M, A
Literature Elective						
Directed Elective	Depending on course selected will support one or more programmatic outcomes					
<p>The following courses support accomplishment of the College’s general education/core competency requirements:</p> <ul style="list-style-type: none"> <li>• CIS 103 – Applied Computer Technology</li> <li>• Humanities Electives</li> <li>• Math 118 – Intermediate Algebra</li> <li>• Science Elective</li> <li>• Social Science Electives</li> </ul>						
						<p>I: Introduced  R: Reinforced with Practice Opportunities  M: Mastery at Exit Level  A: Assessment Evidence Collected</p>

### **E. Revisions to the Program**

In 2008, the following changes to the Curriculum were proposed and subsequently approved: requiring English 142, Rehearsal and Performance of all theater majors, changing the two required literature courses to one required Literature class and requiring English 232: Introduction to Drama for all theater students. The following courses were added to the list of Directed Electives: English 271: The Language of Film, English 282: Scriptwriting, and Photography 104: Introduction to Video Production.

The Theater Program has continually reassessed its curriculum to provide four-year schools with well-trained and valued students. Each modification to its offerings has been intended to reflect changing trends and demands in Theater training, and the expectations of transfer institutions. All of the changes described above strengthen the coherence of the curriculum because they prepare students early in the course of study with a strong liberal arts foundation and understanding of the elements and responsibilities of Theater artists.

Most semesters the Theater Program presents a play open to the entire College community. The audience for the production runs from 1,200 to 1,500 audience members. After each production faculty in the Communication Arts program evaluate the success of the production, effectively evaluating the Program as well. This review of the play allows faculty to assess how well the Program is meeting both program and course outcomes and to make appropriate adjustments when necessary.

### **III. Profile of the Faculty**

The Theater Program faculty consists of two full-time faculty as department specialists, who were hired with the specific needs of the program in mind) and two full-time faculty as department generalists who teach in the Program each semester. The full-time faculty teach Acting I and II, Rehearsal and Performance, and Introduction to Theater. One generalist teaches Acting I and II and Introduction to Theater and one generalist teaches Introduction to Theater.

#### **A. Full-time Faculty**

Members of the Theater program faculty are active members of the community and are involved in professional and scholarly groups. In addition to directing responsibilities at the College, faculty direct in the community, and include a professional actor and a nationally recognized and produced playwright. Faculty routinely include students in outside performance and additional professional activities.

Quinn Eli, Assistant Professor – Department Generalist

MA: Temple University, BA: Ithaca College

Quinn D. Eli is a playwright, essayist, and fiction writer. Two of his short plays, “Small Portions” and “Running Amok,” appear in recent editions of Best American Ten-Minute Plays. Longer works include the award-winning *My Name is Bess*, produced by Trustus Theatre; *Hazardous*, produced by Tiny Dynamite at Society Hill Playhouse; and *Hot Black/Asian Action*, a satire about sexual and racial stereotypes that premiered at the New York International Fringe Festival. His most recent book, Homecoming: The Story of African American Farmers, is a companion volume to the PBS film. A two-time recipient of Fellowships in Literature from the Pennsylvania Council

on the Arts, Eli has served as Playwright-in Residence at Plays and Players Theatre in Philadelphia.

Ardencie Hall-Karambe, Associate Professor – Department Specialist

PhD: New York University, MFA: West Texas University, BFA: West Texas University

Born in Texas, Ardencie Hall-Karambé, trained as an actress at Texas State University—San Marcos (formally Southwest Texas State University) earning a B.F.A. in Theatre. After graduation, she returned to the Houston area where she performed at The Ensemble Theatre, Stage Repertory Theatre, and Clear Lake Repertory Theatre. Ardencie directed plays as an undergrad while at university but truly discovered her passion for it as the Director of Spirit Production, Inc. She was later invited back to Texas State to choreograph a production and stayed to receive an MA in Directing with an emphasis in Music. After receiving her degree, she headed to New York City where she worked in professional theatre. She has theatrical credits from Theatre for the New City, The Public Theatre, Lincoln Center for the Performing Arts, Theatre of the Riverside Church, and P.S. 122. Ardencie later entered New York University's Tisch School of the Arts where she received a Ph. D. in Performance Studies. In 2008, Ardencie formed Kaleidoscope Cultural Arts Collective and began producing plays in the Philadelphia area. Her musical "Ain't Nobody..." appeared off-off Broadway in 2011 at Theatre for the New City. She has been teaching theatre at Community College of Philadelphia since 2001.

Peggy Mecham, Assistant Professor – Department Specialist,

Curriculum Coordinator: Communication Arts

PhD: New York University, MA: George Washington University, BA: Marymount University

Peggy Mecham has directed over 20 theater productions at the College including, *The Arabian Nights* and *Orestes*. Additionally, she is teaching acting in the Fox Rothschild Center for Law and Society Reentry Support Project and last semester produced a performance of monologues from the Cambria class and performed by actors from the theater program. She has presented scholarly papers on theater in prison during the Troubles in the North of Ireland. She is currently the Curriculum Coordinator for Communication Arts for the second time, for a total of seven years in the position.

Kirsten Quinn, Assistant Professor – Department Generalist

MFA: University of Pittsburgh, BA: LaSalle University

Kirsten Quinn Has taught at the College for 13 years. She is also a professional actress and can be seen on many stages throughout the Philadelphia area: The Wilma, The Lantern, InterAct Theatre, Luna Theatre, Idiopathic Ridiculopathy Consortium, Montgomery Theatre, Isis Productions, Center City Theatre Works, New City Stage, Theatre Catalysts' Eternal Spiral Project (co-founder) The Irish Heritage Theatre and many others (including multiple Fringe show companies). Kirsten is also a very active member of the Communication Arts Curriculum faculty (Curriculum Coordinator from Spring 2006-Spring 2009), and is the host of the Philadelphia Cultural Forum on CCP-TV.

## **B. Part-time Faculty**

Part-time faculty are also active members of the outside community and are involved in professional theater and dance activities. Four part-time acting teachers work in the professional theater community as actors and/or directors. Two part-time instructors teaching Movement and Dance for Actors work as professional choreographers. The technical Theater instructor provides design and set construction for faculty in their outside endeavors, providing additional opportunities for students. To help insure quality instruction, all part-time faculty are observed during their first semester. In addition, the English Department evaluation plan requires that all part-time faculty participate in a Teaching circle for the first two semesters of their teaching at the College.

Karina Balfour

MFA: University of Alabama, BA: California State University, Fresno

Originally from California, Karina Balfour has been living and working as a professional actor in Philadelphia since 2009. She has worked with Philadelphia area companies including, Ego Po, New City Stage, Tribe of Fools, Hedgerow Theatre, Bootless Stageworks, Renegade Theatre, and B. Somebody Productions. She has presented workshops at the Southeastern Theatre Conference, Voorhees theatre and Appel Farm Arts and Music Center, where she was worked as an instructor and director. Karina has taught Acting I and II at the College since 2010.

Jarad Benn

MFA: Ohio University, MA: Villanova University, BA: Muhlenberg College

Jarad Benn is a Philadelphia native who works as an actor, director, and educator throughout the region. He has been cast in over 75 productions nationwide and continues to act when his schedule allows. Jarad has extensive training in Meisner and Chekhov technique and has studied Linklater and Fitzmaurice voice training. His favorite roles include: Horton the Elephant in *Seussical the Musical*, Nicely-Nicely Johnson in *Guys and Dolls*, Nick Bottom in *A Midsummer Night's Dream*, Fyodor Ilyyich Kulygin in *Three Sisters*, and Reverend Parris in *The Crucible*. Jarad has also been featured in six independent films. He joined the theater faculty in 2012 and teaching Acting I.

Kaleo Bird

MFA: Temple University, BFA: New York University

Kaleo Bird has worked with the Walnut Street Theatre, Arena Stage, Azuka Theatre Collective, Philadelphia Theatre Workshop, The Eternal Spiral Project, Roots and Branches Theatre, The FUN Company, Potomac Theatre, Metro Stage, The Shakespeare Theatre, and Wayside Theatre. Favorite roles include: *Merteuil* in *Les Liaisons Dangereuses*, *Gwendolen* in *The Importance of Being Earnest* and *Helena* in *A Midsummer Night's Dream*. Kaleo is the Producing Artistic Director of Deep Sea Theatre and has recently directed *Blues for an Alabama Sky* and *Wonder of the World* at Allens Lane Theatre. She co-starred in *Cold Feet*, a play based on interviews with brides-to-be, which she also wrote and directed for the Philly Fringe Festival. The show was sold out for the entire run and she is currently working on re-mounting *Cold Feet* as a solo performance piece. Kaleo teaches Acting I and II and Public Speaking at both the College and

Temple University. She received a certification as an Associate Teacher of Fitzmaurice Voicework®.

Petre “Teddy” Mosoeanu

MFA: H. Grigoresco Fine Arts Institute

Petre Mosoeanu has taught the Introduction to Technical Theater course at the College for 12 years. He has designed and realized set designs, posters and programs for over 30 Theater Program productions. He holds an MFA from The H. Grigoresco Fine Arts Institute in Bucharest, Romania. He worked in graphic design, scene design and the fashion industry in Europe prior to moving to Philadelphia.

Yuri Sergeyev

Bolshoi Ballet Academy

A graduate of the Bolshoi Ballet Academy, Yuri Sergeyev was Artistic Director of the legendary Voronezh Dance Academy for 22 years where he prepared students for professional careers in ballet and theatrical folk dance. Yuri is an expert in the folk dances of 38 countries. His choreographic responsibilities in Russia included the Opening Ceremonies for the 1980 Olympic Games and on-ice programs for the Russian figure skating team as well as dances for ballet and opera companies. In the US, he has choreographed programs for acclaimed figure skater, Johnny Weir. He also choreographed A Colonial history for the Kimmel Center among many other professional credits. Yuri teaches ENGL 135 and 136, Movement and Dance for Actors I and II.

### **C. Expertise of Faculty**

In accordance with the English department Faculty Evaluation System, each faculty member is recommended to participate in Teaching Circles at least once every three years. This includes a peer observation. Peer observations are kept in Teaching Portfolios and offer an opportunity for faculty to reflect on and improve their teaching.

### **D. Contributions to the Life of the College**

The faculty of the Theater Program maintain a high profile within the College by being actively involved in many aspects of the College’s operation. The faculty are in attendance at Professional Development Week and often serve on College-wide committees. Some recent examples of contributions are:

- Serving on hiring committees for a variety of positions throughout the College.
- Serving on the President’s Committee on Diversity.
- Participating in the Leadership Institute.
- Teaching in the Fox Rothschild Center for Law and Society Reentry Support Project.

The Theater Program presents a play performed by students in ENGL 142, Rehearsal and Performance and supported by the students in ENGL 141, Introduction to Technical Theater. The play is attended by approximately 1,200 students from a variety of classes. The play is selected to appeal to and unify the



coursework in the Liberal Studies Division and is relevant to students in English, Humanities, History and Visual Communications. The production is the largest event supported by the Office of Student Affairs.

As members of the Theater Program, all full-time faculty are expected to participate in projects that support departmental/curricular efforts and enhance student experience in the curriculum. Part-time faculty also contribute to the projects. A sample of faculty activities follows:

- Organizing the Communication Arts Festival including the Wagner/Nichols Monologue and Speech competition, the annual student performance competition, supported by Student Activities.
- All full-time faculty in the Theater Program do advising as part of their contractual responsibilities. Additionally, faculty work with individual theater students providing information on transfer and career opportunities.
- Serving as advisors for student clubs and organizations.
- Organizing performance opportunities for students outside of classroom activities.

#### **E. Curricular Innovations**

The Theater Program is active in The Reentry Project offering courses at Cambria Community Center. Students take ENGL 131, Acting I as part of their coursework. For two semesters, the Program theater production was staged during class at Cambria. For the past three semesters, the students from Cambria have written monologues about tattoos. Acting students and alumni learn the monologues and attend class to perform the monologues. The students also perform their own monologues for the visiting actors. This ongoing project entitled *Marked: Tales of Tattoos* was performed at the Papermill Arts Center and at the Main campus.

A group of alumni and current students are part of a semi-professional theater company, Once More Theater. There are eight active members of the troupe, three graduates of the Theater Program, including students now attending Arcadia and Drexel Universities and five current Community College of Philadelphia students. Students have performed the tattoo monologues at Cambria, The Papermill and Main campus and during the Spring 2013 semester will be preparing a performance of *Prometheus Bound* which will be performed both at Cambria and Main campus. Two students who completed the program at Cambria will be working with Once More this semester in the performance of The Tattoo Monologues.

#### **F. Future Directions for the Program**

In February of 2012, some curricular revisions were proposed. The rationale for these changes was to broaden the opportunities for students to explore a variety of areas of interest in the Theater arts. These changes include:

- Developing a new course, Technical Theater II (English 146) to offer students more intensive study in the various areas of technical theater, for example, lighting and costuming. Students will be required to take either English 142: Rehearsal and Performance or English 146: Technical

Theater II. Both courses will be added to the list of Directed electives so that an interested student may take both courses.

- Changing English 107: Society and Mass communication from a required course to a Directed Elective, changing one of the two required Social Science electives to a Directed Elective and changing the number of required Directed electives from one to two.
- Creating a Proficiency Certificate in Basic Acting. Students will take four classes from the Theater Program. The courses will include ENGL 131, Acting I, ENGL 132, Acting II, ENGL 142, Rehearsal and Performance and either ENGL 135, Movement and Dance for Actors I or ENGL 120, Voice and Articulation for a total of 12 credits. After the completion of this certificate, students will possess the basic acting skills to auditions for small roles in the theater and do background work in film and television.

#### IV. Outcomes and Assessment

##### A. Student Demographics

The population of the Theater program has stayed relatively stable over the past 4 years, growing slightly, but peaking in the 2009-10 academic year (Table 1). The program has a relatively even split between male and female students (47% and 53%, respectively) (Table 2), and enrolls a greater percentage of African Americans (63%) than either the Division (50%) or the College (49%) (Table 3). This growth in percentage is created through smaller relative numbers for all other racial/ethnic categories measured against the comparison groups. The program is also slightly younger than the rest of the College's student population; almost half (46%) of the students are 16-21 (Table 4). Additionally a greater proportion of the students in Theater are Full Time (41%) than in the Liberal Studies (34%) or the general population (31%) (Table 5).

The program's course offerings have increased slowly from 14 sections to 20 over the past 7 semesters and those classes have maintained high enrollment percentages, filling to 89% of capacity, on average (Table 6). This is slightly higher than the Division (83%) and the College (84%).

Table 1. Headcounts

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Theater	Headcount	81	78	84	100	105	118	96	113	81
	FTE Headcount	65	60	65	74	84	91	73	92	61
Liberal Studies Division	Headcount	8,685	8,762	8,442	8,779	8,892	9,122	8,712	9,051	8,720
	FTE Headcount	5,936	5,850	5,758	5,894	6,314	6,360	6,175	6,327	6,138
College	Headcount	17,334	17,661	17,327	18,024	19,047	19,963	19,503	20,170	19,756
	FTE Headcount	11,881	11,823	11,883	12,128	13,362	13,786	13,697	13,863	13,685

Table 2. Gender Distribution

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Theater	Female	54.3%	47.4%	57.1%	53.0%	54.3%	52.5%	53.1%	46.0%	53.1%
	Male	45.7%	52.6%	42.9%	45.0%	45.7%	47.5%	46.9%	54.0%	46.9%
	Unknown	--	--	--	2.0%	--	--	--	--	--
Liberal Studies Division	Female	65.0%	65.2%	64.8%	64.4%	63.1%	63.2%	63.1%	62.1%	62.3%
	Male	33.8%	33.9%	34.2%	34.4%	35.8%	35.9%	36.2%	37.3%	37.3%
	Unknown	1.1%	1.0%	1.0%	1.2%	1.1%	0.9%	0.7%	0.6%	0.4%
College	Female	66.7%	66.4%	66.3%	65.9%	65.3%	65.3%	64.6%	64.2%	64.5%
	Male	32.3%	32.8%	32.8%	33.1%	33.7%	33.9%	34.8%	35.3%	35.1%
	Unknown	1.0%	0.8%	0.8%	1.0%	0.9%	0.8%	0.6%	0.5%	0.3%

Table 3. Race/Ethnicity Distribution

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Theater	Native American	2.5%	1.3%	1.2%	1.0%	--	--	--	--	--
	Asian	1.2%	1.3%	--	1.0%	1.0%	0.8%	2.1%	3.5%	2.5%
	African American	66.7%	65.4%	70.2%	66.0%	65.7%	64.4%	60.4%	60.2%	63.0%
	Hispanic	7.4%	9.0%	4.8%	3.0%	3.8%	4.2%	4.2%	4.4%	3.7%
	White Non-Hisp.	17.3%	15.4%	15.5%	22.0%	20.0%	18.6%	20.8%	21.2%	21.0%
	Other	2.5%	--	1.2%	1.0%	2.9%	2.5%	4.2%	3.5%	2.5%
	Unknown	2.5%	7.7%	7.1%	6.0%	6.7%	9.3%	8.3%	7.1%	7.4%
Liberal Studies Division	Native American	0.5%	0.5%	0.4%	0.3%	0.4%	0.3%	0.5%	0.6%	0.6%
	Asian	6.6%	6.0%	5.9%	5.8%	5.5%	5.1%	5.1%	4.8%	5.0%
	African American	46.4%	47.5%	45.7%	46.9%	47.4%	48.0%	48.3%	50.1%	50.3%
	Hispanic	6.7%	6.7%	7.5%	7.1%	7.3%	7.8%	7.0%	6.4%	5.3%
	White Non-Hisp.	27.4%	26.9%	27.2%	26.5%	26.1%	25.2%	25.4%	24.5%	25.3%
	Other	4.4%	4.4%	3.9%	3.8%	4.1%	4.4%	4.0%	3.9%	3.2%
	Unknown	8.1%	8.0%	9.3%	9.5%	9.2%	9.1%	9.7%	9.8%	10.3%
College	Native American	0.5%	0.4%	0.4%	0.4%	0.4%	0.3%	0.5%	0.5%	0.5%
	Asian	8.3%	7.9%	7.2%	7.1%	6.9%	6.8%	7.2%	6.9%	7.0%
	African American	47.1%	48.0%	46.8%	47.4%	47.2%	48.0%	47.7%	49.1%	49.2%
	Hispanic	6.5%	6.4%	7.0%	6.6%	7.0%	7.2%	6.6%	6.1%	5.2%
	White Non-Hisp.	26.1%	25.5%	26.1%	25.4%	25.4%	24.4%	24.8%	24.4%	24.9%
	Other	4.2%	4.3%	4.1%	3.9%	4.2%	4.3%	4.0%	3.8%	3.2%
	Unknown	7.4%	7.5%	8.4%	9.2%	9.1%	8.8%	9.2%	9.1%	9.9%

Table 4. Age Distribution

		<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Fall 2011</b>
Theater	16 - 21	49.4%	39.7%	46.4%	40.0%	49.5%	43.2%	43.8%	38.1%	46.9%
	22 - 29	34.6%	46.2%	39.3%	38.0%	31.4%	39.0%	40.6%	42.5%	33.3%
	30 - 39	9.9%	11.5%	10.7%	14.0%	12.4%	11.0%	9.4%	12.4%	9.9%
	40 +	3.7%	2.6%	3.6%	7.0%	6.7%	6.8%	6.3%	7.1%	9.9%
	Unknown	2.5%	--	--	1.0%	--	--	--	--	--
Liberal Studies Division	16 - 21	35.8%	29.1%	35.4%	28.4%	35.6%	29.6%	35.6%	29.0%	36.5%
	22 - 29	29.2%	34.6%	29.4%	35.0%	31.1%	36.1%	32.4%	36.9%	32.4%
	30 - 39	15.2%	16.1%	15.5%	16.7%	15.7%	16.4%	15.0%	15.9%	14.6%
	40 +	16.6%	17.2%	17.1%	17.6%	16.0%	16.6%	15.6%	17.0%	15.5%
	Unknown	3.3%	3.0%	2.5%	2.3%	1.6%	1.3%	1.4%	1.1%	0.9%
College	16 - 21	36.9%	30.7%	36.7%	29.7%	35.5%	29.6%	36.0%	29.4%	35.8%
	22 - 29	30.4%	35.1%	30.8%	36.2%	33.0%	37.3%	33.6%	38.1%	34.3%
	30 - 39	15.9%	16.8%	15.9%	17.4%	16.2%	17.8%	16.5%	17.7%	16.2%
	40 +	13.8%	14.6%	14.3%	14.6%	13.7%	14.0%	12.6%	13.7%	12.7%
	Unknown	3.0%	2.7%	2.4%	2.2%	1.5%	1.3%	1.3%	1.1%	0.9%

Table 5. Enrollment Status

		<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Fall 2011</b>
Theater	Full Time	51.9%	48.7%	48.8%	44.0%	53.3%	44.1%	42.7%	53.1%	40.7%
	Part Time	48.1%	51.3%	51.2%	56.0%	46.7%	55.9%	57.3%	46.9%	59.3%
Liberal Studies Division	Full Time	33.3%	30.3%	34.0%	31.3%	38.2%	34.9%	36.7%	33.6%	34.1%
	Part Time	66.7%	69.7%	66.0%	68.7%	61.8%	65.1%	63.3%	66.4%	65.9%
College	Full Time	32.8%	29.2%	32.7%	30.0%	35.3%	32.2%	34.2%	30.5%	31.2%
	Part Time	67.2%	70.8%	67.3%	70.0%	64.7%	67.8%	65.8%	69.5%	68.8%

Table 6. Course Enrollments

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Theater <sup>1</sup>	Courses	14	15	14	16	18	18	18	19	21	20
	Avg Enrollment	17.1	19.1	17.4	21.9	20.6	24.4	20.9	22.3	19.0	20.9
	Percent Filled	91%	92%	92%	87%	85%	96%	88%	91%	80%	86%
Liberal Studies Division	Courses	1426	1411	1441	1520	1551	1674	1711	1721	1581	1577
	Avg Enrollment	20.3	20.7	20.2	20.6	21.5	21.3	20.9	21.3	20.4	20.2
	Percent Filled	81%	82%	81%	82%	86%	86%	83%	84%	81%	81%
College	Courses	2620	2664	2694	2829	2881	3096	3023	2941	2939	3007
	Avg Enrollment	21.2	21.1	21.2	21.2	22.3	22.0	21.9	22.1	21.8	21.6
	Percent Filled	83%	83%	83%	83%	87%	86%	85%	85%	84%	83%

<sup>1</sup>Included as Theater courses are: ENGL 131, ENGL 132, ENGL 135, ENGL 137, ENGL 141, ENGL 142, ENGL 232 – The required courses for the program.

**B. Student Outcomes**

Students succeed at a slightly higher rate across the board in the Theater Curriculum than the College as a whole. They are about as likely to return (to the same or different program) after one semester (74%) or one year (44%) than students in other programs at the College (72%, 46%) (Tables 8, 9).

Students in the Theater program achieve good academic standing and course completion rates about the same as students in other programs (Tables 10, 11). Graduation rates and GPA, too, are similar (Tables 10, 12). Transfer rates are higher than the College’s by about 10 percentage points (Table 13).

The number of degrees awarded (Table 7) seems quite low given the number of FTE students enrolled in the program each semester (averaging 9 students a year graduating for 74 FTE students/semester over the past 4 years). The program graduates about 4% fewer of its students than the College at large and 6% fewer than the Division. The curriculum coordinator feels these numbers may not accurately reflect the actual number of students graduating.

Table 7. Degrees Awarded

	2008	2009	2010	2011
Theater	6	8	7	16
Liberal Studies	1080	1158	957	1184
College	1984	2126	1908	2277

Table 8. Fall to Spring Persistence

		<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
Theater	Returned Same Program	61.7%	64.3%	67.6%	69.8%
	Returned Different Program	6.2%	4.8%	6.7%	4.2%
	Graduated Fall	1.2%	1.2%	1.9%	4.2%
	Did not Return Spring	30.9%	29.8%	23.8%	21.9%
Liberal Studies Division	Returned Same Program	62.3%	63.0%	65.1%	66.3%
	Returned Different Program	6.6%	6.2%	6.1%	5.8%
	Graduated Fall	2.0%	2.1%	2.1%	2.7%
	Did not Return Spring	29.0%	28.7%	26.7%	25.3%
College	Returned Same Program	64.2%	64.6%	66.8%	66.9%
	Returned Different Program	5.2%	5.1%	4.8%	4.9%
	Graduated Fall	2.1%	1.8%	2.0%	2.2%
	Did not Return Spring	28.6%	28.5%	26.4%	25.9%

Table 9. Fall to Fall Persistence

		<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
Theater	Returned Same Program	30.9%	41.7%	39.0%	35.4%
	Returned Different Program	12.3%	7.1%	7.6%	8.3%
	Graduated	2.5%	9.5%	6.7%	13.5%
	Did not Return Fall	54.3%	41.7%	46.7%	42.7%
Liberal Studies Division	Returned Same Program	33.9%	35.9%	38.4%	36.1%
	Returned Different Program	9.6%	9.8%	8.4%	10.2%
	Graduated	7.4%	8.1%	7.4%	9.1%
	Did not Return Fall	49.1%	46.2%	45.8%	44.6%
College	Returned Same Program	35.0%	37.1%	38.5%	37.0%
	Returned Different Program	8.2%	8.5%	7.6%	9.1%
	Graduated	8.1%	8.3%	8.1%	8.5%
	Did not Return Fall	48.8%	46.1%	45.8%	45.3%

Table 10. Course Completion and GPA

		<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Fall 2011</b>
Theater	Completion	88.6%	88.0%	93.6%	90.3%	87.2%	86.2%	86.4%	85.7%	92.9%
	GPA	2.73	2.76	2.69	2.74	2.71	2.59	2.67	2.62	2.66
Liberal Studies Division	Completion	88.6%	87.4%	89.7%	88.8%	87.6%	86.8%	87.7%	87.0%	85.2%
	GPA	2.68	2.64	2.71	2.71	2.67	2.64	2.65	2.63	2.55
College	Completion	88.8%	87.8%	89.9%	89.0%	88.5%	87.7%	88.8%	87.7%	85.8%
	GPA	2.65	2.63	2.69	2.68	2.66	2.64	2.67	2.63	2.54

Table 11. Academic Standing

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Theater	Good Standing	81.5%	82.1%	91.7%	81.0%	87.6%	84.7%	85.4%	81.4%	80.2%
	Dropped	5.0%	3.9%	2.4%	7.0%	0.0%	1.6%	0.0%	1.8%	1.2%
	Probation	13.5%	14.1%	6.0%	12.0%	12.4%	13.5%	14.6%	16.8%	18.5%
Liberal Studies Division	Good Standing	83.2%	81.8%	84.1%	82.5%	84.7%	82.4%	83.0%	83.0%	82.5%
	Dropped	3.6%	5.6%	3.9%	5.9%	1.2%	1.6%	1.9%	1.9%	2.3%
	Probation	13.3%	12.6%	12.0%	11.7%	14.1%	15.9%	15.0%	15.1%	15.2%
College	Good Standing	83.8%	82.2%	85.0%	83.0%	85.6%	83.6%	84.4%	84.1%	83.8%
	Dropped	3.4%	5.5%	3.7%	5.5%	1.2%	1.7%	1.9%	1.9%	2.1%
	Probation	12.7%	12.2%	11.2%	11.5%	13.3%	14.8%	13.7%	14.0%	14.1%

Table 12. Success at Departure

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009
Theater	Graduated	5.0%	2.8%	--	14.6%	8.7%
	Long Term Success	30.0%	58.3%	50.0%	36.6%	34.8%
	Short Term Success	20.0%	11.1%	15.0%	14.6%	26.1%
	Unsuccessful	45.0%	27.8%	35.0%	34.1%	30.4%
Liberal Studies Division	Graduated	6.2%	12.6%	6.7%	13.0%	7.1%
	Long Term Success	36.3%	37.5%	35.2%	36.5%	38.2%
	Short Term Success	16.9%	15.8%	17.9%	16.7%	15.1%
	Unsuccessful	40.6%	34.0%	40.1%	33.8%	39.6%
College	Graduated	6.5%	13.7%	6.0%	14.4%	7.2%
	Long Term Success	34.2%	36.1%	35.9%	35.5%	36.9%
	Short Term Success	18.8%	17.2%	18.4%	17.3%	18.2%
	Unsuccessful	40.5%	33.0%	39.8%	32.8%	37.7%

Table 13. Transfer by Departure Status

	Theater		Liberal Studies		College	
	Count	Percent	Count	Percent	Count	Percent
Graduated	13	72.2%	842	62.7%	1,697	61.1%
Earned 45 or more credits	3	30.0%	491	54.9%	1,024	56.0%
Earned 24 to 44 credits	16	64.0%	782	43.9%	1,551	42.9%
Earned 12 to 23 credits	10	41.7%	598	33.4%	1,303	34.9%
Earned less than 12 credits	28	23.5%	2,578	22.3%	5,906	24.8%
<b>Grand Total</b>	<b>70</b>	<b>35.7%</b>	<b>5,291</b>	<b>30.5%</b>	<b>11,481</b>	<b>32.1%</b>

### **C. Student Surveys**

Surveys were sent out to current students via SurveyMonkey®. Three current students responded to the survey. With this small number, it is difficult to draw out generalizations. Students were pleased with the program, were full time, and were hoping to transfer to further their education. (Appendix A)

Paper surveys were sent to students who left prior to graduation (Appendix B) and those who graduated (Appendix C). Five students in each category replied to the surveys. Although this is not an appropriate number for complex analysis, some information from their responses can be gleaned. Most students indicated that they left for some combination of financial, family, and personal issues. One indicated dissatisfaction with the program's course offerings. One transferred to another institution and almost all of those that did not (3), expressed a desire to return to the program when their various life situations allowed. Three of the graduated students transferred to 4 year programs. Of those, two have completed their Bachelor's degree.

Students mentioned most frequently that the faculty are the program's best asset. Some indicated that they would like to see additional coursework in some of the practical side of Theater Arts: stagecraft, technical work, or even the practical details of auditioning for roles. Mentioned in this was more exposure to working professionals in the field.

Each year the Office of Institutional Research conducts a graduation survey; in the past 5 years, 8 students from the Theater Program have completed the survey. Because the numbers are small, there are few significant differences between responses from Theater students and those of the Division or College (Table 14), and the bar for significance was set low at  $p < 0.1$ .

Theater students reported higher outcomes in some areas that would be expected in terms of their personal growth in their time at CCP. These include expressing oneself artistically (in which they were significantly higher than the College at large), self discipline, and understanding others. They were lower than their peers in computing and internet technology, acquiring a broad general education, and developing interpersonal skills (in which they were significantly lower than students from the Liberal Studies Division). This last finding is interesting in that acting, in particular would seem to require an ability to interact and relate to other effectively.

Again, the numbers are small, and the differences do not rise to a traditional level of significance<sup>2</sup>, but shed some light on a trend worth investigating over the next few years of internal assessments.

### **D. Assessment**

The Communications Theater program has an assessment plan in place that covers both programmatic and course level outcomes assessment (see Appendix D for schedule). As it is still early in the process there is little evidence that has been presented. Also included in the annual assessment process is the Quality/Viability Inventory (see Appendix E for the most recent version). Assessment data for the course

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<sup>2</sup> A normal significance level for social science or educational research would be  $p < .05$ , but given the small numbers, a lower bar is worth examining as well to uncover possible trends.



and program level has been integrated into course assignments and data has been collected for ENGL 131, ENGL 132, and ENGL 135 and include common exam/quiz questions and performance evaluation rubrics. Some additional work needs to be completed on “closing the loop,” or using this collected data for course and program improvement.

Table 14: Student Self Reported Growth at Graduation

Please indicate the level of progress you made at CCP in the following areas of knowledge, skills, and personal development	Program		Division		College	
	Mean	N	Mean	Sig.	Mean	Sig.
Enhanced Ability to Express Myself Artistically	2.75	8	2.25		2.17	*
Developed Meaningful Career Goals	2.75	8	2.47		2.51	
Developed into a more Informed Citizen	2.75	8	2.57		2.51	
Improved Preparation for Active Participation in Community Activities	2.50	8	2.22		2.20	
Using Computing and Internet Technology	2.25	8	2.44		2.44	
Enhanced Self-Confidence	2.75	8	2.50		2.46	
Enhanced Understanding of My Own and Different Cultures	2.38	8	2.49		2.45	
Improved Self-Discipline	2.75	8	2.52		2.51	
Acquiring a Broad General Education	2.38	8	2.60		2.55	
Developed Interpersonal Skills and the Ability to Relate to Others	2.13	8	2.55	*	2.50	
Improved Leadership Abilities	2.38	8	2.42		2.38	
Solving Numerical Problems	2.13	8	2.16		2.31	
Working Effectively with Others	2.50	8	2.54		2.49	
Preparation for Continued Personal and Intellectual Growth after College	2.88	8	2.62		2.57	
Understanding People of Other Racial and Ethnic Heritage	2.75	8	2.52		2.48	
Improved Self-Reliance	2.75	8	2.53		2.50	
Speaking Clearly and Effectively	2.75	8	2.53		2.46	
Thinking Critically and Analytically	2.88	8	2.58		2.57	
Contributing to the Welfare of my Community	2.13	8	2.21		2.18	
Writing Clearly and Effectively	2.75	8	2.59		2.55	

\* p < .1, \*\* p < .05, \*\*\* p < .01

## V. Resources

### Facilities and Equipment

#### 1. The Main Campus

With the completion of the new theater space scheduled for the Spring of 2013, Theater Program courses will be primarily located on the ground floor the Bonnell Building in two newly constructed classrooms. Additionally, there will be a new black box theater space adjacent to the classrooms.

The acting classroom will be a large open space with portable, stackable furniture allowing students to move freely in the space for multiple types of acting exercises. It will be equipped with a smart podium.

The dance classroom will be also a large open space. It will be equipped with a smart podium, but will not, by design, have furniture. The space will be equipped with a sprung dance floor. This floor allows for safe movement and also has a dance floor surface, further contributing to the safe movement of students. Also, there will be a barre installed on one wall and a mirrored wall opposite allowing student dancers the opportunity to work on barre warm-up exercises and to see their movements.

The Black Box Theater will be a performance space approximately 25' by 53' feet with 13' ceilings. It will include a light boards and grid, sound board, projector and a control room for lighting and audio technicians. The room will be painted entirely black. This allows for flexibility in staging multiple types of performances because there is no set performance area. There is flexible and portable seating planned for this space.

The adjacent and dedicated classrooms will likely be a major asset for the Theater Program. The flow of students among the classroom should create friendship and community among the students and increased access to faculty. Additionally, it will promote openness and sharing of assignments, teaching methods and projects among faculty.

## **2. Regional Centers**

The Theater Program currently offers English 131, Acting I classes at both the Northeast Regional Center (NERC) and the Northwest Regional Center (NWRC). Program faculty are aware of students selecting these courses as elective coursework. Several students have chosen to enroll in the Theater Program and completed their course requirements at the Main Campus. It is possible to take all the general education courses at NERC, including many of the Directed Electives. At this time, students must complete 20 of the required credits at the Main Campus.

## **VI. Demand and Need for the Program**

The Theater curriculum actively attempts to align itself with the College's Mission and goals. This is accomplished mainly through close working relationships with students and through the opportunities for practical applications of their craft.

The predicted job outlook for individuals with a Theater background is slightly worse than that job market as a whole. (Table 14) Within the region, however, there are a number of Bachelor's degree programs in the area for students to transfer into and CCP is only one of two Theater AA degree-granting colleges locally.

### **A. Relationship to College Mission and Strategic Plan**

The Theater Program seeks to support the College mission because it provides a coherent foundation for college transfer, employment and lifelong learning. The curriculum has four transfer agreements with area colleges and universities. The Theater Program also encourages all students to achieve:

1. greater insight into their strengths, needs and aspirations. This is accomplished through repeated assessment of their work in performance. Students develop responsibility for and ownership of their creative endeavors.
2. self-fulfillment based on their ability to work with others, preparation for future work, study and enjoyment of present challenges and accomplishments. This is accomplished by a demanding curriculum and expectations for student learning. Students prepare multiple performances enabling them to evaluate their progress and to explore new directions.

The Theater Program helps support accomplishment of the following priorities outlined in the College’s Strategic Plan 2008-2012<sup>3</sup>:

1. *It provides a more student-centered culture.* The learning environment created by the faculty is very supportive. Students have multiple opportunities to interact with faculty outside of class such as trips to the Theater and participation in performance opportunities.
2. *It identifies and implements improved strategies to support course and program assessment and renewal.* Since the inception of the Program, Faculty have reviewed individual courses and the curriculum to ensure a coherent strategy for students to develop specific performance skills and general knowledge of theater as an art.
3. *It develops and implements assessment of student learning at the classroom level.* Faculty meet monthly and routinely share strategies for achieving specific outcomes on both the course and program levels.

The program also endeavors to enhance and create new systemic support structures designed to encourage student enrollment and student academic success and persistence at the College until their educational goals are achieved. The Theater faculty are very accessible to students and all students have the opportunity to work closely with at least one faculty member. Faculty also provide performance opportunities and participation in events outside of classroom activities. Having an engaged faculty and staff ensures the College’s effectiveness over the coming decades. As detailed later in this document, faculty of the Theater curriculum are active members of the College and professional community.

**B. Demand for the Program**

There is limited job growth for fields associated with this discipline (see Table 15, below). However, there are a number of local colleges that have 4 year degrees in the theatrical arts, and CCP is only one of two regional colleges that offer a two year degree in Theater. According to the Bureau of Labor Statistics, fields associated with theater arts will have slower growth than average over the period from 2010 through 2020.<sup>4</sup>

Table 15: Projected Job Growth

Occupation	Growth:
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<sup>3</sup>[https://my.ccp.edu/render.UserLayoutRootNode.uP?uP\\_tparam=utf&utf=%2fcp%2fip%2flogin%3fsys%3dsctsb%26url%3dhttp://www.ccp.edu/VPFIN-PL/sp/2008-2012/](https://my.ccp.edu/render.UserLayoutRootNode.uP?uP_tparam=utf&utf=%2fcp%2fip%2flogin%3fsys%3dsctsb%26url%3dhttp://www.ccp.edu/VPFIN-PL/sp/2008-2012/)

<sup>4</sup> <http://www.bls.gov/ooh/entertainment-and-sports/actors.htm>

	2010-20
Actors	4%
Producers and Directors	11%
Set and Exhibit Designers	10%
High School Teachers	7%
Writers and Authors	6%
All Occupations	14%

However, within the Philadelphia, under the direction of the Office of Arts, Culture and the Creative Economy; there has been growth in the artistic sectors that have outpaced national trends.<sup>5</sup>

Twenty colleges and universities in the area offer 4 year degrees in one or more of the following disciplines:

- Drama and Dramatics/Theatre Arts, General
- Dramatic/Theatre Arts and Stagecraft, Other
- Technical Theatre/Theatre Design and Technology
- Theatre/Theatre Arts Management<sup>6</sup>

Bucks County Community College is the only other college in the region that offers a two year degree in Theater Arts.<sup>7</sup>

The program's courses are filled to a capacity greater than that of the institution or the Division in most semesters. (Table 6)

## VII. Operating Costs

The Communications-Theater curriculum has realized modest savings in the cost for each full time equivalent (FTE) student, with the credit cost decreasing by just under \$100 over the past few years (Table 16). The program remains just above the median cost/FTE for the College (\$3243). Although the faculty from this program are within the English Department, there are costs associated with facilities and equipment incurred by the program.

The costs for mounting Theater productions are heavily subsidized by Student Affairs (about \$13,000 a year for production costs), and these numbers are not included in the calculations below.

Table 16: Direct Costs and Cost per Full Time Equivalent Student

### Theater Program

<sup>5</sup> [http://www.phila.gov/OACCE/pdfs/phl\\_cvi.pdf](http://www.phila.gov/OACCE/pdfs/phl_cvi.pdf)

<sup>6</sup> <http://nces.ed.gov/collegenavigator/?s=all&zc=19122&zd=50&of=3&p=50.0501+50.0599+50.0502+50.1004&l=5>

<sup>7</sup> <http://nces.ed.gov/collegenavigator/?s=all&zc=19122&zd=50&of=3&p=50.0501+50.0599+50.0502+50.1004&l=3>

	'07-'08	'08-'09	'09-'10	'10-'11
Direct Cost	\$ 246,011	\$ 280,041	\$ 321,687	\$ 307,551
#FTEs	71.75	80.80	95.80	92.20
Cost/FTE	\$ 3,429	\$ 3,466	\$ 3,358	\$ 3,336

### **IIX. Findings and Recommendations**

The Theater Program is one that is on slow growing and stable. The academic performance of students is at, or slightly above, that of the Division and the College—of particular note is high transfer rates. The program has a consistent number of students choosing to major in the program, and the offered courses are filling well. The faculty are actively involved on and off campus with their students. The recommendations, therefore, focus on working to improve the options for students within the program.

1. The program should develop a structure (set of guidelines or talking points, internship possibilities, classroom time, out of class assignments, etc) for students regarding their future careers and what plans they have after completion of the program.

Because the outlook for students in this field is not spectacular, the program should better ensure that students are aware of additional job options upon graduation or transfer. How might they transfer their skills to other professions? How can they articulate their skill sets to those outside the field of Theater Arts? How can they maximize their opportunities for employment within the field? While there may not be space for such material in the context of the curriculum, this is a critical part of the advising process for students. While not directly addressing retention directly, these kinds of long term planning have been shown to assist with student success as well.<sup>8</sup> To this end, the Program should continue and expand its role in the Creative Philadelphia project sponsored by the Mayor’s Office.

Who: Curriculum Coordinator with faculty who teach and advise within the program.

Timeline: Implemented by Fall 2013

2. The program should pursue additional articulation agreements with local Colleges and Universities as well as update current agreements as the upcoming program changes are implemented.

The program’s focus is on preparing students for transfer. The program currently has 4 articulation agreements (Temple, Arcadia, Neumann, and Cabrini). These have not been updated recently and will need to be reviewed given the planned changes to the program. There are many more institutions in the area with Theater Programs (e.g. U of the Arts, Rutgers Camden, Drexel, U Penn, Bryn Mawr, Swarthmore, Rowan, Ursinus, West Chester, U of Delaware, DeSales, Lehigh, Cedar Crest, Muhlenberg, Alvernia, and Albright). Additional articulation agreements would provide a number of new options for CCP students hoping to further their studies.

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<sup>8</sup> For a summary of work on this see: Sedlacek, W. (2004) *Beyond the Big Test: Noncognitive Assessment in Higher Education*. Indianapolis: Jossey-Bass.

Who: Curriculum Coordinator, Department Head, Assistant Dean for Liberal Studies

Timeline: Ongoing

3. The program should collect more data (both qualitative and quantitative) as part of its assessment process.

There are some interesting notes in the student surveys, but the numbers are so small that it is difficult to determine whether the responding students are at all representative. The mixed feedback, for example, on the quality of (or need for) courses on the technical aspects of theater or on the need for additional advising are two examples. Further exploration into the graduates' survey feedback on lower self-reports development of interpersonal skills is another area for further exploration. For a program with such close and ongoing contact with students, this should not prove too problematic.

Secondly, there is little information on current or graduated students in the program. As a part of the course assessment process, the department should work with the Director of Academic Assessment to develop short surveys for current students. They should also uncover information about graduated students' current employment and success.

Additionally, it would be particularly valuable to test the premise that English 131: Acting I, English 132: Acting II, English 135: Movement and Dance for Actors, and English 141: Introduction to Technical Theater courses provide opportunities for success that developmental students build on later. These courses are taken by students prior to English 101 readiness and their assessment could serve as an important resource for programs wishing to expand their offerings to students in developmental courses. Assessments from these courses should focus on subsequent success of developmental students who enroll in these courses.

Who: Curriculum Coordinator with Director of Academic Assessment and Evaluation

Timeline: Data Collected and Analyzed by end of Spring 2014 or as scheduled in Assessment Plan.

4. Develop clear goals for enrollment management.

While each of the above recommendations will have some bearing on the program faculty's understanding of enrollment management, there remains a need to develop specific outcomes for enrollment, retention, graduation and transfer goals. Part of this process will entail clarifying an apparent discrepancy between Institutional Research and Departmental records of graduates.

Who: Curriculum Coordinator with appropriate departmental faculty.

Timeline: Plan in place by Fall 2013. Goals of plan to be monitored through annual QVIs.

Appendix A: Current Student Survey

Communications-Theater		Current Students		Responses = 3	
Question	Answer(s)	#	%	Comments	
1	When did you enter the Communications-Theater Program at CCP?	Fall 2008	1	33%	
		Fall 2011	1	33%	
		No Answer	1	33%	
2	Are you attending CCP Full or Part Time?	Full Time	3	100%	
		Part Time	0	0%	
		No Answer	0	0%	
3	The following are reasons that students may list as important to them when they initially enrolled in the Communications-Theater program at CCP. Please number them in order of importance to you.	To earn a certificate	2	3.5	Values represent the average of responses.
		To earn an Associate degree	3	2.7	
		To prepare for transfer to a four year college/university	3	3.0	
		To learn skills needed to enter the job market immediately after CCP	3	3.3	
		To improve my skills for the job that I now have	2	3.5	
		To take courses that interested me	3	3.7	
		Other	0	n/a	
4	What are your current educational goals?	I would love to get a Masters degree in Writing.			
		My current educational goal is to earn an Associate degree in Theatre.			
		I am planning to graduate May 2012. I do plan to continue my education in Fall 2012.			
5	What do you think were the strengths of the CCP Communications-Theater Program?	The Faculty are very informed, helpful and supportive			
		Since I am still fairly new to the program I have not experienced everything that is offered.			
		The Acting Teachers are and have been a great source of information and inspiration. The class schedules are great and the flexibility of them is great for those who have 9 to 5 work schedules. The courses that are required are great choices because they prepare you for what you NEED to know.			

Appendix A: Current Student Survey

6	<p>What do you think needs to be changed or added to the Communications-Theater Program in order to improve the program?</p>	<p>Remove the administration. They are god awful people who don't know their [...] from a hole in the ground as it regards to running a community university. They seem to be preoccupied only with appeasing the school's coffers and striving to make this school more of a university than it should be. This is a community college. It needs to support the community by playing the role of a two-year, preparatory university. People are hurting for money. We literally cannot afford to have this university become another four year institution that drives tuition prices up while lowering the quality of education. The way the administration tries to peddle themselves as a future four year institution is crappy to the community. If Community College of Philadelphia stops being affordable, then the people will have nothing to help them launch above their miserable existences.</p> <p>Since I am still fairly new to the program I have not experienced everything that is offered.</p> <p>There should be more structure during theatre performance communication between the departments involved. There were times when access was needed and not available. Rehearsals were not honored by some faculty when it comes to students participation. Some core classes should be offered in evening for people who have jobs.</p>
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Appendix B: Former Student Survey

<b>Communications-Theater</b>		<b>Former Students</b>		Responses = 5	
Question		Answer(s)	#	%	Comments
1	When did you enter the Communications-Theater Program at CCP?	Fall 2001	1	20%	
		Spring 2010	3	60%	
		No Answer	1	20%	
1a	Did you transfer credits into CCP from another college/university?	Yes	0	0%	
		No	4	80%	
		No Answer	1	20%	
1b	If yes, how many credits?				
2	When did you leave the Communications-Theater program at CCP?	Spring 2007	1	20%	
		Spring 2010	2	40%	
		Fall 2010	1	20%	
		No Answer	1	20%	
3	The following are reasons that students may list as important to them when they initially enrolled in the Communications-Theater program at CCP. Please number them in order of importance to you.	To earn a certificate	3	2.7	Values represent the average of responses; when items were not ranked, all were given a score of 1.
		To earn an Associate degree	2	2.5	
		To prepare for transfer to a four year college/university	1	3.0	
		To learn skills needed to enter the job market immediately after CCP	1	2.0	
		To improve my skills for the job that I now have	1	1.0	
		To take courses that interested me	3	1.3	
		Other	0	n/a	

Appendix B: Former Student Survey

4	What factors led you to leave the Communications-Theater Program before completing it?	I learned skills that I wanted to know	0	0%	<ul style="list-style-type: none"> <li>• I will like to get assistance on returning and learning the changes since I've left CCP.</li> <li>• Transferred to Delaware State University to get the on-campus experience. Now transferring back to CCP but of financial aid issues. (Del State too costly).</li> <li>• Overall, CCP has good facilities with good staff and- a good curriculum.</li> </ul>
		Conflict with work schedule	1	20%	
		Conflict with family responsibilities	1	20%	
		Transferred to another college	1	20%	
		Financial Reasons	0	0%	
		Problems with Financial Aid	0	0%	
		Personal reasons/Illness	1	20%	
		Academic Difficulties	0	0%	
		Courses that I needed were not offered when I needed them	1	20%	
		Courses were not required at transfer institution	0	0%	
		Did not like the program	0	0%	
		No longer interested in the field	0	0%	
		Changed major	1	20%	
Other	0	0%			
5	Do you plan to return to CCP?	Yes	3	60%	
		No	2	40%	
5a	If yes, to what program?	Communications- Theater	3		
5b	What will enable you to return to CCP?	"Motivation." It is overwhelming being out for a while; a lot has changed since I left Community College of Philadelphia.			
		Submitting all paper work on time. Lower cost for school. Not far from home.			

Appendix B: Former Student Survey

6	Which of the following describe what you have done since leaving CCP?	<table border="0"> <tr> <td>Secured employment</td> <td>2</td> <td>40%</td> </tr> <tr> <td>Secured part-time employment</td> <td>2</td> <td>40%</td> </tr> <tr> <td>Attended another 2-year college part time</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Attended another 2-year college full time</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Graduated from another 2-year college</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Attended a 4 year college full time</td> <td>1</td> <td>20%</td> </tr> <tr> <td>Attended a 4-year college part time</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Graduated from a 4-year college</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Attended a graduate school</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Other</td> <td>2</td> <td>40%</td> </tr> </table> <ul style="list-style-type: none"> <li>• Attended technical school</li> <li>• Not much at this time.</li> </ul>	Secured employment	2	40%	Secured part-time employment	2	40%	Attended another 2-year college part time	0	0%	Attended another 2-year college full time	0	0%	Graduated from another 2-year college	0	0%	Attended a 4 year college full time	1	20%	Attended a 4-year college part time	0	0%	Graduated from a 4-year college	0	0%	Attended a graduate school	0	0%	Other	2	40%	
Secured employment	2	40%																															
Secured part-time employment	2	40%																															
Attended another 2-year college part time	0	0%																															
Attended another 2-year college full time	0	0%																															
Graduated from another 2-year college	0	0%																															
Attended a 4 year college full time	1	20%																															
Attended a 4-year college part time	0	0%																															
Graduated from a 4-year college	0	0%																															
Attended a graduate school	0	0%																															
Other	2	40%																															
7	What do you think were the strengths of the CCP Communications-Theater Program?	<p>I miss and loved all of my professors I learned a lot and will love to come back. The strengths of the program are the caring understanding professors.</p> <p>I don't know because I never got to attend a class Community- Communication Arts Theater Program.</p> <p>Very good classes. Teachers were great for the most part.</p> <p>No opinion</p>																															
8	What do you think needs to be changed or added to the Communications-Theater Program in order to improve the program?	<p>Assistance in finding jobs in our field. Another thing can be internships and prepared and readiness in the work field.</p> <p>Again, I don't know.</p> <p>More help supplied and offered to the student choosing classes. Knowing which classes are the right classes and which should be take per semester.</p> <p>No opinion</p>																															

Appendix C: Graduated Student Survey

Communications-Theater		Graduated Students		Responses = 5	
Question	Answer(s)	#	%	Comments	
1	When did you enter the Communications-Theater Program at CCP?	Summer 2005	1	20%	
		2005-2006?	1	20%	
		Summer 2006	1	20%	
		Summer 2008	1	20%	
		No Answer	1	20%	
1a	Did you transfer credits into CCP from another college/university?	Yes	1	20%	
		No	4	80%	
		No Answer	0	0%	
1b	If yes, how many credits?				
2	When did you graduate from the Communications-Theater program at CCP?	Spring 2006	2	40%	
		Spring 2009	1	20%	
		Spring 2011	1	20%	
		Summer 2011	1	20%	
		No Answer	0	0%	
3	The following are reasons that students may list as important to them when they initially enrolled in the Communications-Theater program at CCP. Please number them in order of importance to you.	To earn a certificate	1	7	Values represent the average of responses; when items were not ranked, all were given a score of 1.  *To explore what other careers I might be interested in and not put my education on hold.
		To earn an Associate degree	4	1.0	
		To prepare for transfer to a four year college/university	3	2.7	
		To learn skills needed to enter the job market immediately after CCP	1	4.0	
		To improve my skills for the job that I now have	2	1.5	
		To take courses that interested me	3	2.7	
		Other*	1	6.0	

Appendix C: Graduated Student Survey

4	Which of the following describe what you have done since leaving CCP?	Attended a four-year college/university fulltime	3	60%	
		Attended a four-year college/university part time	0	0%	
		Graduated from a four-year college/university	2	40%	
		Attended a graduate school	0	0%	
		Secured full time employment	1	20%	
		Secured part time employment	1	20%	
		Other	0	0%	
5	After graduating from CCP, did you attend another academic institution?	Yes	3	60%	
		No	2	40%	
5a	If yes, provide the name of the institution, date started, and major	Temple University	Fall 2011	Theater	
		Temple University	Fall 2006	Film and Media	
		Temple University	Spring 2010	Theater	
5b	Present enrollment status at the college of institution listed above	Still attending full time	1	20%	FMA, 2008 Theater (BA), Spring 2011
		Still attending part time	0	0%	
		Stopped before graduating	0	0%	
		Graduated	2	40%	
6	If you transferred to another college/institution, how well did the CCP Communications- Theater Program prepare you for the academic demands at the college to which you transferred?	Preparation was excellent	1	20%	There, are hardly any Theater classes that span more than just acting. [...] I didn't learn much of anything in [the technical theater] class!  The acting classes could have been more stringent.
		Preparation was good	1	20%	
		Preparation was fair	1	20%	
		Preparation was not helpful	0	0%	
		No Answer	2	40%	
7	What do you think were the strengths of the CCP Communications-Theater Program?	Welcoming, friendly, not much pressure			
		The strengths are very high. I made a lot of friends, met and learned from great professors.			
		The hands on experience- - being a part of a play, going to plays, building the set. . . etc.			

Appendix C: Graduated Student Survey

8	What do you think needs to be changed or added to the Communications-Theater Program in order to improve the program?	Better facilities than the basement, more working professionals from Philly on staff I think more classes in other areas of theater should be considered for the curriculum. [...] You need to ... [find more faculty] that bring professional theater experience to the program.
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## Appendix D: Assessment Plan

(Insert Document Here)

Appendix E: Quality/Viability Indicators for Communications: Theater

**Community College of Philadelphia**  
**Academic Affairs**  
**PROGRAM PERFORMANCE INDICATORS**

Program: Communication Arts – Theatre Option Date June 28, 2011

Quality Indicators	SCORE						Comments
	4	3	2	1	0	NA	
<b>Student Learning Outcomes</b>		X					Recently approved curriculum revision includes documentation of expected program and course learning outcomes. A five-year plan to assess program and course outcomes has been laid out and will commence in Fall 2011.
<b>Professional Development-Full Time Faculty</b>		X					Full time theatre faculty participate in curricular, departmental and College meetings and events and are engaged with theatre practitioners and organizations outside the College.
<b>Faculty Evaluation</b>			X				All part-time acting faculty were observed Spring 2011. New criteria for faculty were developed in Spring 2008 and implemented in Fall 2009.
<b>Faculty Engagement</b>	X						Full-time theatre faculty belong to professional theatre organizations, organization events and workshops with professional theatre artists and provide performance opportunities for students outside class activities.
<b>Accreditation</b>						X	
<b>Facility Oversight</b>							New space is under constructions for the Theatre Program.
<b>Program Alliances</b>			X				Articulation agreements currently exist with six area institutions.
<b>Academic Program Innovation</b>			X				Faculty developed and implemented student film festival Spring 2011. Festival will be major curricular event for showcasing student work each Fall semester.
<b>Strategic Planning</b>			X				Program is identifying and prioritizing new articulation partners.



Appendix E: Quality/Viability Indicators for Communications: Theater

**Community College of Philadelphia**  
**Academic Affairs**  
**PROGRAM PERFORMANCE INDICATORS**

Viability Indicators	SCORE						Comments
	4	3	2	1	0	NA	
<b>Documented Need</b>						X	Transfer program
<b>Enrollment</b>							Spring 2010 increase 11% over Fall 2009; 18% decrease Spring 2010 to Fall 2010. Overall decline 9.4%. Program enrollment consistently fluctuates. Do not have to use capacity data use only percent data unless you have capacity data.
<b>Cost to Operate</b>			X				Slightly above the median
<b>Benefit</b>			X				The Program supports the goals and objectives of the major plans of the College and offers courses open to all students, providing developmental students with the opportunity for college-level work concurrent with developmental coursework.
<b>Fall to Fall Retention</b>					X		Slight decline Fall 2008 to Fall 2009. Less than 60% but consistent with College-wide rate.  Do not use quartiles for 2010-2100. Use only percent data.
<b>Fall to Spring Retention</b>				X			Slight improvement Fall 2008 to Spring 2009 and slightly higher than College-wide rate.  Do not use quartiles for 2010-2011. Use only percent data.
<b>Graduation Rates</b>							Omit for Fall 2010 unless you have accurate data.
<b>Transfer Rates</b>							Omit for Fall 2010.
<b>Employment</b>							Omit for Fall 2010.
<b>Degrees Awarded</b>				X			Numbers are small and reasonably consistent (6-8), with 2-year increase of 17%

Theater Program - Assessment of Student Learning Outcomes

Responsible person(s) Peggy Mecham

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Use the body as a performance instrument and understand and perform the basic principles, techniques and styles of body movement and dance	Begin assessment cycle Fall 2011	Assessment will be performed by grading from a standard rubric Assessment will be performed through embedded test questions Assessment will be performed with written faculty critiques	70% of Program students will be able to demonstrate proficiency
Create characters, perform scenes and monologues, and improvise in performance	Begin assessment cycle Fall 2012	Assessment will be performed by grading from a standard rubric Assessment will be performed through embedded test questions Assessment will be performed with written faculty critiques	70% of Program students will be able to demonstrate proficiency
Build, design, paint and light stage scenery	Begin assessment cycle 2013	Assessment will be performed by grading from a standard rubric Assessment will be performed through embedded test questions Assessment will be performed with written faculty critiques	70% of Program students will be able to demonstrate proficiency

Theater Program - Assessment of Student Learning Outcomes

Responsible person(s) Peggy Mecham

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Understand and write about performance and theater with the vocabulary of the field	Begin assessment cycle Fall 2011	Assessment will be performed by grading from a standard rubric Assessment will be performed through embedded test questions Assessment will be performed with written faculty critiques	70% of Program students will be able to demonstrate proficiency
Read and write about significant dramatic literature, with particular emphasis on an understanding and appreciation of both theatrical and literary techniques	Begin assessment cycle Fall 2012	Assessment will be performed by grading from a standard rubric Assessment will be performed through embedded test questions Assessment will be performed with written faculty critiques	70% of Program students will be able to demonstrate proficiency
Participate in every aspect of the rehearsal process and the presentation of a play	Begin assessment cycle 2013	Assessment will be performed by grading from a standard rubric Assessment will be performed through embedded test questions Assessment will be performed with written faculty critiques	70% of Program students will be able to demonstrate proficiency

English 131 - Assessment of Student Learning Outcomes

Responsible person(s) \_Peggy Meacham, Curriculum Coordinator

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Discover the use of his/her body and voice as acting tools	Begin assessment cycle Fall 2011	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Develop an awareness of imagination as an acting skill	Begin assessment cycle Fall 2012	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Identify the foundations and principles of acting, including basic theatre/stage terminology	Begin assessment cycle 2013	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Appreciate the collaborative nature of the art of theatre	Begin assessment cycle 2014	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Create characters	Begin assessment cycle 2015	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Recognize the importance of observation, concentration and listening in the art of acting	Begin assessment cycle 2015	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency

English 132 - Assessment of Student Learning Outcomes

Responsible person(s) \_Peggy Meacham, Curriculum Coordinator

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Employ knowledge of the body and voice as instruments	Begin assessment cycle Fall 2011	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Expand on the work in Acting 1, specifically creating increasingly complex characterizations	Begin assessment cycle Fall 2012	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Write in the vocabulary of performance	Begin assessment cycle 2013	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency

English 135 - Assessment of Student Learning Outcomes

Responsible person(s) \_Peggy Mecham, Curriculum Coordinator

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Create movement to communication specific ideas	Begin assessment cycle Fall 2011	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Develop an awareness of the body in motion	Begin assessment cycle Fall 2012	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Differentiate various elements in movement, effort/shape	Begin assessment cycle 2013	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Identify styles of dance	Begin assessment cycle 2014	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Relate specific movements to actor's intentions	Begin assessment cycle 2015	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency

English 137 - Assessment of Student Learning Outcomes

Responsible person(s) \_Peggy Mecham, Curriculum Coordinator

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Analyze plays in performance	Begin assessment cycle Fall 2011	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency
Recognize the human performance instinct found worldwide, including the importance of ritual and myth	Begin assessment cycle Fall 2012	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency
Explain major theatrical movements in history, for example, Classical, Naturalism and the Avant Garde	Begin assessment cycle 2013	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency
Explain major global theatrical styles and functions	Begin assessment cycle 2014	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency
Define the literary language of scripts	Begin assessment cycle 2014	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency
Identify the structure of theatre organizations and possible careers in theatre	Begin assessment cycle 2015	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency

English 141 - Assessment of Student Learning Outcomes

Responsible person(s) \_Peggy Mecham, Curriculum Coordinator

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Build and paint set elements	Begin assessment cycle Fall 2011	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Analyze scripts for design	Begin assessment cycle Fall 2012	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Employ safe and team building work practices	Begin assessment cycle 2013	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Create a stage model or design	Begin assessment cycle 2014	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency
Critique the set	Begin assessment cycle 2015	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency



English 142 - Assessment of Student Learning Outcomes

Responsible person(s) \_Peggy Mecham, Curriculum Coordinator

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Employ effective physical and vocal techniques	Begin assessment cycle Fall 2011	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Analyze scripts	Begin assessment cycle Fall 2012	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Create characters	Begin assessment cycle 2013	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Learn the role of the actor in the rehearsal and performance process	Begin assessment cycle 2014	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency
Critique their performances	Begin assessment cycle 2015	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency

English 115 - Assessment of Student Learning Outcomes

Responsible person(s) \_Peggy Mecham, Curriculum Coordinator

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Employ effective physical and vocal skills in the delivery of speeches	Begin assessment cycle Fall 2011	Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Identify speaking genres, organization structures, audience and occasion	Begin assessment cycle Fall 2012	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency
Compose purposeful and coherent speeches	Begin assessment cycle 2013	Students will be assessed by a standard rubric Students will be assessed through written faculty critique	70% of students will meet the specified proficiency
Develop receptive and critical listening skills	Begin assessment cycle 2014	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency
Assess respectful and ethical persuasive techniques	Begin assessment cycle 2015	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency

English 107 - Assessment of Student Learning Outcomes

Responsible person(s) \_Peggy Mecham, Curriculum Coordinator

Date: April 29, 2011

Outcome	Timeline	Assessment tool(s)	Expected Benchmark
Explain how mass media both shapes and reflects society	Begin assessment cycle Fall 2011	A cohort of students will be assessed through embedded test questions.	70% of students will meet the specified proficiency
Discuss theories, developments and effects of mass communication	Begin assessment cycle Fall 2012	Students will be assessed through embedded test questions	70% of students will meet the specified proficiency
Discuss the major forms of mass media and explain how they differ from one another	Begin assessment cycle 2013	Students will be assessed through embedded test questions	70% of students will meet the specified proficiency
Explain how technological advances have changed (and continue to change) the form, content and role of mass media	Begin assessment cycle 2014	Students will be assessed through embedded test questions	70% of students will meet the specified proficiency
Demonstrate media literacy skills that will help students become knowledgeable receivers of information delivered through mass communication	Begin assessment cycle 2015	Students will be assessed by a standard rubric	70% of students will meet the specified proficiency

**COMMUNITY COLLEGE OF PHILADELPHIA**  
**MATHEMATICS DEPARTMENT**

**Response to the Proposal to Form a New  
Developmental Mathematics Department**

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*From a perspective of attaining mathematical competence,  
teaching elementary mathematics does not mean bringing  
students merely to the end of arithmetic or to the beginning  
of “pre-algebra.” Rather, it means providing them with a  
groundwork on which to build future mathematics learning.*

*– Liping Ma, 1999*

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**Summary:**

On Monday, November 12, 2012, Vice President of Academic Affairs Judith Gay presented to the Mathematics Department a formal proposal to create a new Developmental Mathematics Department.<sup>[1]</sup>

**The Mathematics Department is firmly against this proposal on the following grounds:**

- 1) The proposal does not present a cogent rationale or verifiable evidence that the formation of a new department will have any educationally significant expectation of addressing the issues of concern of the Vice President.
- 2) The Mathematics Department has been addressing these concerns in various ways for many years and approached the Vice President in 2005 with a comprehensive plan grounded firmly in evidence supported by national studies.<sup>[2]</sup> This plan has received little continued support from the College administration. The department has been developing strategies grown from this plan in subsequent years and has evidence of improvement within reasonable expectations.
- 3) The potential consequences of the proposal are far-reaching and without careful consideration could lead to profound and highly undesirable repercussions relating to, among other things, the administration of personnel, the articulation of standards between the developmental and the regular departments, as well as how the elementary courses transfer to other institutions.

## **Introduction**

The Mathematics Department has always been concerned about its elementary offerings, typically labeled “developmental” courses, and the learning experiences that students have when taking them. These courses cover topics and concepts that are essentially learned in primary and secondary school. Math 016 Arithmetic contains concepts typically learned in school roughly up to grade 5. Math 017 Elementary Algebra and Math 118 Intermediate Algebra topics are learned in grades 6 through about 10. Collectively the elementary courses cover the development of mathematical knowledge that a student would learn over the course of about 7 to 10 years.

It is plainly clear that student performance in elementary math courses around the country is a problem and CCP is not atypical in that respect. The Mathematics Department, not being content with these lackluster results, has spent much time discussing the underlying issues as well as implementing changes in teaching methods on an individual basis in an attempt to improve performance and understanding. Some have even created their own class notes. Previous collective attempts to address student performance have been tried but have not had the lasting impact desired. Eight years ago, the department created and instituted a comprehensive plan to address the issues of concern in the elementary mathematics arena and has continued to develop these initiatives, frequently with little support from the College. Among the many products of these initiatives is the creation of foundational materials for the elementary math courses developed by departmental faculty as well as comprehensive uniform departmental final exams drawn from banks of over 2000 exercises created with the participation of departmental faculty. These materials have been publicly available since Spring 2010 and currently reside on the departmental website.<sup>[3]</sup>

The overarching goal of the department for students in the elementary courses is the acquisition of lasting mastery of the concepts presented. We see the maintenance of standards at all levels and the certification of proficiency to those who demonstrate adequate mastery as integral to meeting our objective. In this way, we wish to avoid setbacks in subsequent student endeavors that call for mastery of the mathematical concepts found in the elementary courses. Our goals are supported by and coincide with current literature, research and reports in developmental mathematics.<sup>[2]</sup>

In 2005, the Committee for Elementary Mathematics and its Effects on the Curriculum (CEMEC), consisting of math faculty, developed a comprehensive plan addressing issues they perceived within the elementary courses such as math placement and barriers to success like students’ difficulty (at all levels) with the arithmetic of fractions.<sup>[4]</sup> Dr. Gay suggested they create a pilot to study various aspects of the plan they had developed. A report on this pilot was compiled and presented in Fall 2008.<sup>[5]</sup>

Results from this report as well as more recent data provide some evidence that the department’s objective of students acquiring lasting mastery is being achieved. The Vice President’s proposal operates from a preoccupation on student pass rates as a global measure of the effectiveness of a course. The department asserts that this is too narrow a metric as it does not measure whether students have truly internalized the concepts. A student’s success throughout his or her mathematical courses is a much more appropriate measure of success than raw pass rates. Many students do not “succeed” in a particular course for reasons beyond the control of the College. What students know and can demonstrate they have learned upon completion of a sequence of courses is the critical test of student performance and the effectiveness of those courses. All curricula that require any mathematical knowledge of their students directly benefit from efforts of the department to enhance long-term learning.

The proposal to create a new developmental mathematics department because “our current approach to developmental mathematics is not working” overlooks the fact that the department is

engaged in comprehensive efforts to address these issues of concern. With little more to go on, the proposal appears to be primarily motivated by dissatisfaction that certain short-term student outcomes (in contrast to lasting mastery) are not being realized.

### **The Vice President's Proposal**

Dr. Gay claims that the creation of a new department to oversee developmental mathematics is “a reasonable approach to organizing our effort.” She cites two studies into the comparative effectiveness of centralized (separate departments) vs. decentralized (single department) models for developmental math and also refers to efforts at area colleges that have had some success in improving developmental math as part of her argument for a new department.

Dr. Gay refers to two articles: *Program Components and Their Relationship to Student Performance*, by H. R. Boylan, L. B. Bliss and B. S. Bonham,<sup>[6]</sup> and *The Location of Developmental Education in Community Colleges: A Discussion of the Merits of Mainstreaming vs. Centralization*, by D. Perin.<sup>[7]</sup> Dr. Gay states, “one of the advantages of the centralized approach is the focus it brings to working on developmental education.” Both articles discuss the correlation between the organizational model and student performance; however, neither claims that the success that was observed was a consequence of the organization model. Dolores Perrin in her conclusion to the latter article writes:

“Although centralized models have been recommended by experts in the field, Boylan and his colleagues (Boylan et al., 1997; Boylan, 1999) suggest that it is not the centralization itself that might be responsible for superior outcomes but the fact that this structure makes it easier to coordinate services and promote communication among staff. Coordination and communication may come more easily in a centralized model but are, of course, entirely possible in a situation where remedial education is incorporated in a larger department.”<sup>[8]</sup>

Based on the available research, centralizing developmental mathematics into its own department is neither necessary nor sufficient for effective developmental mathematics education. In fact there is almost no recent literature about developmental mathematics that recommends a centralized approach. Interestingly, many studies have criticized common U.S. methodologies for focusing “almost entirely on practicing routine procedures, with virtually no emphasis on understanding of core mathematics concepts that might help students forge connections among the numerous mathematical procedures that make up the mathematics curriculum.”<sup>[9]</sup> A centralized model may have difficulty forging these connections without a clear understanding of what students will be expected to know once they leave the developmental environment.

Dr. Gay also mentions effective initiatives at area colleges. While there may be something to learn from these efforts, all of these institutions have implemented their changes within a decentralized system. None have separate developmental mathematics departments. We are aware of several of these initiatives and wish to obtain objective comparative statistics on their efficacy in order to better understand what they have achieved. One faculty member from Delaware County Community College commented that being able to teach both developmental and non-developmental courses permits her a clearer understanding of what students will encounter and assists her in her lesson development.<sup>[10]</sup> The promising initiatives at these area colleges might not have been as effective coming from a centralized model and perhaps may have never happened without the broader decentralized structure.

It is misleading to compare developmental math at CCP to the community colleges in Bucks, Delaware and Montgomery counties, whose incoming students are very different than ours with regards to educational background, age and socio-economic status. According to IR Report #230, “developmental math students at CCP were much less successful than students at other PA community colleges.”<sup>[11]</sup> Considering that on average CCP students tend to be older than at other community colleges and many are products of the Philadelphia public school system (which has its own problems in mathematics), the lower success rate is not particularly surprising. It is not a stretch to understand that on average a CCP student will have less mathematical ability when entering college than a student entering a suburban community college who has recently graduated high-school. Social characteristics that have been shown to correlate with educational success, such as median family income and unemployment, are significantly worse in Philadelphia, yet we compare favorably in many aspects to our neighbor institutions. CCP’s completion, transfer and goal attainment rates are comparable to nearby community colleges.<sup>[11]</sup> Failing to factor the background of our student body into any assessment of developmental education reform brings the validity of the assessment into question.

Dr. Gay argues that the Mathematics Department has not achieved improvement in developmental mathematics. She does not opine whether the department will not or cannot achieve such improvement in outcomes but only that a new direction incorporating new focus and new thinking (perhaps by way of new faculty) is required. We claim that she has not shown sufficient cause for such a change nor enough detail as to why a new department will bring about the outcomes she desires.

### **Developmental Mathematics at CCP**

Developmental mathematics at CCP has always been an area of concern to the Mathematics Department. In 2004, several math faculty formed the Committee for Elementary Mathematics and its Effect on the Curriculum (CEMEC). Over the course of a year it developed a comprehensive plan to address problems in developmental mathematics.<sup>[4]</sup> After some modification, a pilot to explore some of the ideas in the plan was approved by the College administration. Features of the pilot were discussed by math faculty at a NADE conference in 2006 and many thought it was a well-formed, carefully considered plan. Although the pilot had some disruptions, it was carried out, concluding in 2007. A report was written and presented to the administration in 2008.<sup>[5]</sup> Although the department felt some of the results had promise, the administration chose not to continue support for the initiatives in the pilot. Although the CEMEC initiative enjoyed a very brief time as part of *Achieving the Dream*, it was ultimately discontinued by the College.

As an outgrowth of CEMEC, several of its original members developed the materials used for the pilot into finished texts to be used by interested faculty. These materials are still in use today and are publicly available on the departmental website.<sup>[3]</sup> Math 016 Arithmetic and Math 017 Elementary Algebra were eventually revised to better resemble the models proposed by CEMEC. At the same time that these revisions went into effect, uniform departmental final exams were instituted, in Spring 2010.

Current departmental efforts in developmental mathematics include ideas from the original CEMEC proposal: revision of the math placement process, better advising regarding developmental math, improvements to Math 016 and 017, as well as course development designed to give students better pathways to college readiness, and a selection of courses that meet the math General Education requirement that are alternatives to Math 118. These plans have been shared with Dr. Gay. Details of these efforts will be incorporated in a dynamic document called the *MathTree*. It will include descriptions and status of current and completed projects. It will be available on the departmental website soon.

All these efforts stem from the department's objective to provide students the opportunity to learn and acquire lasting mastery of the material. We are not only interested in whether a student passes an elementary course, but also whether that student is able to take the knowledge forward and succeed in subsequent courses (and not only in mathematics course, but also any course that has a mathematical prerequisite). The critical question is whether the student truly knows what he or she needs to know in order to succeed at college.

In the interest of full disclosure, the grade distribution rates for Maths 016, 017 and 118 for Spring 2008 through Spring 2012 are listed below:

Term	Math 016 Arithmetic			Math 017 Elementary Algebra			Math 118 Intermediate Algebra		
	P	MP/F	W	P	MP/F	W	A/B/C	D/F	W
SP 2008	55.0	32.0	13.0	51.0	39.0	10.0	50.0	30.0	19.0
FL 2008	61.3	31.5	7.2	54.9	34.1	11.0	52.4	30.9	16.7
SP 2009	52.5	37.1	10.4	51.9	35.8	12.2	50.8	29.3	19.8
FL 2009	59.5	33.6	7.0	50.5	38.1	11.4	51.4	34.5	14.0
SP 2010	42.6	43.0	14.4	39.9	44.6	15.5	43.2	35.5	21.2
FL 2010	54.3	37.0	8.7	43.0	44.1	12.9	41.8	39.1	19.1
SP 2011	43.7	44.0	12.4	45.1	39.7	15.2	43.1	36.4	20.5
FL 2011	42.6	46.6	10.8	46.7	41.6	11.6	43.2	39.2	17.6
SP 2012	44.9	42.8	12.3	41.7	45.8	12.5	43.4	39.1	17.5

All values are expressed as percentages.

Successful outcomes: P = Pass, A/B/C

Unsuccessful outcomes, MP/F = Making Progress/Fail, D/F, W = Withdrawn

Note: The double underline indicates where the departmental final exam was instituted.

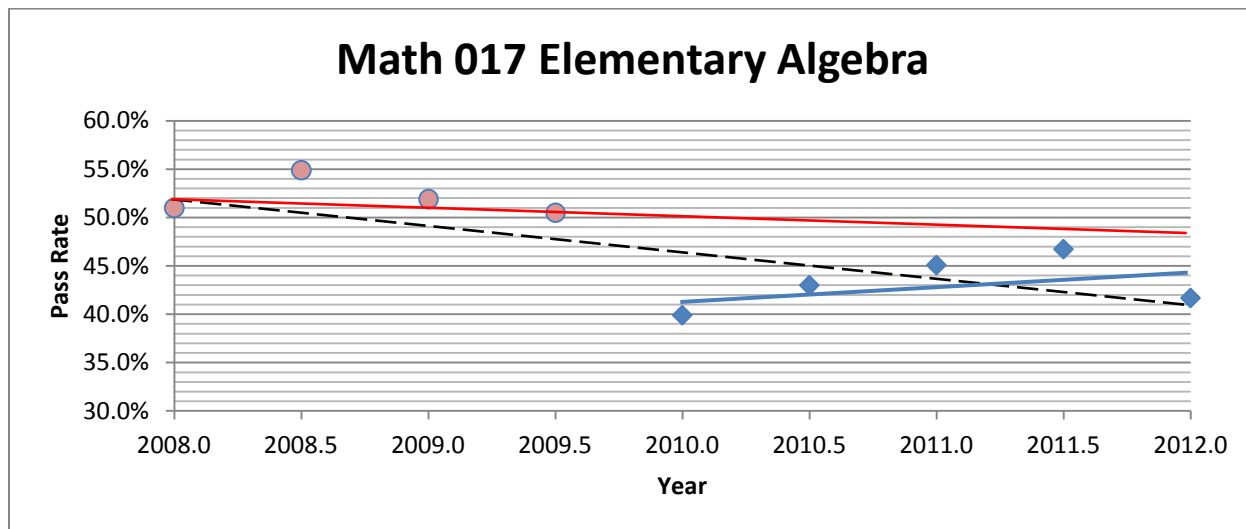
(We are considering a D an unsuccessful outcome for Math 118 as it does not meet prerequisite requirements, however it may meet general elective requirements for success.)

Dr. Gay described this data as not showing improvement. If there had been no change in the composition of the courses over this period, we would agree. As one can see from the chart above the success rates for each of the elementary courses experienced a drop during Spring 2010. This coincides with the implementation of the departmental final exam in all three courses as well as the first use of the revised course content for Maths 016 and 017. The department expected there to be a drop as a uniform standard was established and new revisions were implemented. However, we were disappointed that the decreases were as significant as they were.

If one looks at a trend line (or regression line) for each of the courses over the whole period Spring 2008 to Spring 2012, the lines are clearly going down. However, if you look at the trend lines for the periods Spring 2008 to Fall 2009 and Spring 2010 to Spring 2012 separately, it is interesting to see that the lines in the latter half are increasing while trend lines from the earlier half are relatively flat or slightly decreasing.



As an example, let's examine Math 017:



Spring = 20xx.0, Fall = 20xx.5. Red circles are before the revision. Blue diamonds are after the revision.

It is clear that if the two periods are separated, the trend lines give a clearer picture of what is happening in the course. The red line is the trend line for the previous version of Math 017. It had a slight downward trend, decreasing by about 0.9% per year (this translates into about 12- 15 fewer students passing each year on average). The blue line indicates an upward trend of about 1.5% per year (about 20 – 25 more students passing per year on average). If one continues these trend lines forward, the blue line overtakes the red line in Fall 2013. The dashed line is the trend line for the entire period and does not give an accurate measure of the situation. Data for Math 016 and 118 show mildly positive trend lines in the latter period as well.

All of the previous data assume success is measured against the total number of students enrolled at the 20% census. If one measures the success against the number of students who complete the course (that is, ignoring withdrawals), one will see the relative success rates are 58.6% for developmental math courses as a whole.

It has been observed that while not successfully completing English 101 is a barrier to fully participating in a college education at CCP, it is unsuccessfully completing Math 118 that is the barrier to completing a credential for many students. Students who struggle with Math 118 tend to reach this barrier near the end of their career at CCP and this proximity to graduation casts disproportionate emphasis on the exigency of reforming developmental mathematics. Struggling with English 101, being nearer the beginning of one's studies, creates much less angst in this regard. I have not yet seen an analysis to determine how much of the College's graduation rate is affected by not successfully completing English 101 in contrast to Math 118.

The Mathematics Department is currently working on new revisions of Math 016 and 017, incorporating what the department has learned from the two years that the current version has been used, as well as being aligned with national research and best practices.<sup>[2]</sup> Additionally it is developing new courses that meet the math General Education requirement to serve as alternatives to Math 118. Members of the department are exploring new pathways for each student to complete his or her

developmental math education in the most appropriate fashion. We expect this exploration to lead to new curriculum development, much of it adapting and modifying various successful models to the needs of CCP students. Through these efforts we hope to increase the number of developmental math students that reach college-readiness.

All of this effort is clear evidence of “concerted, focused attention.” More than half of the full-time faculty members teach more elementary courses than higher level courses. On average, the portion of a full-time faculty member’s load that is elementary is 54.5%. Several faculty members teach nothing but elementary courses. The vast majority of the adjunct faculty members teach exclusively elementary courses. The belief that a typical faculty member is aloof to the issues in developmental mathematics would be absurd. Mathematicians discuss mathematics at all levels and see little distinction between elementary mathematics and more advanced topics and understand the deep importance of the foundational knowledge one needs to progress in one’s mathematical studies. Results at higher levels inform the teaching at lower levels. Without a clear perspective of the discipline from the highest and most abstract to the lowest and most simple, it would be very difficult to construct the appropriate scaffolding of knowledge needed on which to build future understanding. Removing the discussion of developmental mathematics from the greater context and relegating it to a separate department is at best short-sighted and at worst, disastrous.

### **Potential Issues**

Creating a new department poses multiple challenges beyond the mere logistics of selecting a new department head, forming hiring and lateral transfer criteria, seeking new faculty, and allocating resources. There are also issues of what impact the separation of a student’s mathematical experience across two departments will have, the coordination between the two mathematics departments, the delicate and potentially problematic decisions about the fate of current faculty and how courses controlled by a developmental department may be viewed by transfer institutions or accrediting organizations.

A significant concern that the Mathematics Department has regarding the formation of a new department is the potential disarticulation of standards between the two departments. There are two great pressures experienced in developmental education – the need to increase successful completion and persistence rates and the desire for high standards. Although ideally these pressures are managed jointly, compromise of the integrity of the program by altering learning outcomes, easing on assessment or inflating grades is an ever present temptation. Even with great vigilance, lowering of standards may occur incrementally and unnoticed when the department is primarily concerned with getting students to the end of their developmental sequence with little thought to more advanced study. This potential decay of integrity is more severely arrested when overseen by a department that sees the elementary courses as steps along a longer path as would be true in a decentralized model.

Although members of the Mathematics Department of Camden County College, which has two departments, have great respect for their colleagues in the Academic Skills Math (ASM) Department, relations between the two have been strained much of the time owing to the dissatisfaction with the

ability of students who come through their developmental math at the college and are concerned with the standards set by the ASM program. There has been some talk of instituting an entrance exam to the upper level courses, but the problem of students passing their last developmental course but not being able to pass the entrance exam has proven to be a sticking point.<sup>[12]</sup> This discord of developmental objectives and non-developmental expectations is epitomized by the frequently frustrating gap between high-school exit criteria and college entrance requirements. It is entirely possible that eventually students could pass Math 118 and not have sufficient knowledge to succeed in subsequent courses. The Mathematics Department does not wish for this sort of dysfunction ever to be possible in the mathematics curriculum.

Nationally, there is a trend away from centralized developmental math models. In 1997, Bucks County Community College moved the Basic Algebra course that had been controlled by the developmental education program into the regular math department because it “would allow for continuity in the mathematical curriculum and consequently a smoother transition for students to higher levels of mathematics. In order to best prepare students, it is essential for instructors to have a full view of ‘what comes later.’ By isolating this course into its own sphere, students are often deprived of this wider view since none of the instructors in Developmental Education teach higher level courses and consequently do not have this view of the sequence of math courses.”<sup>[13]</sup> The two math departments of Salt Lake Community College recently merged, allowing the combined faculty to address the huge chasm between the developmental and regular math courses as well as break down barriers resulting from the silo effect.<sup>[12]</sup>

Working on improving the elementary mathematics experience at CCP is of great interest to the math faculty. Not wishing to lose connection with the full spectrum of math courses, many math faculty members may not laterally transfer into a new developmental mathematics department. Such faculty members will have greater difficulty participating in the developmental math conversation and may be viewed as interlopers. Not long ago, the Biology Department of the University of Pennsylvania chose not to split into separate departments in order to preserve cross-disciplinary interaction and curriculum development. Other biology departments that have split are now facing communication and integration challenges stemming from increasing interconnectedness of the sub-disciplines. Coordinating developmental math efforts across departments is at best inelegant and more likely unnecessarily Byzantine. Forming a new department creates a wasteful impediment to joint curricular innovation.

There has been some discussion in the past of hiring new faculty with credentials in Math Education as a way of introducing new thinking and perspectives into the developmental math conversation. The department has participated in four years’ worth of hiring cycles for such faculty and although some candidates met the mathematical standards of the search committees and were recommended, the experience was disappointing overall. Potential candidates with a thorough understanding of all levels of mathematics may be more likely to apply for a developmental position within a larger math department than for a position within a department devoted to basic skills because they are leery of the downward slide of standards that plagues remedial programs or wish to teach some advanced courses. This aversion can create a self-fulfilling prophecy when such programs are staffed entirely by faculty who are unacquainted with all levels of mathematics. Very few of the candidates

recommended by the hiring committees were approved by the administration and only one accepted a position. Candidates that had experience in curriculum development, expertise in teaching developmental mathematics and what Dr. Liping Ma calls “a profound understanding of fundamental mathematics”<sup>[14]</sup> expected by the department were few and far between. The necessary perspective to comprehensively instill lasting mastery through promoting understanding of mathematical principles requires a deep exposure to higher-level mathematics – an exposure that in the experience of the department faculty has been unfortunately rare in the Math Education field. The department would welcome the opportunity to interview such candidates and regrets not having had more opportunity to do so. While we understand that only a few students will become mathematicians, engineers or physicists, we believe students should have a solid foundation in the basic mathematics one needs to be an effective and competent citizen. Creating a department that does not value a deep mathematical perspective would lead to the formation of a curricular community with an incomplete vision of what developmental mathematics students need – a situation that may achieve short-term success but fosters little long-term success.

The department employs roughly 30 full-time, 5 or 6 visiting lecturer and about 100 adjunct faculty. It offers approximately 300 math sections, of which close to 240 are elementary. Assuming all elementary sections are moved to a new developmental department, there would then be 60 or so non-elementary sections remaining in the regular department. This is barely sufficient to support the 30 full-time faculty even providing that half their load is elementary. This sharing of load would of course need the approval of the new department. Some full-time faculty might choose to laterally transfer into the new department, but many would not. Almost all of the adjunct faculty would need to request work in the new department and the fate of visiting lectureships is unclear. Details as to how all of these faculty management issues are to be handled are absent from the proposal and would have to be dealt with carefully as there are sensitive contractual issues involved. Even with some new developmental math faculty, the majority of the course sections would most likely be taught by the same faculty who are teaching them now. If for the most part the same faculty teach the elementary courses and limitations to effective innovation manifest, one might ask what educationally significant difference one expects from creating the new department – a decision that would affect the college experience of up to 12,000 students a year.

Math 118 Intermediate Algebra currently earns students credit toward graduation and is consequently considered a “college” course. Although many colleges do not permit it to transfer and require students to fulfill college level mathematics requirements there, Math 118 is viewed as meeting some college requirement by other institutions and accrediting bodies. Assigning Math 118 to a developmental mathematics department risks losing this last veneer of credibility and it may cease to be viewed as meeting a college requirement elsewhere. This could ultimately lead to Math 118 losing its ability to earn graduation credit, directly threatening many students’ ability to meet a math General Education requirement. It might also have detrimental effects in accredited programs that require a college-level math course. Math 118 losing its “college” level status would add significant barriers to students completing a credential and depress graduation rates.

Even if only a few of these consequences were to occur, they would have a serious negative impact on developmental mathematics at CCP. For many, the “path to possibilities” could become a railway to the educational burial ground.

## **Conclusion**

The Vice President’s proposal seems to imply that the “our current approach...is not working” because the current Mathematics Department is not engaging in the right activities to bring about the desired improvements. We contend that not only are we having some success but that our efforts are in alignment with current research and thinking in the field. The proposal implies that there is a lack of focus within the Mathematics Department. The fact that the department has been working diligently on a greater vision of developmental mathematics based on a comprehensive plan for the better part of eight years shows that we are clearly focused in our efforts. The proposal claims that forming the new department will engender the necessary focus to bring about improvement in student success and that in the absence of any compelling evidence, “reasonable” is somehow a sufficient criterion for implementing such a drastic and difficult to reverse change. It presupposes that the benefits of forming the new department outweigh any negative consequences caused by its formation and will not distract or detract from those efforts currently underway to improve student success. Creating a new department would also involve significant expenditure – funds that maybe be better spent elsewhere.

In light of the reasons described in this document, the CCP Mathematics Department believes that the formation of a new developmental mathematics department is an unwarranted and unwise course of action and strongly recommends that the proposal to form a new developmental mathematics department not be approved.

Respectfully.

Brenton A. Webber  
Mathematics Department Head

6 December 2012

## End Notes

- [1] [\*Proposal for a Developmental Mathematics Department\*](#), J. Gay (CCP, November 2012)
- [2] [\*Thomas B. Fordham Foundation: The State of State Math Standards 2005\*](#), Thomas B. Fordham Foundation, 2005.
- [\*Undergraduate Programs and Courses in the Mathematical Sciences: Committee on the Undergraduate Program in Mathematics \(CUPM\) Curriculum Guide\*](#), Mathematical Association of America Committee on the Undergraduate Program in Mathematics (2004).
- [\*Crossroads in Mathematics: Standards for Introductory College Mathematics\*](#), American Mathematical Association of Two-Year Colleges (2004).
- [\*Best Practices in Developmental Mathematics\*](#), Developmental Education Advisory Council, Illinois Mathematics Association of Community Colleges (2011)
- [\*Developmental Education Policy Recommendation\*](#), Ohio Association of Community Colleges (2011)
- [\*Teaching and Learning Developmental Mathematics at Community College\*](#), F. Apfaltrer, M. Zyman (Borough of Manhattan Community College, 2008)
- [3] <http://faculty.ccp.edu/dept/math/developmental.html>
- [4] [\*Proposal Concerning Elementary Mathematics and Its Effects on the Curriculum\*](#), CCP Mathematics Department (CCP, May 2005)
- [5] [\*Report on the Pilot Project Spring and Fall 2007\*](#), CEMEC, CCP Mathematics Department (CCP, October 2008)
- [6] [\*Program Components and Their Relationship to Student Performance\*](#), H.R. Boylan, L.B. Bliss, B.S. Bonham, Journal of Developmental Education, Vol. 20 Issue 3 (Spring 1997)
- [7] [\*The Location of Developmental Education in Community Colleges: A Discussion of the Merits of Mainstreaming vs. Centralization\*](#), D. Perin, Community College Review, Vol. 30, No. 1, p. 27 – 45 (2002)
- [8] *ibid*, p. 40.
- [9] [\*What Community College Developmental Mathematics Students Understand about Mathematics\*](#), J.W. Stigler, K.B. Givvin, B.J. Thompson, p. 1. (University of CA, LA, Carnegie Foundation, 2010)
- [10] Personal correspondence (2012).
- [11] [\*National Community College Benchmark Project: National and Statewide Comparisons 2012, IR Report #230\*](#), CCP Office of Institutional Research (CCP, October 2012)
- [12] Personal correspondence (2012).
- [13] Memo from Bucks County Community College Mathematics Department to Dr. Annette L. Conn, Vice President & Dean of Academic Affairs (BCCC, 1997)
- [14] [\*Knowing and Teaching Elementary Mathematics\*](#), Liping Ma (Routledge, 1999, 2010)

**DATE:** February 12, 2013

**TO:** Board of Trustees, Community College of Philadelphia

**We, the undersigned, are opposed to the creation of a separate Developmental Mathematics Department.**

The proposal, put forth by Vice President for Academic Affairs Judy Gay, would separate Mathematics 016, 017, and 118 from the Mathematics Department and place them in a new Developmental Mathematics Department.

We are against this proposal for the following reasons:

1. There is no evidence that such a superficial structural change will successfully address the complex problem of creating better student outcomes in Mathematics courses.
2. Not only is there no evidence that students will benefit; there are many reasons why students will be hurt by such a change:
  - A separate Developmental Mathematics department will create additional barriers for our working class and minority students as they seek to move past Math 016, 017, and 118 to regular Mathematics courses. Faculty placed in two separate Math departments will find it more difficult to create a seamless curriculum to move students toward more advanced Math courses. Faculty must be knowledgeable in all levels of Mathematics in order to construct a developmental Mathematics curriculum.
  - Students benefit when they can see where they are headed academically. Faculty in a combined department who regularly teach both regular and developmental Math courses know and can use approaches effective for all instructional levels to move students forward.
  - Current efforts by Mathematics faculty to improve developmental courses, which have shown some success, will be disrupted. Math faculty are working, in alignment with current research, to help students attain lasting mastery of mathematical concepts that will ensure their success in subsequent Math courses. The College administration should support faculty proposals, e.g., to expand instructional time, not oppose them.

**For the above reasons, we urge you to reject the proposal for a Developmental Mathematics Department.**

**Signed:**

**Name**

**Department**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Developmental Math Dept Petition

3/14/2013

	First Name	Last Name	Department
1	Louise	Perry	Academic Advising
2	Emile	D'Amico	Admissions
3	Melissa	Altman-Traub	Allied Health Department
4	Dorothy	Koteski	Allied Health Department
5	Lynn	Schaaf	Allied Health Department
6	Betsy	Shiland	Allied Health Department
7	Annmary	Thomas	Allied Health department
8	Paula	Behrens	Architecture, Design & Construction Dept.
9	Karen	Aumann	Art
10	Monica	Hahn	Art
11	Jeffrey	Reed	Art
12	Carla	Sides	ASL/English Interpreting
13	Kerry	Arnold	Behavioral Health and Human Services
14	Christine	Coppa	Behavioral Health and Human Services
15	jacqueline	pittman	Behavioral Health and Human Services
16	Donald	Bowers	Behavioral Science
17	Heidi	Braunschweig	Behavioral Science
18	kerri	armstrong	Biology
19	Stewart	Avart	Biology
20	Ola	Bailey	Biology
21	Jill	Brambrink	Biology
22	John	Braxton	Biology
23	Richard	Chu	Biology
24	Charles	Heise	Biology
25	Kristin	Hensley	Biology
26	Rick	Hock	Biology
27	Judith	Johnston	Biology
28	Karl	Liljedahl	Biology
29	John	McMillian	Biology
30	Robert	Mitchell	Biology
31	Carla	Perry	Biology
32	Mark	Piazza	Biology
33	Kristy	Shuda McGuire	Biology
34	Ed	Taylor	Biology
35	John-Paul	Vermitsky	Biology
36	Igor	Kratskin	Biology Department
37	Kalika	Colbert	Bursar
38	Patricia	Noel-Reid	Bursar Office
39	Norm	Myers	Business Administration
40	Charles	Tremblay	Business Administration
41	Catherine	Blaine	Cardio-Respiratory
42	Ardemiss	Ayanian	Chemistry
43	D Michael	Byler	Chemistry
44	William	Eisen	Chemistry
45	kathleen	Harter	Chemistry
46	Robert	Melucci	Chemistry



## Developmental Math Dept Petition

3/14/2013

	First Name	Last Name	Department
47	Rayvon	Sneed	Chemistry
48	Amthony P.	Wahner	Chemistry Dept.
49	Robin	Krefetz	Clinical Laboratory Technology
50	Craig	Nelson	Computer Science
51	Edward	Baker	Computer Technologies
52	J	Freeman	Computer Technologies
53	Fred	Goldberg	Computer Technologies
54	Dominic	Isabella	Computer Technologies
55	Cathleen	Craig	Controller
56	Diane	Brisbon	Counseling
57	Tanya	Brown	Counseling
58	Gail	Chinn-Pratt	Counseling
59	sheila	cohen	Counseling
60	Judy	Davidson	Counseling
61	Fred	Dukes III	Counseling
62	Therese	Fiorentino	Counseling
63	Monique	Gilchrist	Counseling
64	Todd	Jones	Counseling
65	A	Joynes	Counseling
66	Lynette	Luckers	Counseling
67	Bridget	McFadden	Counseling
68	Aubria	Phillips	Counseling
69	Michael	Remshard	Counseling
70	Noelia	Rivera-Matos	Counseling
71	Megan	Rizzo	Counseling
72	James	Ruffins	Counseling
73	Eileen	Swartz	Counseling
74	Val	Thompson	Counseling
75	Theresa	Tsai	Counseling
76	Daravann	Yi	Counseling
77	Mark	Kushner	Culinary Arts and Hospitality Management
78	Diane	DeKelb-Rittenhouse	D/O Business and Technology
79	Elayne	Geissler	D/O Business and Technology
80	AnneMarie	Keenan	Department of English
81	Elena	Koublanova	Department of Mathematics
82	Yvonne	Ellis	Div. of Adult Community Education
83	Desiree	Rivers	Div. of Adult Community Education
84	Amy	Saia	Education
85	Michael	Nixon	Engineering
86	Eileen	Abrams	English
87	Joao	Bayma	English
88	Fay	Beauchamp	English
89	Carolyn	Birden	English
90	Lynne	Blumberg	English
91	Doug	Buchholz	English
92	Elizabeth	Cantafio	English

## Developmental Math Dept Petition

3/14/2013

	First Name	Last Name	Department
93	Vijay	Chauhan	English
94	Kelly	Connelly	English
95	Mary T.	Conway	English
96	Ellie	Cunningham	English
97	Steven	Davis	English
98	Donald	Deeley	English
99	Quinn	Eli	English
100	Alan	Elyshevitz	English
101	Sherie	Ernst	English
102	Jason	Esters	English
103	Linda	Evans	English
104	Linda	Fellag	English
105	Alexine	Fleck	English
106	Grace	Flisser	English
107	Leslye	Friedberg	English
108	Barry	George	English
109	Naomi	Geschwind	English
110	Cynthia	Giddle	English
111	Steve	Gulick	English
112	Steve	Haughney	English
113	Brian	Heston	English
114	David	Hodges	English
115	Mary	Hoeffel	English
116	Nathaniel	House	English
117	Stephen	Jones	English
118	John	Joyce	English
119	Suzanne	Kalbach	English
120	Richard	Keiser	English
121	Shirley	Kenig	English
122	Joseph	Kenyon	English
123	Carol	Kreitchet	English
124	Bronwyn	Iepore	English
125	Larry	MacKenzie	English
126	Rosemary	McAndrew	English
127	Elisa	McCool	English
128	Melanie	Morningstar	English
129	Kathleen	Murphey	English
130	Dulivanette	Onema	English
131	miriam	Oppenheimer	English
132	Sheila	Pearl	English
133	Dianne	Perkins	English
134	Charles	Riordan	English
135	Nicholas T.	Salvatore	English
136	Stephanie	Scordia	English
137	Evan	Seymour	English
138	Brenda	Sherman	English

## Developmental Math Dept Petition

3/14/2013

	First Name	Last Name	Department
139	Jennie	Smith	English
140	barbara	spadaro	English
141	carol	stein	English
142	Patricia	Valdez	English
143	Aerie	Webb	English
144	Neil	Wells	English
145	Eve	West	English
146	Ravyn	Wilson-Bernard	English
147	Robert	Winters	English
148	Simone	Zelitch	English
149	Junior	Brainard	English Department
150	Ramon	Diaz	English Department
151	Diane	McManus	English Department
152	Karen	Schermerhorn	English Department
153	C. Donald	Weinberg	English Department
154	Pat	Gregory	English Dept.
155	Alison	Tasch	English Dept.
156	William	Broderick	English/Learning Labs
157	William	Stamps	Environmental Services
158	Dolores	Dominguez	Financial Aid Office
159	Janet	Liss	Financial Aid Office
160	Soad	Shindy	Foreign Language
161	Oscar	Cabrera	Foreign Languages
162	Stephen	Katz	History
163	Sue Ellen	Liebman	History
164	Mildred	Savard	History
165	Osvil	Acosta-Morales	History, Philosophy and Religion
166	David	Freeman	Justice
167	Edward	Adolphus	Learning Lab / SACC
168	Paul	Bonila	Learning Labs
169	Gail	Chaskes	Learning Labs
170	Marie	Crawford	Learning Labs
171	Elizabeth	Cuidet	Learning Labs
172	Raymond	DiPrimio	Learning Labs
173	Anne	Francis	Learning Labs
174	Megan	Fuller	Learning Labs
175	Ellen	Furstenberg	Learning Labs
176	Joseph	Howard	Learning Labs
177	Phil	Kenerley	Learning Labs
178	Jane	LaMotte	Learning Labs
179	Murray	Lowenthal	Learning Labs
180	Maria	Mekonnen	Learning Labs
181	Josephine	Mendelsohn	Learning Labs
182	Joan	Monroe	Learning Labs
183	Ellen	Moscow	Learning Labs
184	Michelle	Myers	Learning Labs <sup>83</sup>

## Developmental Math Dept Petition

3/14/2013

	First Name	Last Name	Department
185	Marleen	Nadu	Learning Labs
186	Judy	Reitzes	Learning Labs
187	Debbie	Wigrizer	Learning Labs
188	Ted	Wong	Learning Labs
189	Mary	Yannuzzi	Learning Labs
190	Eva	Agbada	Library
191	Jamie	Bowers	Library
192	Charlie	Colombo Jr.	Library
193	Jon	Drucker	Library
194	Carol	Jewett	Library
195	Jalyn	Warren	Library
196	Nancy	Carr	Marketing and Management
197	Leonard	Lebowitz	Marketing and Management
198	Jere	Brubaker	Math
199	Subramanyam	Durbha	Math
200	Gino	Fala	Math
201	Kifle	Gebremedhin	Math
202	Jose	Mason	Math
203	Robert	Stelling	Math
204	Mohamed	Teymour	Math
205	Linda	Berger	Math Department
206	Clark	Loveridge	Math Department
207	Atish	Bagchi	Mathematics Department
208	Sohail	Baig	Mathematics Department
209	georgia	Boulias	Mathematics Department
210	Charles	Carr	Mathematics Department
211	Eleonora	Chertok	Mathematics Department
212	Bennett	chiaka	Mathematics Department
213	Philip	Clarke	Mathematics Department
214	Sharon	Cohen	Mathematics Department
215	Albert	Cooper	Mathematics Department
216	Robert	Cunningham	Mathematics Department
217	Michael	D'Antonio	Mathematics Department
218	Joanne	Darken	Mathematics Department
219	Daniel	Fox	Mathematics Department
220	Christinia	Frazier	Mathematics Department
221	richard	gomberg	Mathematics Department
222	Stephen	Gramlich	Mathematics Department
223	Anthony	Hearn	Mathematics Department
224	Reid	Huntsinger	Mathematics Department
225	Daniel	Jacobson	Mathematics Department
226	John	Jernigan	Mathematics Department
227	Kelli	Jones	Mathematics Department
228	Gary	Kimmelman	Mathematics Department
229	Arkady	Kitover	Mathematics Department
230	Ralph	Kramer	Mathematics <sup>84</sup> Department

## Developmental Math Dept Petition

3/14/2013

	First Name	Last Name	Department
231	Rosarita	Liebchen,CSFN	Mathematics Department
232	Wimayra	Luy	Mathematics Department
233	Camille	Mairs	Mathematics Department
234	Timothy	Margulies	Mathematics Department
235	Leib	Meadvin	Mathematics Department
236	Robert	Mora	Mathematics Department
237	Chafika	Moussaoui	Mathematics Department
238	Eric	Neumann	Mathematics Department
239	William	Paraschos	Mathematics Department
240	Isaac	Pesenson	Mathematics Department
241	Deivy	Petrescu	Mathematics Department
242	Anthony	Robinson	Mathematics Department
243	G.	Rostami	Mathematics Department
244	Athanasios	Rousseas	Mathematics Department
245	Mark	Saks	Mathematics Department
246	Frank	Santoro	Mathematics Department
247	alain	schremmer	Mathematics Department
248	Geoffrey	Schulz	Mathematics Department
249	Alexander	Shister	Mathematics Department
250	Sanda	Shwe	Mathematics Department
251	Diana	Snyder	Mathematics Department
252	Shuang-Ching	Su	Mathematics Department
253	Sumathi	Suresh	Mathematics Department
254	Robert	Teti	Mathematics Department
255	Janet	Upshur	Mathematics Department
256	Richard	White	Mathematics Department
257	Jackie	Wong	Mathematics Department
258	Brenton	Webber	Mathematics Department Head
259	Constance	Dauval	Multi Media Services
260	Carline	Rucker	Multi Media Services
261	Robert	Dauval	Multimedia Services
262	Arlene	Caney	Music
263	Robert A.M.	Ross	Music
264	Maritza	Rodriguez	Office of Purchasing and Services
265	STAN	BUMBLE	Physics
266	David	Cattell	Physics
267	Assefa	Gebreselassie	Physics
268	wojciech	gontar	Physics
269	Randy	Libros	Physics
270	SOBHA	PHILIP	Physics
271	Craig	Cooper	Psychology
272	Melissa	St. Pierre	Psychology
273	Jeanna	Perlman	Records and Registration
274	Frank	Bartell	Social Science
275	Edward	Marrits	Social Science
276	Margaret	Stephens	Social Science <sup>85</sup>

Developmental Math Dept Petition

3/14/2013

	First Name	Last Name	Department
277	Jamie	Gusrang	Social Sciences
278	Barry	Perlman	Social Sciences
279	Lisa	Handler	Sociology
280	Michelle	Morgan	Student Academic Computer Centers
281	Pamela	Hitchcock	
282	Shira	Lankin	

**21. Fall to fall persistence/attrition outcomes**

Fall	Number of Enrolled Credit Students	Returned Same Program	Returned Different Program	Graduated	Did not Return the Following Fall
2002	18,354	35.9%	9.6%	5.8%	48.7%
2003	19,458	34.9%	9.4%	6.4%	49.2%
2004 <sup>5</sup>	19,238	25.2%	16.3%	5.3%	53.3%
2005	16,825	34.9%	9.4%	6.4%	49.2%
2006	16,860	36.1%	7.9%	5.0%	50.9%
2007	17,334	35.2%	7.9%	8.0%	48.9%
2008	17,327	37.1%	8.5%	8.3%	46.1%
2009	19,047	38.5%	7.6%	8.0%	45.8%
2010	19,503	37.0%	9.1%	8.5%	45.3%
2011	19,752	35.1%	8.9%	8.1%	48.0%

**22. Pass rates (grade of A, B, C, P) in Achieving the Dream gatekeeper courses for new students in fall semesters**

Course	Fall									
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Math 017	59.9%	52.9%	55.2%	60.4%	52.3%	57.8%	51.8%	45.2%	48.0%	47.9%
Math 118	54.5%	53.3%	56.6%	63.5%	45.5%	55.1%	55.9%	48.4%	48.6%	52.9%
English 098	57.4%	55.8%	56.1%	52.9%	54.7%	56.1%	59.1%	57.3%	56.4%	59.9%
English 101	70.5%	68.0%	69.2%	68.8%	67.2%	70.0%	70.8%	69.9%	71.1%	72.7%
Biology 106	73.6%	81.5%	71.7%	74.0%	71.9%	73.6%	84.3%	82.1%	77.4%	83.3%
CIS 103 <sup>6</sup>	71.4%	67.4%	67.1%	75.4%	69.4%	73.5%	73.3%	78.1%	73.9%	73.5%

<sup>5</sup> In fall 2004, the change in semester persistence rates for students returning to the same or different program was related to changes in the program structure codes. The former Liberal Arts Interest programs were collapsed under the Liberal Arts and former Culture Science and Technology (CST) Interest programs were incorporated into the general CST program.

<sup>6</sup> Computer Information Systems

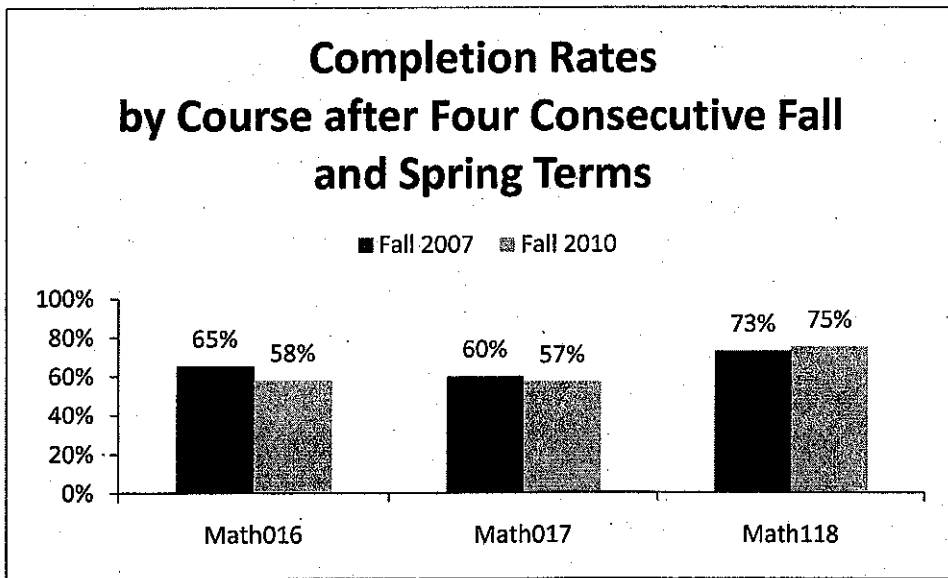
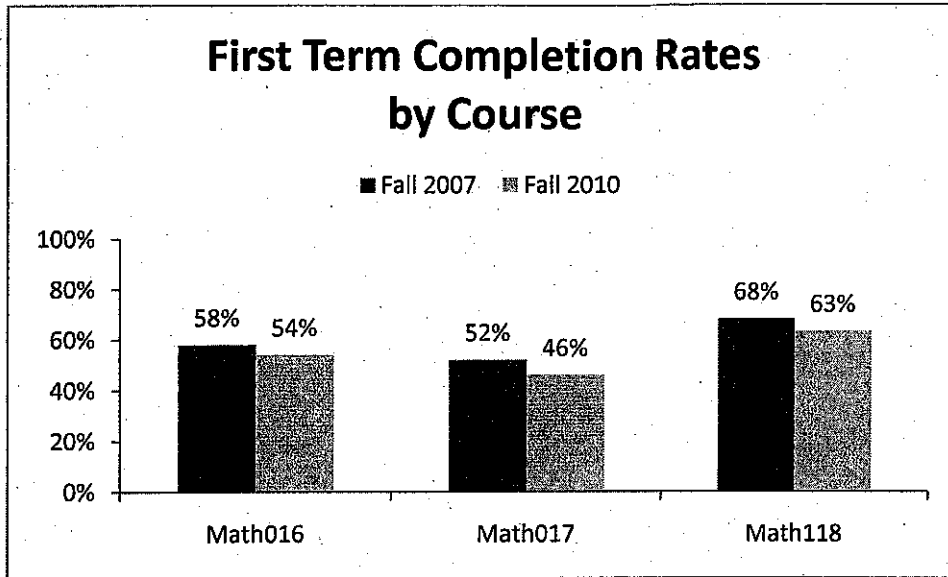
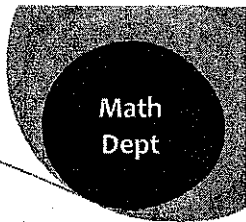
**23. Withdraw rates in Achieving the Dream gatekeeper courses  
for new students in fall semesters**

Course	Fall									
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Math 017	11.4%	12.1%	10.7%	9.7%	10.7%	10.7%	9.4%	10.8%	10.4%	10.7%
Math 118	15.1%	16.5%	12.8%	9.6%	11.8%	11.8%	10.5%	13.8%	13.4%	14.4%
English 098	11.1%	11.5%	10.8%	13.7%	12.5%	12.5%	8.0%	8.7%	10.8%	10.5%
English 101	10.2%	13.6%	8.6%	9.3%	12.2%	12.2%	8.6%	12.8%	9.4%	8.6%
Biology 106	8.8%	8.7%	8.9%	9.0%	9.6%	9.6%	5.9%	8.4%	5.7%	3.3%
CIS 103	10.3%	12.1%	12.3%	8.4%	10.2%	10.2%	7.5%	12.0%	12.4%	8.8%

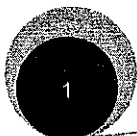
**24. Percent of students completing the 18th credit in the semester and successfully  
completing English 101**

Fall		Spring	
2001	61.3%	2002	64.3%
2002	64.6%	2003	64.5%
2003	67.5%	2004	68.1%
2004	69.4%	2005	68.5%
2005	73.6%	2006	70.1%
2006	70.7%	2007	69.5%
2007	72.5%	2008	71.4%
2008	70.5%	2009	69.9%
2009	71.4%	2010	66.1%
2010	71.1%	2011	70.8%
2011	72.8%	2012	70.3%





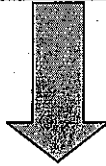
Note: Completion rates include all grades except MP, F, or W.



# Community College of Philadelphia – Office of Academic Affairs

## Fall 2010 New Student Completion Rates in Math 016, Math 017, and Math 118

Course	Unsuccessful (Grades MP, F, W)		Completed (All Other Grades)		Total	
	Count	Percent	Count	Percent	Count	Percent
<b>Math 016</b>	197	46%	234	54%	431	100%
<b>Math 017</b>	529	54%	449	46%	978	100%
<b>Math 118</b>	334	37%	559	63%	893	100%
<b>Overall</b>	<b>1,060</b>	<b>46%</b>	<b>1,242</b>	<b>54%</b>	<b>2,302</b>	<b>100%</b>



### Outcomes in Spring 2011 for New Fall 2010 Students who were Unsuccessful in Math 016, Math 017, and Math 118

Course	Did not return		Repeated course		Returned but did not repeat course		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Math 016</b>	74	38%	35	18%	88	45%	197	100%
<b>Math 017</b>	188	36%	122	23%	219	41%	529	100%
<b>Math 118</b>	108	32%	107	32%	119	36%	334	100%
<b>Overall</b>	<b>370</b>	<b>35%</b>	<b>264</b>	<b>25%</b>	<b>426</b>	<b>40%</b>	<b>1,060</b>	<b>100%</b>

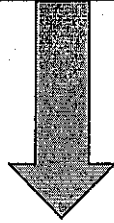


### Completion Rates in Spring 2011 for New Fall 2010 Students who repeated Math 016, Math 017, and Math 118

Course	Unsuccessful (Grades MP, F, W)		Completed (All Other Grades)		Total	
	Count	Percent	Count	Percent	Count	Percent
<b>Math 016</b>	28	80%	7	20%	35	100%
<b>Math 017</b>	74	61%	47	39%	122	100%
<b>Math 118</b>	67	62%	41	38%	108	100%
<b>Overall</b>	<b>169</b>	<b>64%</b>	<b>95</b>	<b>36%</b>	<b>264</b>	<b>100%</b>

**Outcomes in Fall 2011 for New Fall 2010 Students  
who were Unsuccessful in Math 016, Math 017, and Math 118**

Course	Did not return		Repeated course		Returned but did not repeat course		Completed Course in Spring 2011		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Math 016</b>	143	73%	18	9%	29	15%	7	4%	197	100%
<b>Math 017</b>	291	55%	85	16%	105	20%	47	9%	528	100%
<b>Math 118</b>	169	50%	64	19%	61	18%	41	12%	335	100%
<b>Overall</b>	603	57%	167	16%	195	18%	95	9%	1,060	100%



**Completion Rates in Fall 2011 for New Fall 2010 Students  
who repeated Math 016, Math 017, and Math 118**

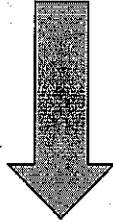
Course	Unsuccessful (Grades MP, F, W)		Completed (All Other Grades)		Total	
	Count	Percent	Count	Percent	Count	Percent
<b>Math 016</b>	14	78%	4	22%	18	100%
<b>Math 017</b>	48	57%	36	43%	84	100%
<b>Math 118</b>	9	14%	56	86%	65	100%
<b>Overall</b>	71	43%	96	56%	167	100%

**Community College of Philadelphia – Office of Academic Affairs**

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**Outcomes in Spring 2011 for New Fall 2010 Students  
who were Unsuccessful in Math 016, Math 017, and Math 118**

Course	Did not return		Repeated course		Returned but did not repeat course		Completed Course in Spring or Fall 2011		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Math 016</b>	150	76%	9	5%	27	14%	11	6%	197	100%
<b>Math 017</b>	316	60%	37	7%	92	17%	83	16%	528	100%
<b>Math 118</b>	181	54%	18	5%	39	12%	97	29%	335	100%
<b>Overall</b>	<b>647</b>	<b>61%</b>	<b>64</b>	<b>6%</b>	<b>158</b>	<b>15%</b>	<b>191</b>	<b>18%</b>	<b>1,060</b>	<b>100%</b>



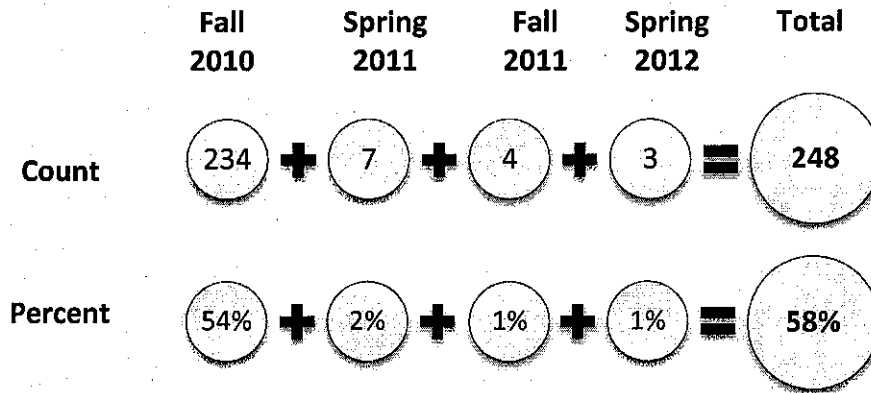
**Completion Rates in Spring 2012 for New Fall 2010 Students  
who repeated Math 016, Math 017, and Math 118**

Course	Unsuccessful (Grades MP, F, W)		Completed (All Other Grades)		Total	
	Count	Percent	Count	Percent	Count	Percent
<b>Math 016</b>	6	67%	3	33%	9	100%
<b>Math 017</b>	19	51%	18	49%	37	100%
<b>Math 118</b>	10	56%	8	44%	18	100%
<b>Overall</b>	<b>35</b>	<b>55%</b>	<b>29</b>	<b>45%</b>	<b>64</b>	<b>100%</b>

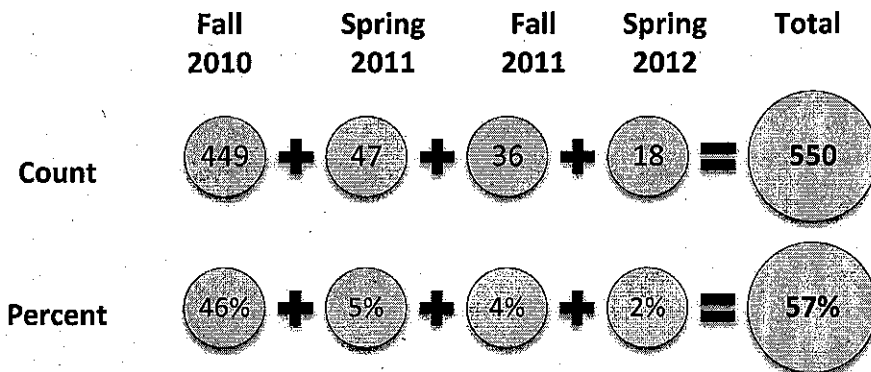
# Community College of Philadelphia – Office of Academic Affairs

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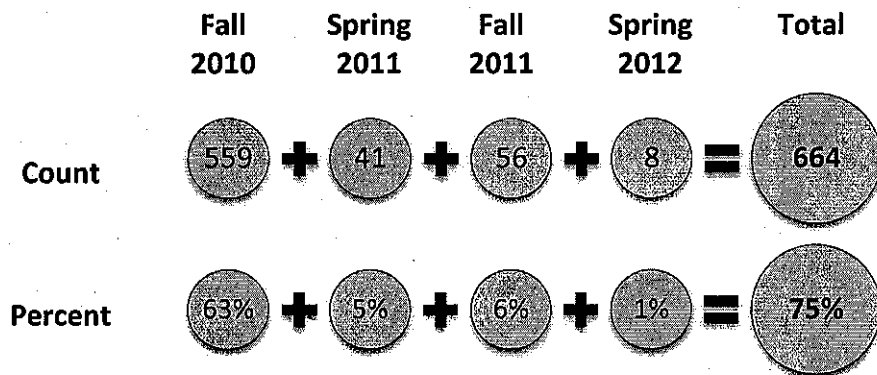
**New Fall 2010 students who completed Math 016 in Fall 2010, Spring 2011, Fall 2011, or Spring 2012 (n = 431)**



**New Fall 2010 students who completed Math 017 in Fall 2010, Spring 2011, Fall 2011, or Spring 2012 (n = 978)**



**New Fall 2010 students who completed Math 118 in Fall 2010, Spring 2011, Fall 2011, or Spring 2012 (n = 893)**



First-time, Recent High School Graduates Enrolled At CCP  
Summary of Placement

**Developmental Math**

Fall Cohort	High School Type	Enrolled CCP	Placed into Developmental Math		First Semester Progress			
					Placed Developmental & Attempted a Developmental Math Course in First Semester		Placed Developmental, Attempted, and Passed Developmental Math Course in First Semester	
Fall 2005-Fall 2009	Neighborhood	3,169	2,050	64.7%	1,477	72.0%	736	49.8%
Fall 2010	Neighborhood	703	425	60.5%	269	63.3%	108	40.1%
Fall 2005-Fall 2009	Citywide	469	336	71.6%	256	76.2%	132	51.6%
Fall 2010	Citywide	150	95	63.3%	60	63.2%	29	48.3%
Fall 2005-Fall 2009	Special Admissions	856	291	34.0%	212	72.9%	124	58.5%
Fall 2010	Special Admissions	202	58	28.7%	41	70.7%	23	56.1%
Fall 2005-Fall 2009	City Charter	598	358	60.0%	250	69.8%	134	53.6%
Fall 2010	City Charter	239	132	55.2%	87	65.9%	44	50.6%
Fall 2005-Fall 2009	City Private	180	106	58.9%	73	68.9%	32	43.8%
Fall 2010	City Private	64	40	62.5%	22	55.0%	16	72.7%
Fall 2005-Fall 2009	Archdiocese	1,465	807	55.1%	641	79.4%	423	66.0%
Fall 2010	Archdiocese	342	173	50.6%	130	75.1%	84	64.6%
Fall 2005-Fall 2009	Other Philadelphia	31	21	67.7%	16	76.2%	6	37.5%
Fall 2010	Other Philadelphia	3	1	33.3%	0	0.0%	0	0.0%
<b>Summary</b>								
All Recent Grads From Philadelphia Area High Schools	Fall 2005-Fall 2009	6,768	3,969	58.7%	2,925	73.7%	1,587	54.3%
	Fall 2010	1,703	924	54.3%	609	65.9%	304	49.9%
Recent Grads Not Philadelphia High Schools	Fall 2005-Fall 2009	407	198	48.6%	135	68.2%	83	61.5%
	Fall 2010	285	111	38.9%	66	59.5%	29	43.9%

**MEETING OF THE BUSINESS AFFAIRS COMMITTEE  
OF THE BOARD OF TRUSTEES  
Community College of Philadelphia  
Wednesday, March 20, 2013– 9:00 A.M.**

Present: Mr. Jeremiah White, Jr., presiding, Mr. Matthew Bergheiser, Ms. Jennie Sparandara *via* conference bridge, Dr. Stephen M. Curtis, Mr. Gary Bixby, Dr. Thomas R. Hawk, Mr. Gregory Murphy, and Mr. James P. Spiewak

**AGENDA – PUBLIC SESSION**

**(1) 2012-13 Fiscal Year Budget Status Report (Information Item):**

Dr. Hawk and Mr. Spiewak provided a status report on the College's budget for fiscal year 2012-13. Attachment A contains the handout provided to the Committee at the meeting. Dr. Hawk noted that the budget status had not changed greatly since the last report to the Board in November 2012. However, staff were continuing to be able to shrink the use of carry-over funds approved for the 2012-13 budget. The budget adopted for the 2013 fiscal year had a projected use of carry-over funds of \$1.95 million. Currently, the projected use of carry-over funds has been reduced to \$811,501. Credit enrollments are estimated to be 2.3 percent or 359 FTEs lower than budgeted. While the lower-than-budgeted enrollment levels has had a negative impact on student revenues; other factors have offset this loss including a higher level of State support than budgeted and cost-containment strategies that have been in place throughout the year. Dr. Hawk noted that the most important factor which will determine whether or not the College is able to achieve a balanced budget for the 2013 fiscal year will be Summer I enrollments. Summer I enrollments are currently projected to be 2,665 FTEs, the same level of enrollments that was achieved for Summer I, 2012.

Mr. Spiewak reviewed the detailed charts contained in Attachment A. The largest revenue change is in student tuition and fee revenues which are currently projected to be \$2.2 million less than assumed in the original 2012-13 budget plan. The decline in tuition and fee revenues reflects the reduction in student enrollments from the level originally budgeted. The decline in student revenues has been partially offset by larger-than-budgeted State revenues. The final version of the approved budget for the State provided \$1.2 million more in State support for the College than was included in the proposed State budget at the time the College budget was adopted by the Board in June 2012. City operating revenues are \$135,000 less than originally assumed as a result of use of City funds for the debt service payment required to initiate the Chemistry Lab Renewal Project. Overall, revenues are approximately \$1.3 million less than assumed in the original budget for the 2012-13 year.

Offsetting the lower-than-budgeted levels of revenues has been a greater decline in expenditure levels than in revenues. Currently expenditures are projected to be \$2.5 million less than was assumed in the approved 2012-13 budget. Salaries are projected to be \$1.5 million less than budgeted. Two major factors account for this. Tight management of vacant full-time positions has been in place using delays or temporary

freezes in filling full-time positions as they become vacant. This has resulted in a larger amount of lapsed salary dollars for the year than originally assumed. In addition, part-time and hourly salary expenditures are currently projected to be \$1 million less than budgeted. With the decline in enrollments, there has been a decrease in the number of sections offered in both the fall and spring terms which resulted in a significant reduction in the number of part-time teaching and staff overload payments that had to be made. One of the factors contributing to the successful reduction of the part-time and overload budget line was an increase in the average section size that was achieved through careful scheduling for the year. Mr. White asked if tight budget management was having an adverse impact on instructional programs and services. Staff responded that in general, the delays were not having major impacts. Student access to courses has not been impaired. Dr. Hawk noted that he was concerned about the impact that vacancies in the Facility area was having on institutional maintenance. Dr. Curtis stated that further reductions in staffing would begin to have major impacts on operations. The 2013-14 budget plan will not recommend any further reductions in full-time staff positions.

Fringe benefit expenditures are now projected to be \$600,000 less than budgeted. This reduction reflects actual costs below the actuarial projections in the College's self-insured medical plan, and a hundred thousand dollars of workers' compensation insurance cost savings reflecting both a lower level of premium increase than assumed at the time the budget was prepared and the receipt of prior-year premium rebates based upon favorable claim experience.

For the most part, changed expenditure levels have not yet been forecast in most non-salary-related categories. Projected consulting expenditures have been reduced by \$200,000 based upon the delayed start in the new Facility Master Planning process, and a reduction is projected in the amount of contingency dollars that will be used in the remainder of the fiscal year. Mr. Spiewak noted that budgets were being actively managed and residual savings across a variety of budget categories was expected to occur at year end. This should result in the projected shortfall for the year shrinking further. Staff are actively managing the budget with the goal of trying to eliminate the potential revenue shortfall completely.

**(2) Gilroy Roberts Gallery – Mint Building (Information Item):**

The Gilroy and Lillian Roberts Foundation recently made a capital gift to the College Foundation in the amount of \$1,020,000. This gift was accepted by the Board on March 1, 2012. Per the terms of the gift, a portion of the proceeds from the gift are to be used to create an exhibit space in the Mint Building Rotunda area depicting the nationally-recognized work in coin design that Gilroy Roberts did first at the U.S. Mint as the chief engraver and later as a principal designer at the Franklin Mint.

Mr. Murphy provided background information on how the gift was secured by the College and the goals for the new gallery. Gilroy Roberts was responsible for the current design of U.S. coinage. His most recognizable design is the Kennedy image on the 50 cent coin. The gallery display area will include a diorama which will provide a recreation of Gilroy Roberts' office area where much of his coin design work took place.



The other display areas will include a flat and interactive design displays showing the history of coin making and artifacts from the process of coin design at the U.S. Mint. Displays are intended to be instructional and interactive in a way that will have appeal to both adults and younger visitors. In addition to the permanent display on coinage, there will be space for rotating exhibits. Mr. Murphy noted that a grand opening of the new exhibit space is scheduled for September 10, 2013. He described how the original donation could potentially be leverage into further gifts in the future for the College.

Dr. Hawk and Mr. Bixby described the design concepts for the display area. (See Attachment B). The first rendering in Attachment B shows the location of the exhibit site in relationship to adjacent Mint Building spaces. The design of the gallery includes the Roberts Office diorama which will be created by eliminating a currently under-utilized staircase. Attachment B also contains two architectural representations of the physical appearance of the exhibit area, one from the top of the Mint steps looking into the principle entrance into the exhibit, and the second one looking at the exhibit area as it will be built along the western edge of the Rotunda. The total project cost including the development of the display materials will be under \$500,000. Mr. Murphy noted that the Roberts Foundation had also pledged an annual contribution to the College in the amount of 15-20 thousand dollars to cover the annual curation costs for preserving the collection.

**(3) Resolution of Board Support for 2013-14 State Capital Project Applications (Action Item):**

Information: Capital applications submitted annually to the State for funding from the Community College Capital Pool require a Board Resolution of Support for the Projects. Three new capital project funding applications are planned to be submitted for the 2013-14 fiscal year:

- Full (fifty percent) support for the currently-underway Chemistry Lab Renovation Project. Project value currently not State-funded – \$810,000.
- West Building Program Laboratories and Divisional Office Space Project. Project value – \$2,400,000.
- Renewal and update of five Main Campus biology labs and laboratory preparation room, the biology lab and laboratory preparation room at the West Regional Center, and the laboratory preparation room at the Northeast Regional Center. Project value – \$5,900,000.

The first two projects were previously approved by the Board and construction efforts are currently underway. Approval by the State for these two capital applications will result in the State committing to funding fifty percent of debt cost effective July 1, 2013 for the remainder of the loan period for both projects. Currently 50 percent debt support is provided for \$990,000 of the Chemistry Lab Project. The Chemistry Lab application will be for the currently not-State-supported \$810,000 in project costs.

The third project, renewal and update of the biology labs and laboratory prep rooms, is one of the critical remaining projects from the 2003 Facility Master Plan. Five of the College's biology labs were built in 1982 as part of the original Main Campus construction effort; and have not been significantly updated or renewed since their construction. The West Regional Center biology lab and prep room were built in 1990 as part of the original construction for that Center and have not been updated. The Northeast laboratory prep room was built in 1994 as part of the construction effort for the first Northeast Center building and has not been updated since it opened. While the labs and prep rooms are fully functional, they are badly worn; and not configured for the optimal use of current technology and the preferred approaches for laboratory instruction. The Biology Lab Renewal Project will parallel the Chemistry Lab Renewal Project that is currently underway at the Main Campus.

Dr. Hawk noted that both the Chem Lab and West Building capital applications have a good chance of being funded for 2013-14. The Biology Lab Project is not expected to receive State support for the 2013-14 year because of the limitations on the amount of money available in the revolving Community College Capital Pool. However, by submitting the project for 2013-14, it will be eligible for status as a high-priority-project for 2014-15 at which time the capital pool funds will be available as a result of significant debt retirement across the State.

Action: Mr. Bergheiser moved and Ms. Sparandara seconded the motion that the Committee recommend to the full Board that 2013-14 State Capital Project Applications be submitted for the following projects:

- Full (fifty percent) support for the portion of the currently-underway Chemistry Lab Renovation Project currently not State-funded – \$810,000.
- Main Campus West Building Classroom, Laboratory and Divisional Office Project. Project value – \$2,400,000.
- Renewal and update of five Main Campus biology labs and laboratory preparation room, the biology lab and laboratory preparation room at the West Regional Center, and the laboratory preparation room at the Northeast Regional Center. Project value – \$5,900,000.

The motion passed unanimously.

**(4) Main Campus Construction Update (Information Item):**

Mr. Bixby provided the Committee with an update on recent progress on the construction projects currently underway in the West Building. The Math, Science and Health Careers Divisional suite has been completed and divisional staff moved into the new space on March 11, 2013. The next phase of the West Building projects, construction of the Architecture, Design and Construction Programs suite, is underway with a targeted completion date of April 2013. Design efforts for the Chemistry Labs Project are finished. Bid results for the Chemistry Labs Project will be presented to the Committee for approval at the April meeting. Mr. Bixby noted that over 50 contractors

participated in the mandatory pre-bid session. The College was successful in attracting a very diverse set of potential bidders.

**(5) Next Meeting Date:**

The next regularly scheduled meeting of the Committee will occur on Wednesday, April 17, 2013 at 9:00 A.M. in the Isadore A. Shrager Boardroom, M2-1. Mr. White noted that the agenda was extensive and will include:

- (a) Tuition and Fee Recommendation for the 2013-14 Year (Action Item)
- (b) Architect Selection for the College's Facilities Master Plan (Action Item)
- (c) Chemistry Labs Construction Bids (Action Item)
- (d) Discussion with the College's Harrisburg Lobbyist, Mr. Rocco Pugliese (Information Item)

TRH/lm  
BAC0313AGENDA.MINS

# **ATTACHMENT A**

**2012-13 FISCAL YEAR BUDGET STATUS REPORT  
AS OF MARCH 20, 2013**

**Community College of Philadelphia**  
**Enrollment Information (FTEs) for Fiscal Year 2012-2013**

	<b>Actual FY 11-12</b>	<b>Budgeted FY 12-13</b>	<b>Actual FY 12-13</b>		<b>Actual FY 13 vs Budgeted FY 13</b>	<b>% Variance</b>
<b><u>CREDIT</u></b>						
Summer 2	1,976	1,845	1,837		(8)	-0.44%
Fall	13,461	13,011	12,819		(192)	-1.47%
Spring	13,436	13,164	12,861		(303)	-2.30%
Summer 1	2,665	2,880	2,665	*	(215)	-7.47%
<b>Credit Year- to-date Totals - Annual FTEs</b>	<b>15,769</b>	<b>15,450</b>	<b>15,091</b>		<b>(359)</b>	<b>-2.32%</b>
<b><u>NONCREDIT</u></b>						
Summer 2	82	80	94		14	17.50%
Fall	761	614	599		(15)	-2.44%
Spring	657	594	564	*	(30)	-5.05%
Summer 1	76	160	160	*	0	0.00%
<b>Noncredit Year-to-date Totals - Annual FTEs</b>	<b>788</b>	<b>724</b>	<b>709</b>		<b>(16)</b>	<b>-2.14%</b>
* Projected						

**Community College of Philadelphia  
Operating Budget Projections  
Fiscal Year 2012-2013**

	<u>Original Budget</u>	<u>Current Projection as of March 20, 2013</u>
<b><u>REVENUES</u></b>		
Student Tuition and Fees	\$75,605,839	\$73,422,545
Commonwealth of Pennsylvania	27,088,894	28,226,906
City of Philadelphia	18,040,762	17,906,247
Other Income	<u>1,850,800</u>	<u>1,701,006</u>
<b>TOTAL REVENUES</b>	<b>\$122,586,295</b>	<b>\$121,256,704</b>
<b><u>EXPENSES</u></b>		
Salaries, Net of Lapsed Funds	\$73,388,496	\$71,923,936
Fringe Benefits	30,931,625	30,327,916
Other Expenses	20,041,347	19,641,353
Student Financial Aid	<u>175,000</u>	<u>175,000</u>
<b>TOTAL EXPENSES</b>	<b>\$124,536,468</b>	<b>\$122,068,205</b>
<b>OPERATING BUDGET STATUS</b>	<b><u>(\$1,950,173)</u></b>	<b><u>(\$811,501)</u></b>
<b>Transfer of Funds to Plant Fund for Campus Expansion Projects</b>		
<b>Operating Budget Excess Revenues over Expenses</b>		

**Community College of Philadelphia  
Operating Budget Projection  
Fiscal Year 2012-2013**

	Original Budget	Current Projection as of March 20, 2013	Comment
<b>OPERATING REVENUES</b>			
State Funding	\$26,873,894	\$28,036,906	Reflects restoration of State funds based upon State budget approved in June, 2012.
State Lease funding	216,000	190,000	
<b>Total State Revenues</b>	<b>27,088,894</b>	<b>28,226,906</b>	
Tuition - Credit Students	61,802,199	60,141,825	Reflects actual S2, Fall & Spring enrollments (2.11% lower than budget) and projected S1 enrollments lower than budget.
Technology Fee	10,751,600	10,504,592	Reflects actual S2, Fall & Spring enrollments (2.11% lower than budget) and projected S1 enrollments lower than budget.
Net Contribution from: Contracted Noncredit Instruction, Other Noncredit Instruction, Adult Community Noncredit Instruction	571,500	417,000	
Course Fees	3,484,640	3,408,928	Reflects actual S2, Fall & Spring enrollments (2.11% lower than budget) and projected S1 enrollments lower than budget.
Student Regulatory Fees	976,300	957,200	
Tuition Adjustments - Student Receivable Write-offs, Collection Costs, Credit Card Costs & Senior Citizen Discount	(1,980,400)	(2,007,000)	
<b>Total Student Tuition &amp; Fees</b>	<b>75,605,839</b>	<b>73,422,545</b>	
City Operating Funds	18,040,762	17,906,247	Includes one debt service payment for new 5-year loan for the Chemistry Lab renovation project.
Investment Income	780,000	630,206	Includes projected year-end recognition of \$100,000 gain on value of long-term investments.
Vocational Education Funding	200,000	200,000	
Indirect Costs, Administrative Allowances	300,000	300,000	
Parking Proceeds & Miscellaneous Income	570,800	570,800	
<b>Total Other Income</b>	<b>1,850,800</b>	<b>1,701,006</b>	
<b>TOTAL OPERATING REVENUES</b>	<b>\$122,586,295</b>	<b>\$121,256,704</b>	

<b>OPERATING EXPENSES</b>			
<b>Salaries</b>			
Full-Time Administrative Salaries	14,833,718	14,833,718	
Less: Projected Lapsed Salaries	(600,000)	(675,000)	
<b>Net Full-Time Administrative Salaries</b>	<b>14,233,718</b>	<b>14,158,718</b>	
Full-Time Faculty Salaries	28,608,347	28,608,347	
Less: Projected Lapsed Salaries	(200,000)	(400,000)	
<b>Net Full-Time Faculty Salaries</b>	<b>28,408,347</b>	<b>28,208,347</b>	
Full-Time Classified Salaries	11,612,880	11,612,880	
Less: Projected Lapsed Salaries	(450,000)	(625,000)	
<b>Net Full-Time Classified Salaries</b>	<b>11,162,880</b>	<b>10,987,880</b>	
<b>Subtotal - Full-Time Salaries</b>	<b>53,804,945</b>	<b>53,354,945</b>	
Part-Time & Overload Credit Salaries	9,943,753	8,929,193	Average class size increased and approximately 150 less sections were offered in both Fall & Spring terms.
Summer Credit Instruction	4,462,134	4,462,134	
Part-Time & Overload Non-Credit Salaries	435,756	435,756	
All Other Salaries	4,291,908	4,291,908	
Early Retirement Incentive Payments	450,000	450,000	
<b>Subtotal - Other than Full-Time Salaries</b>	<b>19,583,551</b>	<b>18,568,991</b>	
<b>Total Salaries</b>	<b>73,388,496</b>	<b>71,923,936</b>	
<b>Fringe Benefits</b>			
Medical Program	19,878,500	19,478,009	Reflects lower than budgeted medical self-insurance claims.
Retirement	5,610,400	5,541,200	
FICA	3,043,000	3,021,100	
Tuition Remission	697,125	700,000	
Group Life	371,500	365,300	
Unemployment Compensation	381,000	366,400	
Workers' Compensation	367,800	267,707	Reflects actual FY 12-13 premium that was lower than budgeted and premium return from prior year based upon actual claims.
Unused Vacation	225,000	225,000	
Disability Premium	269,800	268,200	
Forgivable Education Loan	87,500	95,000	
<b>Total Fringe Benefits</b>	<b>30,931,625</b>	<b>30,327,916</b>	

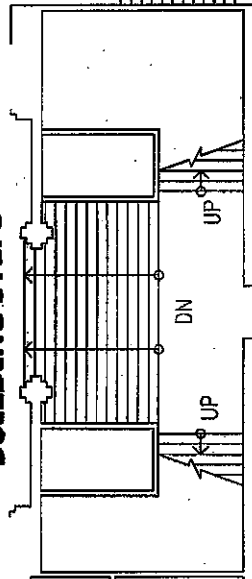
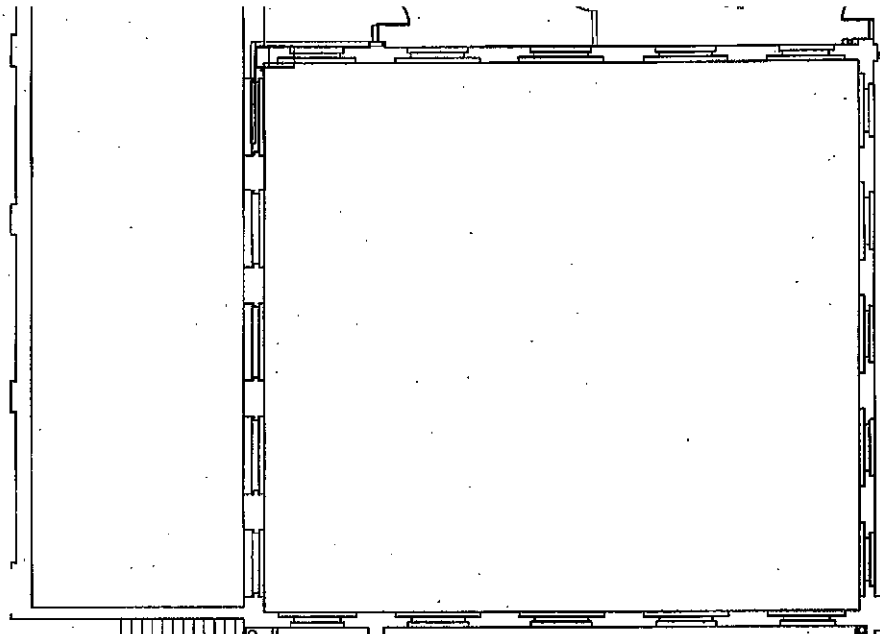


<b>Facility Expenses</b>			
Utilities	2,406,702	2,341,702	
Contracted Security	1,302,010	1,302,010	
Contracted Cleaning	1,121,000	1,091,000	
All Other Facility Expenses	1,701,585	1,731,585	
<b>Total Facility Expenses</b>	<b>6,531,297</b>	<b>6,466,297</b>	
<b>All Other Expenses</b>			
Leased Equipment & Software	4,364,322	4,364,322	
Catalogs and Advertising	1,264,721	1,264,721	
Supplies-Pool	1,261,766	1,261,766	
Contracted Services	1,098,269	1,098,269	
Consultant	1,252,900	1,052,900	Reflects savings from later start than anticipated for the Facility Master Planning process.
Maintenance & Repairs	536,959	536,959	
Postage	452,600	452,600	
Insurance	568,900	633,900	Reflects larger than budgeted deductible payments related to defense costs of claims initiated in prior years.
Legal Fees	200,000	250,000	Reflects costs associated with Glaxo Smith Kline lease negotiations and Clery Act training.
Other Expenses	2,509,613	2,259,619	Reflects projected savings from unspent contingency funds.
<b>Total All Other Expenses</b>	<b>13,510,050</b>	<b>13,175,056</b>	
King Scholarship	175,000	175,000	
<b>TOTAL OPERATING EXPENSES</b>	<b>\$124,536,468</b>	<b>\$122,068,205</b>	
<b>OPERATING BUDGET STATUS</b>	<b>(\$1,950,173)</b>	<b>(\$811,501)</b>	

# **ATTACHMENT B**

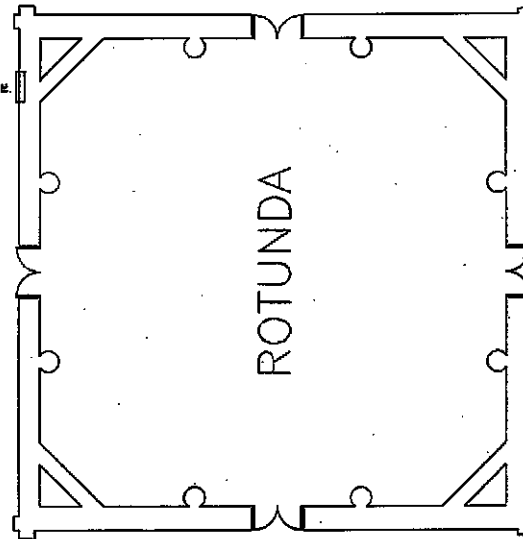
## **DESIGN CONCEPTS FOR THE GILROY ROBERTS GALLERY – MINT BUILDING**

**MAIN MINT  
BUILDING STEPS**



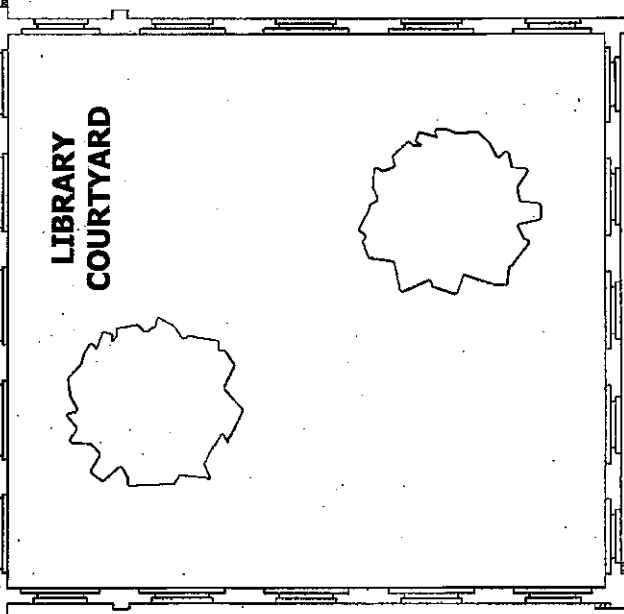
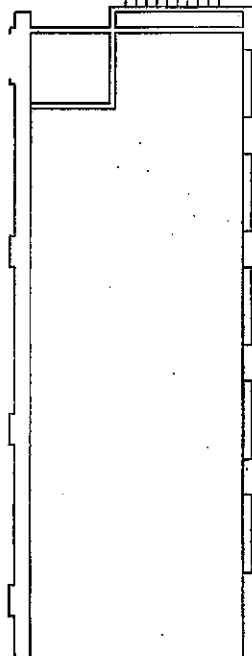
**SITE OF EXHIBIT**

CONCRETE  
2025.1.1

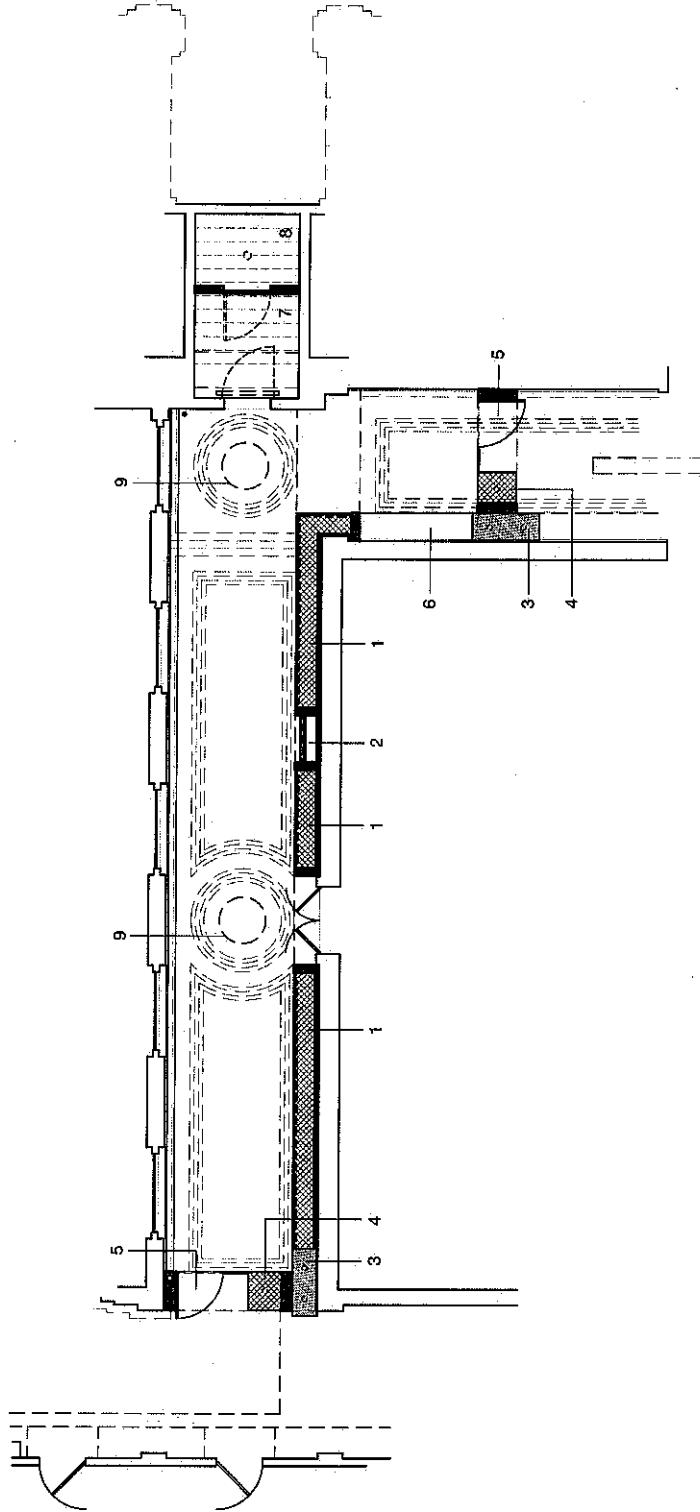


**SITE OF EXHIBIT**

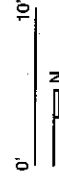
CONCRETE  
2025.1.1



**LIBRARY  
COURTYARD**



- 1 GLASS ENCLOSED DISPLAY AREA WITH ADJUSTABLE SHELVING
- 2 RECESSED WOOD CLAD ANV FEATURE WALL
- 3 BACKLIT TRANSLUCENT SIGNAGE/DONOR BLOCK
- 4 JEWEL BOX DISPLAY
- 5 GLASS ENTRY COMPONENT
- 6 DISPLAY WALL WITH LOW PLATFORM
- 7 DIORAMA DISPLAY
- 8 STORAGE AREA
- 9 PENDANT LIGHT FIXTURE ABOVE



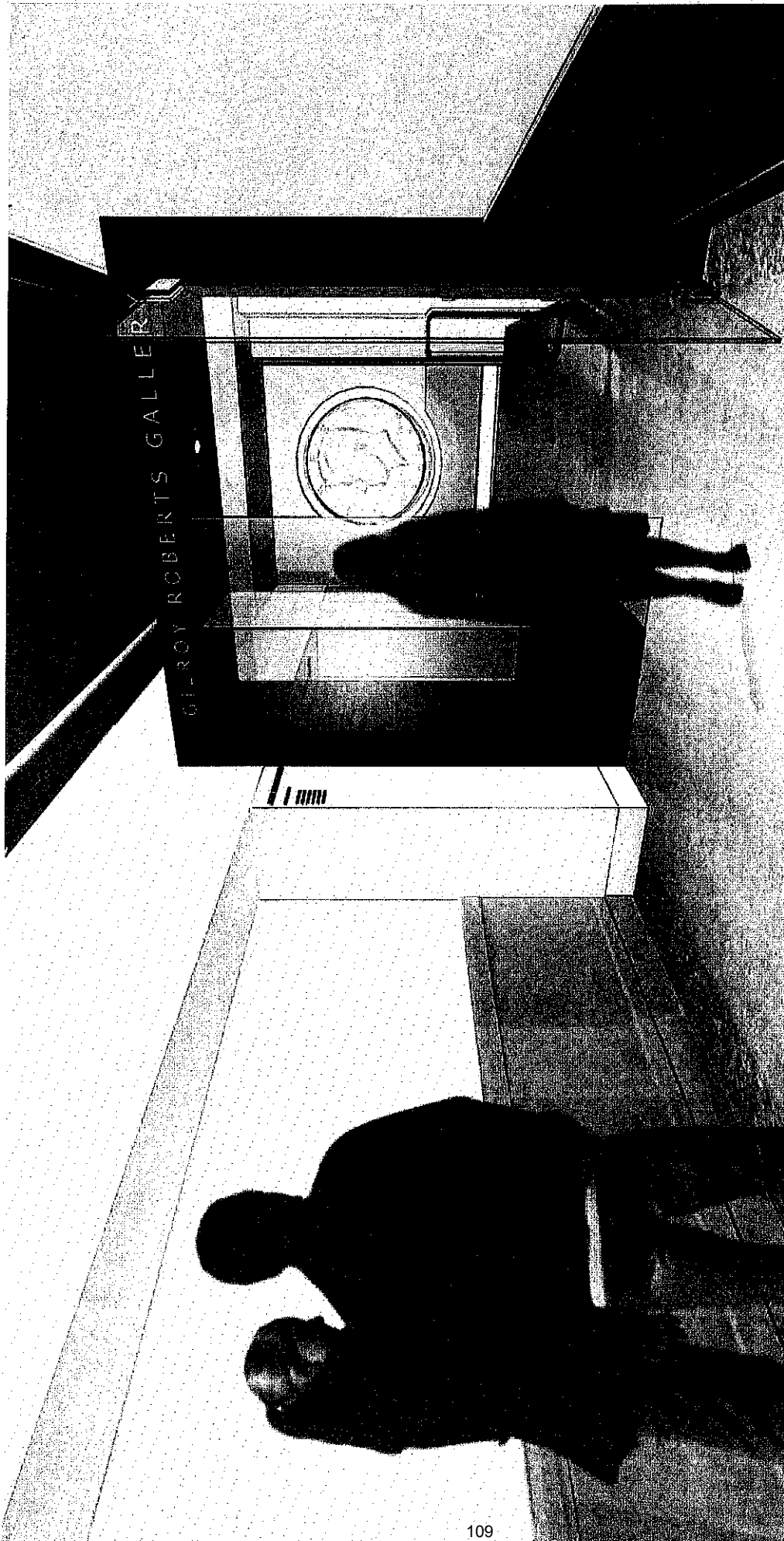
**PLAN VIEW**

**CCP: GILROY ROBERTS GALLERY  
OPTION A**

**SCHEMATIC DESIGN/ CONCEPT REVIEW: FEBRUARY 14, 2013  
1/8" = 1'-0"  
MA&D 1158**



**METCALFE**  
ARCHITECTURE & DESIGN



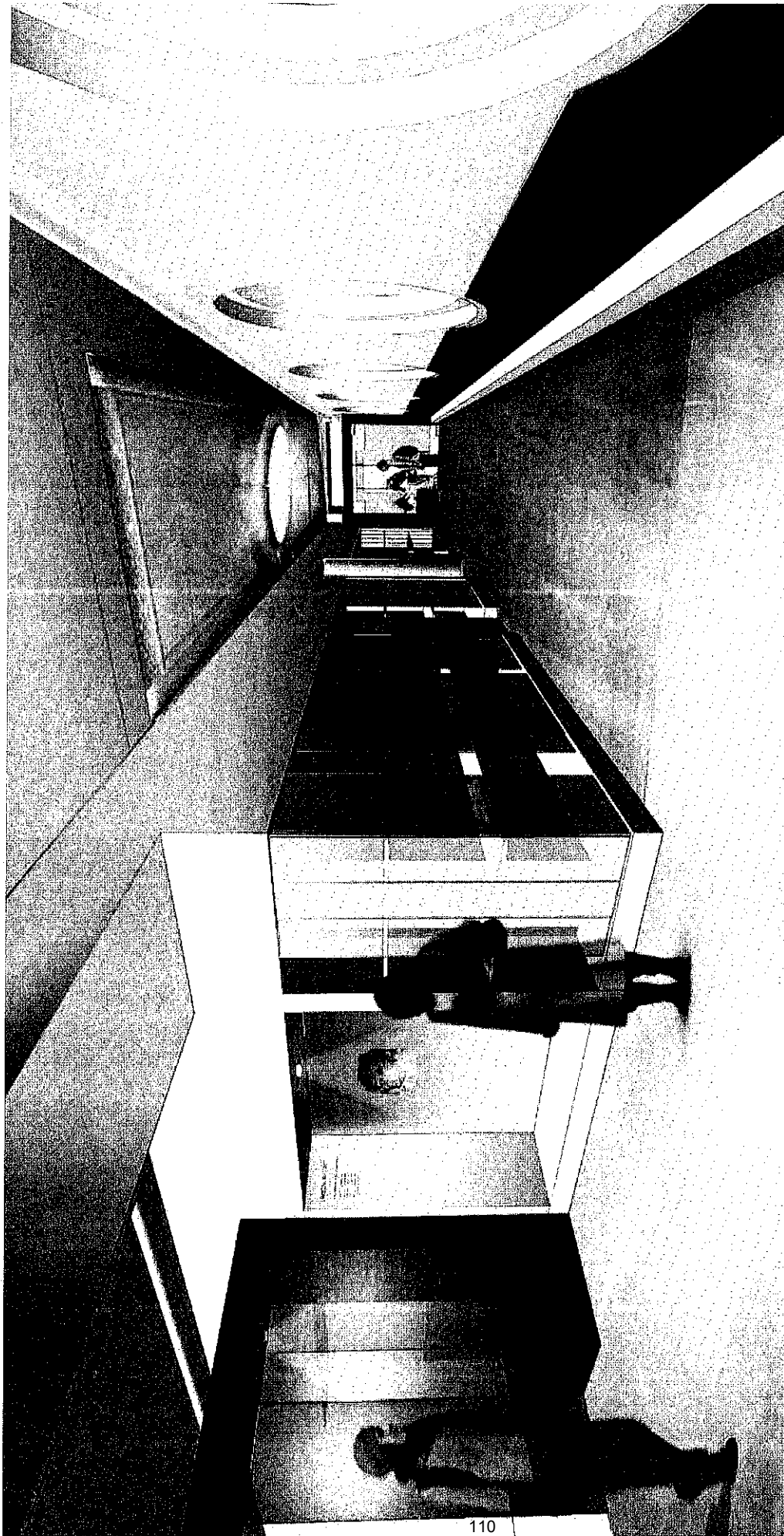
**VIEW AT ENTRY**

**CCP: GILROY ROBERTS GALLERY  
OPTION A**

**SCHEMATIC DESIGN/ CONCEPT REVIEW: FEBRUARY 14, 2013  
MA&D 1158  
NOT TO SCALE**



**METCALFE**  
ARCHITECTURE & DESIGN

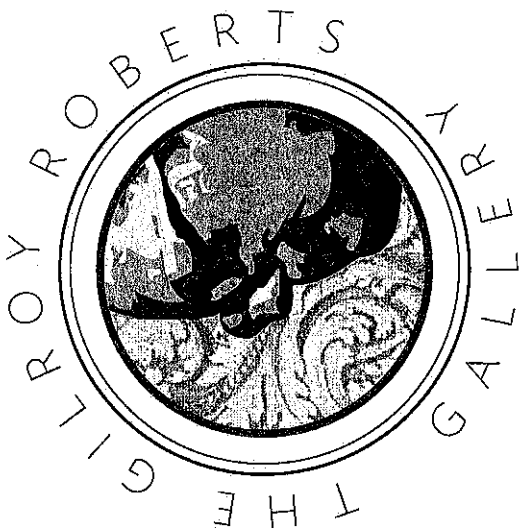
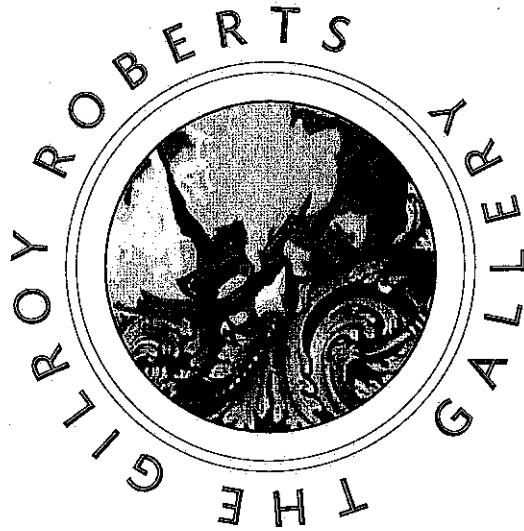


**METCALFE**  
ARCHITECTURE & DESIGN

**VIEW AT CORNER**

**CCP: GILROY ROBERTS GALLERY  
OPTION A**

**SCHEMATIC DESIGN/ CONCEPT REVIEW: FEBRUARY 14, 2013  
MA&D 1158  
NOT TO SCALE**



THE  
**GILROY ROBERTS**  
GALLERY



**METCALFE**  
ARCHITECTURE & DESIGN

EXHIBIT LOGO GRAPHICS

CCP: GILROY ROBERTS GALLERY

SCHEMATIC DESIGN/ CONCEPT REVIEW: FEBRUARY 14, 2013  
MA&D 1158

**MEETING OF AUDIT COMMITTEE  
Community College of Philadelphia  
Thursday, March 21, 2013 – 12:00 Noon**

Present: Mr. Jeremiah White, Mr. Rich Downs (via telephone), Dr. Stephen M. Curtis, Dr. Thomas R. Hawk, Mr. Todd Murphy, Mr. James Spiewak, Dr. Samuel Hirsch, Jill Garfinkle Weitz, Esq., Mr. Waverly Coleman, Mr. Gim Lim, Mr. Daniel Robb, Dr. Wayne Wormley; and representing KPMG: Ms. Chris Chepel and Mr. Arthur M. Ayres, Jr.

Not Present: The Honorable Michael A. Nutter and Mr. Matt Bergheiser

**AGENDA – PUBLIC SESSION**

**(1) Approve Minutes of Audit Committee Meeting on September 25, 2012 (Action Item):**

**Action:** Mr. Downs asked for a motion to recommend acceptance of the September 25, 2012 Audit Committee meeting minutes. Mr. White made the motion. Mr. Downs seconded the motion. The motion passed unanimously.

**(2) 2011-2012 A-133 Audit Report (Information Item):**

Ms. Chepel and Mr. Ayres reviewed the results of the 2012 A-133 Audit using the draft in Attachment A. They summarized the scheduled of federal awards. The College's had \$98 million in Federal expenditures of which \$91 million was in Student Financial Aid. Student Financial Aid is comprised of primarily Pell Awards and Direct Loans. The single audit process for determining programs to audit requires auditors to remove the Student Financial Aid Cluster, which leaves a base of about \$6 million in smaller programs from which they are to select programs for audit.

Ms. Chepel reviewed the specific programs that were audited: the Student Financial Aid Cluster, Pathways out of Poverty Grant, Predominantly Black Institutions Formula Grant and the Trade Adjustment Assistance Community College and Career Training Grant (TAACCCT). She explained that as a result of a timing issue, there were repeat findings from last year for the Pathways Out of Poverty Grant. The program ended half way through the 2011-12 year. The repeat findings occurred as a result of the timing of the 2010-11 A-133 audit which generated findings to which the College responded in the second half of the 2011-12 year. However, because the findings did occur in the 2011-12 year before the corrective action plan was implemented, the auditors were required to repeat the 2010-11 findings. No further recommendations were made because a corrective action plan had been implemented as of March 2012.



Ms. Chepel discussed the Trade Adjustment Assistance Community College and Career Training Grant (TAACCCT). She reminded the Committee that this was a \$20 million Department of Labor grant that awards funds to all 14 Pennsylvania Community Colleges with Community College of Philadelphia being the lead institution. For the FY2012 year, the Project did not have a large amount of expenses, since most Colleges were in the start-up year. Community College of Philadelphia is required to monitor the other 13 Community Colleges to ensure that they are spending the dollars in accordance with Federal guidelines as part of the College's fiscal agent responsibility.

Mr. Downs asked if KPMG was participating in the monitoring process. Ms. Chepel explained that KPMG must maintain their independence. However, they have worked with Mr. Murphy and the TAACCCT staff in helping to define a monitoring guide which is now being used by CCP in the project management process. In addition, Community College of Philadelphia, as part of the monitoring requirements, obtains copies of each College's A-133 Audit reports, since they are all subject to the A-133 audit requirements. KPMG is reviewing the A-133 audits performed at the other colleges. If there is a specific concern about any particular College, KPMG could be engaged to perform an "Agreed Upon Procedures" Audit if the College deems it necessary.

Dr. Hawk asked if there was a chance that any of the other Colleges' TAACCCT Grant could escape an A-133 Audit. Ms. Chepel explained that it would depend on the make-up of each school's Federal Awards and Student Financial Aid Cluster, so there is a chance that a school's TAACCCT program may not be audited. However, since the threshold is currently \$300,000 it is expected that most of the other College's would reach that level in year two. There is a single audit requirement for auditors to audit any program over \$300,000 if it has never been audited.

Mr. White asked if there were procedures in place to ensure compliance. Dr. Curtis explained that every invoice from all the 14 Colleges flows through CCP and all paperwork is carefully reviewed by staff. In addition, the Department of Labor performed an audit of year one. The College has been very aggressive in its monitoring efforts, and project staff have spent a significant amount of time performing site visits to the other colleges reviewing paperwork and ensuring compliance. Ms. Weitz noted that since we get copies of the other colleges' A-133 Audits, we can identify any potential issues and follow up as necessary.

Mr. Downs raised the question as to why the College was no longer classified as "low risk." Ms. Chepel explained that this status only means that the College had reportable A-133 findings in the prior year. The only impact is now KPMG is required to audit at least 50% of the College's expenditures rather than 25%. However, since the College's Student Financial Aid is significantly more than 50%, this requirement did not affect CCP. This status will continue unless the College has a year with no A-133 findings.

Ms. Chepel and Mr. Ayres reviewed the new A-133 2011-12 finding. The finding was in the Student Financial Aid program area and related to reporting student enrollment status changes within 60 days. In the sample of 40 students, 11 student status changes were not communicated on a timely basis to the National Student Loan Data System (NSLDS). Mr. Ayres stated that there was an error in the programming that caused the discrepancy in the timing of the communication. The impact of this finding is that it can affect the timing of students entering into repayment status of student loans. Mr. Murphy explained that he

discussed this with the Student Affairs representatives and they have ensured that the programming has since been corrected. Mr. White asked if there is a concern that this issue could happen again. Mr. Murphy mentioned as a follow up, the Internal Auditor could review the process to ensure that the College's corrective action plan is followed. Mr. Lim explained that Financial Aid carefully reviews and scrubs all data before it is sent to NSLDS. A programming error occurred after a reporting change was made. The system issue is now fixed; it should not happen again. Ms. Chepel mentioned that the College had not had this finding previously, and it was the program used that actually provided the incorrect information. KPMG believes that the College's corrective action should prevent this from occurring in the future. Dr. Hirsch noted that his area has put a number of checks and balances within the process and the system to ensure this does not happen again.

Ms. Chepel discussed the other four findings as repeat from the previous year. She told the Committee that the Department of Labor reviewed the audit last year and accepted the College's corrective action plan. KPMG feels that no further action is required.

**Action:** Mr. Downs asked for a motion to recommend acceptance of the June 30, 2012 A-133 Audit. Mr. White made the motion. Mr. Downs seconded the motion. The motion passed unanimously.

Mr. White inquired about the cost of the audit. Dr. Hawk explained the cost of the audit was within the budgeted amount since fewer audits were completed than last year. Ms. Chepel stated that last year, the College had seven major programs audited as compared to only four this year. This was the result of several grant programs ending or falling below the audit threshold. In addition, where the College had a clean audit, KPMG now has the flexibility to rotate when the program is next audited.

Mr. White asked if there were any issues with respect to the relationship with the staff. Ms. Chepel stated that management has always been very responsive to any findings and reacts quickly to supplying any information.

Mr. White asked if there were any new rules or guidelines that will affect the College in the future. Ms. Chepel discussed an OMB (Office of Management and Budget) proposal that will change the single audit. The purpose is to help streamline and reduce the audit effort within the next few years.

Mr. Downs asked if the College is still facing a change with respect to GASB 45. Ms. Chepel explained that an exposure draft summarizing the recommended changes should be out shortly with a final standard issued in June of 2015. The new standard will no longer allow the College to phase in the total accrued Other Post Employee Benefits (OPEB) liability, instead the entire amount will be recorded at one time on the College's balance sheet. However, there is discussion about the portion that is an actual liability and the portion that will be classified as a deferred outflow of resources. This will create a distinction between the amount the College actually owes and long-term actuarial calculation for future costs. The overall impact is that the College's net assets will potentially be reported at a negative level. All rating agencies are aware of the change and realize nothing is happening economically. Mr. Downs stated he was concerned as to how rating agencies will be able to provide an A1 rating to an institution with negative net assets.

**(3) 2012-2013 Budget Update (Information Item):**

Mr. Downs discussed the Budget results before the Audit meeting with Todd Murphy. Mr. White reviewed the Budget results at the Business Affairs Committee meeting yesterday, March 20, 2013, and had no further questions as well.

**(4) Next Meeting:**

The next meeting of the Committee will be held on Wednesday, June 26, 2013 at 12:00 noon in the Isadore Shrager Boardroom, M2-1.

**EXECUTIVE SESSION**

An Executive session was held with Board members and College staff.

TEM/lmh

Attachments

cc: Dr. Stephen M. Curtis  
Dr. Thomas R. Hawk  
Jill Garfinkle Weitz, Esq.  
Mr. James P. Spiewak  
Mr. Gim Lim  
Mr. Waverly Coleman  
Dr. Wayne Wormley  
Mr. Daniel Robb  
Dr. Samuel Hirsch  
Representing KPMG: Ms. Chris Chepel and Mr. Arthur Ayres