Community
College
of Philadelphia

The Path to Possibilities ™

MEETING OF THE BOARD OF TRUSTEES
Thursday, February 7, 2013 - 3:00 p.m.
Isadore A. Shrager Boardroom

Table of Contents

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The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES
AGENDA
Thursday, February 7, 2013 – 3:00 p.m.
Isadore A. Shrager Boardroom (M2-01)

(1)   Consent Agenda

        (a) Proceedings and Minutes of Decisions and Resolutions
                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) Proposed Refunding of Series 1999 Revenue Bonds
        (i) Landscape Change Order
        (j) West Building Change Orders

(2)   Report of the Chair

(3)   Foundation Report

(4)   Report of the President

(5)   New Business

(6)   Next Meeting: Thursday, April 4, 2013 – 3:00 p.m.
                               Isadore A. Shrager Boardroom (M2-01)

(7)   Executive Session

Future Committee Meetings:

        Student Outcomes: Thursday, February 7, 2013
                                   1:30 p.m. – M2-34

        Business Affairs: Wednesday, February 20, 2013
                                   9:00 a.m. – Isadore A. Shrager Boardroom (M2-01)

Audit Committee: Tuesday, February 26, 2013
                                         12:00 noon – Isadore A. Shrager Boardroom (M2-01)

Upcoming Events

Community College National Legislative Seminar   February 11-14, 2013
                                          Marriott Wardman Park Hotel
                                          Washington, DC

Law and Society Week   February 25-March 1, 2013

College Spring Break   March 4-8, 2013

Pennsylvania Commission for Community Colleges
  Annual Meeting and All-PA Academic Awards   April 8-9, 2013
    Hilton Harrisburg

Lobby Day in Harrisburg   April 9, 2013

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, November 1, 2012 – 3:00 p.m.

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

(1)   Executive Session

The Executive Session was devoted to a discussion of Board procedures.

Mr. Bergheiser welcomed Ms. Stella Tsai and Ms. Jennie Sparandara, newly appointed members of the Board, to their first Board meeting.

(2)   Consent Agenda

(a)   Authorization of Proceedings and Minutes of Decisions and Resolutions
         of the Meeting of October 4, 2012
(b)   Authorization of Gifts and Grants
(c)   Authorization of Science Program Audit
(d)   Authorization of Nursing – Modified Academic Program Audit
(e)   Authorization of SPSBA Funding Resolution for the West Building Chemistry
         Labs

At the request of Mr. Bergheiser, Dr. Hawk reviewed and discussed the SPSBA Funding Resolution for the West Building Chemistry Labs.

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

Ms. Biemiller requested that the Board meeting agenda and materials be available to members of the Board a week in advance of the Board meeting.

Ms. Biemiller requested that the Board be provided with a summary of key facts of the academic audits reviewed by the Student Outcomes Committee and subsequently approved by the Board. She stated that the summary would be very helpful, and would eliminate review of the voluminous audit documents.

(3)   <u>Slate of Board Officers for 2012-13</u>

For the benefit of members of the Board, Ms. Holland reviewed the process for nominations for Board Officers. She stated that the Nominating Committee for Board Officers, consisting of herself as chair, Mr. Lassiter, Ms. Hérnandez Vélez, and Ms. Tsai, had met and were submitting the following slate of Board Officers for 2012-13:

Mr. Matthew Bergheiser	Chair
Ms. Suzanne R. Biemiller	Vice Chair
Representative James R. Roebuck, Jr.	Vice Chair
Ms. Beatriz F. Vieira	Secretary

Ms. Holland stated that the term for Board officers will be effective November 1, 2012 through September, 2013.

Mr. Lassiter moved, with Mayor Nutter seconding, that the above slate of Board Officers for 2012-13 be approved. The motion carried unanimously.

Mr. Bergheiser thanked Ms. Holland for her work and leadership of the Nominating Committee and congratulated the elected officers. Mr. Bergheiser spoke on the importance of Community College of Philadelphia, and noted that it was an honor for him to serve as an officer of the Board of Trustees.

Mr. Bergheiser asked Ms. Holland, chair of the Student Outcomes Committee, and Mr. White, chair of the Business Affairs Committee, to join the Board officers as members of the Executive Committee of the Board for this year.

(3a)   <u>Nominations for Honorary Degrees</u>

Ms. Holland circulated and discussed a document requesting nominations for Honorary Degree Awards. She asked that members of the Board of Trustees submit their nominations to the President's Office by Wednesday, November 28, 2012 so that nominees can be discussed at the Student Outcomes Committee meeting in December.

(4)   <u>Report of the Chair</u>

(4a)   <u>Association of Community College Trustees Annual Congress</u>
       <u>October 10-13, 2012, Boston, Massachusetts</u>

Mr. Bergheiser reported that the Association of Community College Trustees (ACCT) Annual Congress took place on October 10-13, 2012 in Boston, Massachusetts. Dr. Curtis and former chair of the Board of Trustees, Ms. Varsovia Fernandez, co-presented with Harrisburg Area Community College on the role of trustees in fundraising. Mr. Bergheiser stated that Representative Roebuck and Mr. White had also attended the Congress.

At the request of Mr. Bergheiser, Representative Roebuck stated that he had attended a number of excellent programs and workshops at the ACCT Congress in Boston. He stated that the Congress also offers trustees the opportunity to interact with fellow trustees from across the country. Representative Roebuck encouraged members of the Board to participate in future ACCT meetings.

(4b)   Pennsylvania Commission for Community Colleges
       Fall Regional Meeting

Mr. Bergheiser reminded members of the Board regarding the Pennsylvania Commission for Community Colleges Fall Regional meeting scheduled for Thursday, November 8, 2012, 5:30 p.m. – 8:30 p.m. at Montgomery County Community College, 340 DeKalb Pike, College Hall Dining Room, Blue Bell, Pennsylvania. Members of the Board interested in attending the meeting should contact Ms. DiGregorio in the President's Office at the end of the meeting as the information needs to be relayed to the Commission Office by Friday, November 2.

(4c)   AACC/ACCT Community College National Legislative Summit

Mr. Bergheiser reported that the AACC/ACCT Community College National Legislative Summit is scheduled for February 11-14, 2013, in Washington, DC. Members of the Board interested in attending may contact Ms. DiGregorio in the President's Office for meeting arrangements.

(4d)   December Board of Trustees Meeting

Mr. Bergheiser reminded members of the Board that there will not be a Board of Trustees meeting in December. Since a regular meeting of the Board is not scheduled in January, a Board Retreat is noted on the Board of Trustees meeting schedule. Mr. Bergheiser asked that members of the Board save the date of Thursday, January 3, 2013 for a Board Retreat. He stated that details about the retreat will be forthcoming.

(5)   Foundation Report

Ms. Ray announced the following noteworthy gifts received by the Foundation:

- The Independence Blue Cross Foundation (subcontracted through the National League for Nursing) has funded year one of the two-year Using ACES to Build Collaborative Partnerships to Improve Care to Older Adults grant for $34,073. The total award for the two-year grant is $71,900. This project extends the ACES (Advancing Care Excellence for Seniors) framework developed by the College and the National League for Nursing to nursing staff in practice environments through a series of workshops, webinars and other support. This work is an important step in assisting student, faculty, and staff nurses in Southeastern Pennsylvania to use ACES to improve care of older adults;

- The Pennsylvania Department of Public Welfare (with InspiriTec, Inc. serving as the fiscal agent) has funded the KEYS (Keystone Education Yields Success) grant for fiscal year 2012-2013 for $217,005. The College's KEYS program provides TANF recipients, who are students at the College, with assistance to foster their academic success. KEYS offers academic support, including developmental courses, study and life skills workshops, career exploration, tutoring, mentoring and resource development; and

- The School District of Philadelphia has funded the Gateway to College Program grant for $335,000 for fiscal year 2012-2013.

Ms. Ray reported that on October 23, 2012, a reception was held to recognize Mr. Jim Nevels and the Hershey Company for their generous gift that named the new Culinary Arts facilities in the Pavilion. Nearly 80 guests shared an afternoon of sweetness including chocolate and wine pairing and many savory foods made with chocolate. Ms. Ray stated that the Foundation looks forward to hosting more recognition receptions for all those who helped to realize 70% more than the goal of the now completed capital campaign.

Ms. Ray reported that the 2012 Pathways Awards Dinner will be held this evening at Vie. Award recipients are: Ms. Alba Martinez – Bonnell Award; Mr. Charlie "Mack" Alston – City Impact Award; and Bank of America – Corporate Philanthropy Award. Ms. Ray stated that at the event, Community College of Philadelphia Champions, including Ms. Marsha Ambrosius, Ms. Loraine Ballard Morrill, Ms. Kijafa Vick, and Ms. Dyana Williams, will be introduced. These individuals will help promote the College to the community to raise awareness and identify potential donors. Additionally, the Kal and Lucille Rudman Foundation and the Gilroy and Lillian Roberts Foundation will receive recognition for their philanthropic support.

Ms. Ray stated that the next meeting of the Foundation Board is scheduled for November 8, 2012.

(6)   Report of the President

(6a)   Pennsylvania Commission for Community Colleges
        Presidents Meeting, October 25-26, 2012

Dr. Curtis reported that the Commission for Community Colleges had met on October 25-26, 2012 in Hershey, Pennsylvania. He stated that discussions focused on the Governor's Advisory Commission on Higher Education. Dr. Curtis stated that the Commission, consisting of 31 members, was appointed by Governor Corbett to review a number of issues in higher education. Dr. Curtis noted that only one representative was appointed to the Commission to represent the community colleges in Pennsylvania. Dr. Curtis stated that the report of the Commission will focus its attention predominantly on traditional, four-year students rather than the non-traditional students common to community colleges. Dr. Curtis stated that he would share the report with the Board as soon as it became available.

Mayor Nutter requested a copy of the charge of the Commission as well as a copy of the Commission's membership.

Mayor Nutter stated that while Community College of Philadelphia works with the Commission for Community Colleges to advocate on behalf of the 14 community colleges in the State, he asked that a legislative agenda, specifically for Community College of Philadelphia, be developed. He stated that the College could outline three to four specific issues that the College would like to accomplish, provide background information, and advocate for support from the city, state, and national level.

(6b)   On-Campus Activities

Dr. Curtis reported that the College held a Faculty Open House on October 5, 2012. About 200 individuals attended. The College offered workshops on programs at the College as well as teaching and interview workshops. Participants were also able to use computers to apply for faculty positions at the College.

Dr. Curtis reported that the College hosted Mr. Terry Madonna, professor of Political Science at Franklin and Marshall College and pollster on October 8, 2012. Mr. Madonna spoke on historical data regarding presidential elections and the upcoming election. Dr. Curtis stated that Mr. Zack Stalberg from the Committee of Seventy also spoke on the upcoming election. The session was well attended, and faculty brought a number of their classes to the lecture.

Dr. Curtis reported that he and Congressman Chaka Fattah presented a check from funds from the Foundation's 15th Annual Golf Classic of July 30, 2012 to Cadence Cycling Foundation and Work to Ride on October 9, 2012. Congressman Fattah was honorary chair of the very successful Golf classic.

Dr. Curtis reported that the College hosted the City of Philadelphia Financial Planning Day on October 9, 2012. The event is open to the public and top financial advisors in the Philadelphia area volunteer their time at this event.

The Pathways Magazine Reception and the unveiling of the Hershey Center for Culinary Arts took place on October 23, 2012. Mr. Jim Nevels, chairman, The Hershey Company, was the featured speaker. The Hershey Company made a generous gift to the College for the Culinary Arts Program. Mr. Nevels is also featured on the fall issue of the College's *Pathways Magazine*. The magazine is published twice a year and this is the 10th edition. Ms. Varsovia Fernandez, former chair of the Board, who was instrumental in securing the Hershey gift to the College, attended the event. Dr. Curtis thanked Representative Roebuck and Mr. Lassiter for attending the event.

(6c)   Off-Campus Activities

Dr. Curtis reported that he had attended the Jack Kent Cooke Foundation Reception in Washington, DC on October 27 on the occasion of the centennial of his birthday. The Jack Kent Cooke Foundation Scholarship honors excellence by supporting outstanding community college students with financial need to transfer to and complete their bachelor's degrees at the nation's top four-year colleges and universities. The scholarship provides up to $30,000 per year to each

of approximately 60 deserving students selected annually, making it the largest private scholarship for two-year and community college transfer students in the country. Four students from Community College of Philadelphia have received this scholarship including Mr. Larry Thi, the 2011 recipient, who is attending the University of Pennsylvania; and Mr. Larry Liu, 2012 awardee, who is attending the University of North Carolina.

(7)   New Business

There was no new business discussed at the meeting.

(8)   Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, February 7, 2013 at 3:00 p.m. in the Isadore A. Shrager Boardroom (M2-1).

The meeting adjourned at 4:00 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, November 1, 2012 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

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

(1)   Executive Session

        The Executive Session was devoted to a discussion of Board procedures.

        Mr. Bergheiser welcomed Ms. Stella Tsai and Ms. Jennie Sparandara, newly appointed
members of the Board, to their first Board meeting.

(2)   Consent Agenda

        The Board approved the following Consent Agenda:

        (a)   Authorization of Proceedings and Minutes of Decisions and Resolutions
                 of the Meeting of October 4, 2012
        (b)   Authorization of Gifts and Grants
        (c)   Authorization of Science Program Audit
        (d)   Authorization of Nursing – Modified Academic Program Audit
        (e)   Authorization of SPSBA Funding Resolution for the West Building Chemistry
                Labs

(3)   Slate of Board Officers for 2012-13

        The Board approved the following slate of Board Officers for 2012-13:

                Mr. Matthew Bergheiser   Chair
                Ms. Suzanne R. Biemiller   Vice Chair
                Representative James R. Roebuck, Jr. Vice Chair
                Ms. Beatriz F. Vieira   Secretary

Mr. Bergheiser asked Ms. Holland, chair of the Student Outcomes Committee, and Mr. White, chair of the Business Affairs Committee, to join the Board officers as members of the Executive Committee of the Board for this year.

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(4b)   Pennsylvania Commission for Community Colleges
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The College hosted the City of Philadelphia Financial Planning Day on October 9, 2012.

The Pathways Magazine Reception and the unveiling of the Hershey Center for Culinary Arts took place on October 23, 2012.

(6c)   Off-Campus Activities

Dr. Curtis attended the Jack Kent Cooke Foundation Reception in Washington, DC on October 27 on the occasion of the centennial of his birthday.

(7)   New Business

There was no new business discussed at the meeting.

(8)   <u>Next Meeting</u>

The next meeting of the Board of Trustees is scheduled for Thursday, February 7, 2013 at 3:00 p.m. in the Isadore A. Shrager Boardroom (M2-1).

The meeting adjourned at 4:00 p.m.

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

Summary by Grant Type:

	Current Month	Year-to-Date
Government/Public Grants		
Federal		$742,038
State		$1,356,615
Local		$835,000
Private Grants		
Corporation		
Foundation	$150,190	$343,968
Grant Subtotal	**$150,190**	**$3,277,621**

GIFTS
Summary by Gift Type:

Gifts to the Foundation ($5,000+)	Amount	Purpose
Roderick D. Robertson	$10,250	Endowment/Pride Fund
Margaret T. Stephens	$10,840	Scholarship
United Concordia	$5,000	Scholarship

Gifts In-Kind		
C. Geoffrey Berken	$1,800	Camera Equipment
Linda M. Buchheit	$100	Camera Equipment
Rosemary Cook	$2,250	Camera Equipment
Ann L. Reed	$150	Camera Equipment

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

Foundation Grants

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 19130 Zip Code Project and Data Collection Tool grant for $70,000. This grant continues support for health promotion/disease prevention services to vulnerable populations in North Philadelphia and will evaluate the data collection tool for demographic and service data. Activities in support of this goal will build on the College's current and previous Independence Foundation grant-funded community-based care projects in the 19130 zip code that surrounds the College. The needs of vulnerable populations in this area are considerable and the focus will be delivery of health promotion/disease prevention services.

The Independence Foundation has also 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 (ACES) 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. Funding will support resource development; enhance operational support and the coordination between the National League for Nursing and the College; and the collection and processing of evaluation data for the ACES project.

The Christian R. and Mary F. Lindback Foundation has funded the Lindback Distinguished Teaching Award for $4,000 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 Community College of Philadelphia faculty members over the years.

MINUTES
Thursday, November 1, 2012
1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland
Present: Dr. Stephen Curtis, Mr. Mark Edwards, Dr. Judith Gay,
         Dr. Samuel Hirsch, Ms. Mary Horstmann, Mr. Chad Lassiter,
         Dr. Judith Rényi, Dr. James Roebuck
Guests: Dr. Mary Anne Celenza, Ms. Cynthia Giddle, Mr. Jeffrey Markovitz,
         Mr. John Moore, Ms. Deborah Rossi, Ms. Melissa St. Pierre,
         Dr. Sharon Thompson, Ms. Simone Zelitch

(1)   Executive Session

There was no Executive Session.

(2)   Public Session

a) Approval of Minutes of October 4, 2012 (Action Item)

The minutes were accepted.

b) Student Outcomes Report

Ms. Holland provided an overview of the role of the Student Outcomes
Committee. She highlighted key focus areas of the Committee including: review
and recommend actions associated with Academic Program Audits; and review
of metrics associated with the College's Enrollment Management Plan and
Academic Affairs. Ms. Holland recommended to the Committee that at the
December Committee meeting time be spent reviewing the current metrics used
and identify other metrics that the Committee would like to review. The
Committee members were in agreement.

c) Women's Studies/Gender Studies Program Audit (Action Item)

Mr. Moore presented highlights of the Women's Studies/Gender Studies Degree
and Certificate Program Audit and reviewed the recommendations. Dr.
Thompson discussed what has been accomplished to date relative to the
direction of the Audit recommendations. A discussion took place regarding the
enrollment data which indicate a large number of students enrolled in Women's
Studies/Gender Studies courses, but not in the Women's Studies/Gender Studies
Program. After discussion, the faculty and the Committee concluded that it
would be best to phase out the Program and seek alternative ways for promoting

the value of the Women's Studies/Gender Studies courses. Suggestions offered include: starting a student club; developing a marketing campaign; developing joint activities with the College's Women's Outreach and Advocacy Center; and developing strategies to infuse the topic of Women's Studies/Gender Studies across the College.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Women's Studies/Gender Studies Degree and Certificate Audit with revised recommendations that the Degree and Certificate Programs be discontinued effective the end of the 2012-13 academic year and that the faculty report back to the Committee by June 2013 with a follow-up report.

d) Creative Writing Certificate Program Audit (Action Item)

Mr. Moore provided an overview of the Creative Writing Certificate Program Audit and reviewed the recommendations. Ms. Horstmann asked for a description of the students. Mr. Markovitz responded that they have students who enter directly after graduating high school, some students have bachelor's degrees and that some students began at the College needing developmental courses. Ms. Horstmann followed up by asking if there are outreach activities with the high schools. Ms. Giddle responded that the College's literary magazines are distributed to the high schools. Ms. Holland complimented the faculty on developing a strong audit.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Creative Writing Certificate Audit and certify the Certificate program for five years.

e) Medical Assisting Program Recommendations (Action Item)

Ms. Rossi, Department Chair, Allied Health, and curriculum coordinator for Medical Assisting reviewed the recommendation of the Department that the Medical Assisting Program be discontinued. Factors for this recommendation include: low enrollment; low retention rate; lack of student interest in the program; and changes in the job market. Ms. Horstmann questioned how the job placement for Medical Assisting Program completers compares with other health programs at the College. Ms. Rossi responded that it varies by program and the job market. She mentioned Nursing as an example where the job market is currently tight in Philadelphia. Mr. Edwards asked if other community colleges in the region offer a Medical Assisting Program. Dr. Celenza responded that Delaware County Community College and Montgomery County Community College have established a virtual certificate program.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Medical Assisting Program recommendation to discontinue the Program effective September 2013.

<u>Next Meeting</u>:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, December 6, 2012 at 1:30 p.m. in conference room M2-34.

<u>Attachments:</u>

Minutes of October 4, 2012
Women's Studies Program Audit
Creative Writing Certificate Program Audit
Medical Assisting Program Recommendations

SUMMARY of AUDIT ACTIONS

November 1, 2012 Meeting

Summary of the Women's Studies/Gender Studies Degree and Certificate Program Audit

The Women's Studies/Gender Studies Programs (Degree and Certificate) have a history at the College going back over 15 years. Starting as a single course, Women's Studies grew to a concentration within Liberal Studies, to its current structure: offering both a standalone certificate and AA degree. The program has a small number of degree or certificate seeking students, but the courses the program offers are near maximum enrollment each semester. It is also only one of two options for students within the greater Philadelphia metro region where students can obtain an Associate's Degree in Women's and/or Gender Studies.

The programs' faculty hail from a variety of disciplines within the College and have contributed a number of revisions to the program in recent years. The fact that faculty for this program are pulled from other disciplines aids greatly in keeping costs low. And despite their various backgrounds, it is clear there is a dedication among them for this program.

Pertinent data includes:

- The certificate and degree programs combined average four students per semester
- Three degrees have been awarded since 2008; no certificates have been awarded since 2008
- Courses average just over 100 students per semester and run at 91% of capacity

It is unclear where the disconnect is between the number of students who take the initial women's studies course and the small number of students who go on to obtain a degree or certificate from the program. To remain viable as a degree granting program, Women's/Gender Studies would need to grow its current enrollment.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Women's Studies/Gender Studies Degree and Certificate Audit with revised recommendations that the Degree and Certificate Programs be discontinued effective the end of the 2012-13 academic year and that the faculty report back to the Committee by June 2013 with a follow-up report.

Summary of the Creative Writing Certificate Program Audit

The Creative Writing Certificate is a small, but rapidly growing, program within the Division of Liberal Studies. It has a large number of associated faculty that contribute to the program; they come with a wide array of professional accomplishments within the field. English faculty are

developing a curriculum that will allow students the opportunity to complete their certificate concurrently with a degree in English. Once this is completed, it will allow for the cultivation of additional articulation agreements.

Pertinent data includes:

- Enrollment has increased; for example Fall 2011 enrollment (37) is 62% higher than Fall 2008 enrollment
- The percent of part time students in the past few semesters is greater than the College average; for example Fall 2011 part time enrollment was 83.8% versus College part time enrollment of 68.8%
- Certificates awarded increased from 1 to 5 between 2008 and 2010 to 18 in 2011
- Fall to Fall and Fall to Spring persistence; course completion; and GPA are below the College averages

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Creative Writing Certificate Audit and certify the Certificate program for five years.

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES
Thursday, October 4, 2012
2:30 p.m. – M2-34

Presiding: Ms. Stacy Holland

Present: Dr. Stephen Curtis, Dr. Judith Gay, Dr. Samuel Hirsch, Mr. Chad Lassiter, Dr. James Roebuck

Guests: Dr. Mary Anne Celenza, Ms. Kathy Harter, Dr. Barbara McLaughlin, Mr. John Moore

(1)   **Executive Session**

An Executive Session was not held.

(2)   **Public Session**
   (a) Approval of Minutes of September 6, 2012

The minutes were accepted.

   (b) Science Program Audit

Dr. Celenza provided an overview of the Science Program Audit. She stated that the Science Program serves a need for students as a transfer program and that students in the program do well academically. However, the issues that need to be worked on have to do with strengthening the pipeline of students who elect to pursue a course of study in the Science Program. A few years ago science faculty from all three departments (Biology, Chemistry and Physics) were engaged in discussions regarding what the next step for the College was regarding new science programs. As a result, the faculty designed a very innovative curriculum which is the Applied Science and Engineering Technology degree program (ASET). This Program complements the Science Program in that it is designed as a career program. Dr. Celenza indicated that the science faculty need to once again review the status of the science programs and outline a future direction. The Division is involved with a number of initiatives designed to strengthen both recruitment and retention efforts for students interested in science:

- Predominately Black Institutions (PBI) grant – The goals are to increase recruitment initiatives as well as retention in science classes.

- S-STEM grant – A proposal has been submitted to NSF with a focus on designing an undergraduate science course which will enable students to engage in actual research early in their academic career.
- ATE – BMET grant – A proposal is being developed to be submitted to NSF. The focus is to develop a Biomedical Equipment Technician proficiency certificate which will also include strategies to assist students entering the program develop stronger academic skills (e.g. contextualized learning, tutoring, mentoring, etc.).
- ATE – Nanotechnology grant – A proposal is being developed to partner with Immaculata University to increase students' knowledge of nanotechnology through bridge programs, summer camps, participation in College Connection for Science, Engineering and Technology (CCSET) and the development of an introduction to nanotechnology course.

In addition, efforts will continue with initiatives through the Center for Science and Engineering Education that foster student recruitment and retention. Examples include the establishment of a Science Club, participation in the Philadelphia Science Festival and connecting students to professionals working in the field of science.

Mr. Lassiter suggested that a wish list of equipment should be developed and sent to area universities to alert them to the College's needs in the event universities have available equipment for potential donation to the College.

Ms. Holland pointed out the under enrollment of the Science Program and the need to develop a plan for increasing enrollment. It was agreed that an enrollment plan would be developed to include strategy, timeline and projected outcomes.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Science Program Audit.

 (c) Nursing – Modified Academic Program Audit

Dr. Celenza provided an overview of the Nursing Program Audit. She stated the Nursing Program has a well-established history of being a quality program. Through the efforts of the nursing faculty the Program has extended its reach beyond Philadelphia out to a national audience. This has been accomplished by two recent grants with the Hartford and Hearst Foundation which focus on Geriatric Education. Faculty have shared their expertise with other schools of nursing through presentations at major conferences.   They have also broadened their strong dedication to community service by sponsoring a trip to Merida Mexico. Last Spring 2012, some nursing students and two faculty members worked with the College's Center for International Understanding to travel to Merida Mexico to study a different health care system. They then presented their findings to their classmates to share their knowledge. Faculty in the

program continue to look for ways to connect with other organizations to promote nursing education.

Ms. Holland inquired about the culture of the Nursing Department and who is the driver for the Department to want to do innovative initiatives. Dr. McLaughlin responded by saying that the Nursing Department has had an established philosophical understanding that if new ideas are presented they should be supported. Beyond this, the nursing faculty view themselves as a community of learners including being open to learn from students. Dr. Curtis commented that the Nursing Department has had outstanding leadership over time and that has made a difference as well.

Ms. Holland questioned why completion of the Program is three years instead of two years. Dr. McLaughlin responded that the reason for this is that students typically need to take additional courses including pre-requisite courses and that since the Program has selective admissions requirements, such as a minimum GPA, students must first enroll in courses in order to establish an academic history and a GPA.

The Committee also had a conversation regarding the trend of employers requiring a bachelor's degree in Nursing and the implications for the associate's degree.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Nursing Program Audit.

(3) **Next Meeting**
The next meeting of the Student Outcomes Committee of the Board is scheduled for November 1, 2012 at 1:30 p.m. in conference room M2-34.

Attachments

Minutes of September 6, 2012
Science Program Audit
Nursing – Modified Academic Program Audit

Community College of Philadelphia

Academic Program Audit: Women's Studies and Gender Studies
Degree and Certificate Programs

Division of Liberal Studies

Authors:
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Date: September 19, 2012

I. Executive Summary

The Women's Studies/Gender Studies Programs (Degree and Certificate) have a history at the College going back over 15 years. Starting as a single course, Women's Studies grew to a concentration within Liberal Studies, to its current structure: offering both a standalone certificate and AA degree. The program has a small number of degree or certificate seeking students, but the courses the program offers are near maximum enrollment each semester. It is also only one of two options for students within the greater Philadelphia metro region where students can obtain an Associate's Degree in Women's and/or Gender Studies.

The programs' faculty hail from a variety of disciplines within the College and have contributed a number of revisions to the program in recent years. The fact that faculty for this program are pulled from other disciplines aids greatly in keeping costs low. And despite their various backgrounds, it is clear there is a dedication among them for this program.

It is unclear where the disconnect is between the number of students who take the initial women's studies course and the small number of students who go on to obtain a degree or certificate from the program. To remain viable as a degree granting program, Women's/Gender Studies will need to grow its current enrollment.

II. Program

A. Mission

The Women's Studies/Gender Studies curriculum is designed for students who want to study the implications of sex and gender, whether for personal interest or with the goal of transfer to major in women's studies, gender studies, sociology or related fields. The Women's Studies/Gender Studies program combines courses specifically related to the study of gender with a general education foundation.

B. Major Goals of the Program

Upon completion of this program graduates will be able to:

- Explain the complexities of gender and the ways in which gender roles impact the life choices available to women and men.
- Describe the significance of the diversity of women's and men's experience in their own and other cultures.
- Write coherent essays which reflect critically on the public conversation concerning gender roles and the public policy debate.
- Write in a style consistent with women's studies scholarship.

C. Brief History of the Program

- 1996, February: Women's Studies 101 course approved and written. It is noted that there is no Women's Studies Department in which to house the course so it was placed in Psychology, Education, and Health Services Department.
- 2000, October: Women's Studies/Gender Studies Curriculum approved as a Concentration Option in Liberal Arts.
- 2002, November: Revision to core course listings; Psychology 202, Human Sexuality added.
- 2005, January: Proposal for Certificate in Women's/Gender Studies approved.
- 2005: Distance Education sections offered in the introductory course and select core courses (ANTH 202, HIST 180, ENGL 260, WS 101).
- 2009, New directions include web presence, Facebook page and curriculum web page; public film screenings; The Clothesline Project; Voices Against Violence; International AIDS Day.
- 2011, October: Student Learning Outcomes and Program Outcomes revised.[1]
- 2012, March: Program and Certificate Descriptions Revised.[2]

D. Curriculum

1a. Description of the Curriculum: Degree Program

The Women's Studies/Gender Studies curriculum is essentially a Liberal Arts curriculum with a focus on the gendered aspects of identity. It is designed for students who want to study the implications of sex and gender, whether for personal interest or with the goal of transfer to major in women's studies, gender studies, sociology or related fields. The Women's Studies/Gender Studies program combines courses specifically related to the study of gender with a general education foundation.

The Women's Studies/Gender Studies program combines a core of academic courses in the humanities and social sciences with a general education foundation.
- **Directed Electives** focus on gender issues within the various disciplines. The curriculum requires students to select four from this list:
  - HIST 180, ENGL 260, SOC 212, ANTH 202, PSYC 202, PHIL 202, SOC 115
- All **General Education** requirements are met through required courses (as indicated below) except for the Interpretive Studies requirement and the Writing Intensive requirement. Therefore, in order to graduate, students in this program must choose one course that is designated Interpretive Studies and one course that is designated Writing Intensive. The same course may be used to fulfill both requirements.
  - This program requires two sciences, one of which must have a lab component. BIOL 109-110 – Human Anatomy and Physiology, or BIOL 106 and 107 – General Biology are recommended.

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[1] Proposed minor SLO changes are not yet approved by the AAC, but were made ―the SLOs were difficult to assess; the SLO's for the degree and certificate were not distinct from one another; and writing was omitted as an outcome for the degree."

[2] Proposed minor description changes are not yet approved by the AAC, but were made to ―reflect the more current and inclusive language common to other Women's and Gender Studies Programs."

- **Recommended**: PSYC 215, 211, 221; SOC 212, 231, 233; ANTH 202, ANTH 112, ENGL 116, ENGL 125, PSYC 215
- To qualify for the Associate in Arts (A.A.) degree in Women's Studies/Gender Studies a student must complete a minimum of 61 credit hours as prescribed and attain a grade point average of 2.0 (‒C" average).

1b. Description of the Curriculum: Certificate Program

The academic certificate program in Women's Studies/Gender Studies is designed to provide understanding and expertise on issues of gender and of women's experience that will enhance students' performance in many career fields, such as human services, education, business, law and health care. The certificate combines a core of academic courses in the humanities and social sciences with a general education foundation and a 20 hour (minimum) service experience. Students completing the certificate may apply courses toward an Associate in Arts degree in Liberal Arts or Culture, Science and Technology.

The service-learning component can be accomplished through any of a number of venues, including course selection, curriculum-related experiences, or through special arrangement with the coordinator of the Women's Studies/Gender Studies program. A list of acceptable courses and experiences are available from the program coordinator.

To complete the service-learning component, students write a reflection paper on their experience. The coordinator of the Women's Studies/Gender Studies program will certify that the reflection paper meets the criteria for the Women's Studies/Gender Studies certificate. The paper should demonstrate that the student has developed a deeper understanding of gender issues as a result of the experience of volunteering for an organization that provides services for or that advocates for women and girls.

2a. Curriculum Sequence: Degree Program

WOMEN'S STUDIES/GENDER STUDIES COURSE SEQUENCE

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101 – English Composition I		3	ENGL 101
MATH 150 -Introductory Data Analysis, or alternative[1]	MATH 118	3	Mathematics
WS 101 – Introduction to Women's Studies		3	Am/Global Diversity
PSYC 101 – Introduction to Psychology or		3	Social Sciences
SOC 101 – Introduction to Sociology			
CIS 103 – Applied Computer Technology		3	Tech Comp
SECOND SEMESTER			
General Elective		3	
Directed Elective – select one of the following:		3	
HIST 180 – Women and History			
ENGL 260 –Women in Literature	ENGL 101		
SOC 212 – Marriage and Family	SOC 101		
ANTH 202 – Gender Roles in Cross-Cultural Perspective	ANTH 101 or ANTH 112 or SOC 101		
PSYC 202 – Human Sexuality	PSYC 101		
PHIL 202 - Love and Sexuality			
SOC 115 – Women and Men in American Society	ENGL 101		
Directed Elective – select one from the list above		3	
ENGL 102 – The Research Paper	ENGL 101	3	ENGL 102, Info Lit
Lab Science[2]		4	Natural Science
THIRD SEMESTER			
Humanities Elective		3	Humanities
Advanced Psychology, Sociology, or Anthropology[3]	PSYC 101 or SOC 101	3	
Directed Elective – select 1 from the list above		3	
Directed Elective – select 1 from the list above		3	
Science Elective[2]		3-4	
FOURTH SEMESTER			
Artistic/Oral		3	
General Elective[4]		3	
General Elective[4]		3	
General Elective[4]		3	
General Elective[4]		3	

[1] Women's Studies/Gender Studies often involves analysis of statistical and quantitative data. Therefore, MATH 150, Introductory Data Analysis, is recommended although MATH 118 will fulfill graduation requirements.

[2] This program requires two sciences, one of which must have a lab component. BIOL 109-110 – Human Anatomy and Physiology, or BIOL 106 and 107 – General Biology are recommended.

[3] Recommended: PSYC 215, 211, 221; SOC 212, 231, 233; ANTH 202.

[4] It is also recommended that you consider ANTH 112, ENGL 116, ENGL 125, PSYC 215 and any sociology course which relates to your own interests.

2b. Curriculum Sequence: Certificate Program

Women's Studies/Gender Studies Academic Certificate Course Sequence

Course Number and Name	Prerequisites and Corequisites	Credits
FIRST SEMESTER		
ENGL 101 – English Composition I		3
WS 101 – Introduction to Women's Studies		3
MATH 118 - Intermediate Algebra or higher[1]		3
PSYC 101 – Introduction to Psychology or		3
SOC 101 – Introduction to Sociology		
CIS 103 – Applied Computer Technology		3
SECOND SEMESTER		
ENGL 102[2] – The Research Paper or	ENGL 101	3
ENGL 112 –Report and Technical Writing		
Any four of the following:		12
ANTH 202 – Gender Roles in Cross-Cultural Perspective	ANTH 101 or ANTH 112 or SOC 101	
ENGL 260 –Women in Literature	ENGL 101	
HIST 180 – Women and History		
BHHS 151 – Family Violence, Abuse and Trauma		
PSYC 202 – Human Sexuality	PSYC 101	
SOC 212 – Marriage and Family	SOC 101	
SOC 115 – Women and Men in American Society	ENGL 101	
PHIL 202 - Philosophy of Love and Sexuality		

[1] MATH 150 – Introductory Data Analysis recommended.

[2] ENGL 102 – Recommended for students seeking a Liberal Arts degree or transfer to some baccalaureate programs. Consult an academic advisor or counselor.

3. Curriculum Map (Associate's Degree Program)

The Women's Studies/Gender Studies curriculum prepares students to achieve the expected student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to these learning outcomes. Given the openness of course selection intended in this curriculum, the following modified curriculum map is an appropriate tool for assessing alignment of courses with the program outcomes.

Programmatic Student Learning Outcomes				
Explain the complexities of gender and the ways in which gender roles impact the life choices available to women and men	Reflect critically on the diversity of women's and men's experience in their own and other cultures	Function more effectively in their interactions with others through a broader perspective on gender relationships	Reflect critically on the public conversation concerning gender roles and the public policy debate	Write in a style consistent with women's studies scholarship
WS 101 – Introduction to Women's Studies	WS 101 – Introduction to Women's Studies	WS 101 – Introduction to Women's Studies	WS 101 – Introduction to Women's Studies	WS 101 – Introduction to Women's Studies
Psyc 101 – Intro to Psychology or Soc 101 – Intro to Sociology	Psyc 101 – Intro to Psychology or Soc 101 – Intro to Sociology	Psyc 101 – Intro to Psychology or Soc 101 – Intro to Sociology		Engl 101 – English Composition I
				Engl 102 – The Research Paper
Students select one Humanities elective; one advanced Psychology, Sociology or Anthropology elective; and 4 directed electives from the following list: Hist 180 – Women and History, Engl 260 – Women in Literature, Soc 212 – Marriage and Family, Anth 202 – Gender Roles in Cross Cultural Perspective, Psyc 202 – Human Sexuality, Phil 202 – Love and Sexuality, Soc 115 – Women and Men in Am Society				
These disciplines/courses are specified because they support any /all of the program outcomes.				
Students select 4 general electives; depending on student choice, those courses might also support any of the program outcomes.				
The following courses support achievement of general education outcomes: CIS 103, Math 150, Science electives (2) , and Artistic/Oral				

E. Revisions to the curriculum since last audit

- 2002, November: Revision to core course listings; Psychology 202, Human Sexuality added.
- 2011, October: Student Learning Outcomes and Program Outcomes revised. (See Footnote 1, page 2)
- 2012, March: Program and Certificate Descriptions revised. (See Footnote 2, page 2)

F. Curricular innovations

Women's and Gender Studies is a truly inter-disciplinary curriculum at Community College of Philadelphia. With an excellent introductory survey course, all other required courses, including directed electives are housed in a handful of other relevant disciplines. This intentional design anticipates the inter-disciplinary nature of the programs CCP students will transfer to at 4 year schools.

Instead of re-inventing or duplicating courses from other disciplines, the curriculum takes advantage of existing courses.

Faculty teaching the Introductory course hail from a variety of disciplines, as well, including English, Sociology, Psychology, and Communication Arts. This enables them to prepare students for the more advanced directed electives housed in History, Anthropology, Sociology, Psychology and English.

Within the Introductory course, WS/GS has extended learning beyond the classroom. Using the college community as an opportunity for outreach and education, students in this class have presented on public panels regarding sex trafficking, created art for a public display regarding Domestic Violence, offered information and resources regarding HIV/AIDS in the Student Life building, presented speeches aimed at reducing violence in Philadelphia, and developed and circulated petitions concerning gender inequality. It is known that internalizing the rich concepts from the course happens best when students teach others and do so outside the classroom.[3]

In the Certificate program, the requirement of a reflective service learning project should also be pointed out as an original innovation. It is the only program at the College that requires that of students. An assessment of its effectiveness and administration could prove valuable to other programs at the College that may wish to incorporate similar projects.

III. Profile of Faculty

Women's Studies / Gender Studies does not have any faculty exclusively dedicated to the program, the faculty listed below are those who have taught the introductory course.

Mary T. Conway   Associate Professor, English   PhD, Temple University
Professor Conway has researched, presented and published a variety of subjects relevant to Women's and Gender Studies. Her work has appeared in scholarly film and cultural studies journals including *Camera Obscura, Wide Angle, Discourse, and Parallax;* her most recent article, ―Better Keep the Egghead" (*Common Sense)* examines the intersections of multiple identities with perceptions of social class. She is the recipient of numerous awards, including from the National Communication Association's Women's Studies Division and Temple University's Graduate Assistant, First Year Writing Program. She is the curriculum's coordinator.

Amy Anu-Birge   Associate Professor, English   PhD, University of Texas
Professor Anu-Birge is an Eighteenth century African Americanist interested in anti-racist teaching and learning and the Health at Every Size (HAES) movement. Much of her graduate work was on early black feminist writers (Anna Julia Cooper, Pauline Hopkins, Frances E. W. Harper). She completed the Inside-Out training program and taught courses in several correctional facilities, particularly focusing on programs for women. She also worked with Rendell's Governor's Commission on College and Career Success on achieving equity in K-12 education, and is a member of the board of the Multicultural Resource Center (MRC) and has worked for them as a consultant on teaching anti-racist, gender positive, multicultural texts in K-12 classrooms in Philadelphia.

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[3] http://nsse.iub.edu/NSSE_2011_Results/pdf/NSSE_2011_AnnualResults.pdf#page=11

Alexine Fleck   Assistant Professor, English   PhD, University of Pennsylvania

Professor Fleck received her BA in English (Minor Women's Studies), at Rutgers University and her Master's in English at the University of Massachusetts-Amherst. She earned her Master's in Secondary Education and PhD in English at the University of Pennsylvania. Fleck was granted an American Association of University Women dissertation fellowship in recognition of her research on gender and addiction. She also sat on the board of Project SAFE (Sexworkers Advocating For Empowerment) and did ethnographic research with crack-using women for the Center for Studies of Addiction HIV Prevention Research Division at University of Pennsylvania. Her MA in English was particularly focused on feminist and queer theory as it pertained to trauma studies and young adult literature. She has presented a feminist analysis of girl-horse novels as well as young adult romance novels. While completing her MSEd, she studied gender issues in the classroom. As an undergraduate, she was president of the Women's Action Collective and advised the Rutgers Women's Studies Curriculum committee. At Bucks County Community College she helped start, and was the faculty adviser for, the Women's Studies Club. Her recently published article, "Two People in a Room" is a feminist analysis of the ethnographic treatment of sex-for-crack exchanges.

Dianna Russell   Assistant Professor, English   M.A. Syracuse University

Professor Russell is a playwright and poet interested in writing and reading about women in history; genderlects (male/female communication styles), and paleoanthropology. She received her B.A. from Keuka College where she majored in English, studying work by women writers and publishing feminist poetry. At Syracuse University, she majored in Creative Writing, taking courses in 19th Century Women's Literature and Feminist Theory while continuing to produce and publish feminist poetry. Her Master's Thesis was a book of original poetry titled *Harvesting Salt and Fish*, and focused on women's roles as providers, both historically and today. Selections from it were published in the feminist creative writing magazines *Choices Contemplative Journal* and *Earth's Daughters*. Her play *White Chapel Diary*, a feminist retelling of the Jack the Ripper myth, was produced by Civic Theater of Allentown; she has lectured about the play and women's roles in Victorian England at numerous venues, including at East Stroudsburg University, at public schools and libraries, and on the radio. Her two new plays include a gospel/jazz musical, *Before the Rain*, which examines the lives of African Americans living in Louisiana in the 1930s, specifically focusing on the relationships between fathers and daughters in that culture, and *Night Games*, a compilation of several of Arthur Schnitzler's novellas, including his famous, banned piece "Dream Story," which explores sexuality and gender within marriage, and was adapted into the movie *Eyes Wide Shut*. *Before the Rain* had several readings in 2010, including in New York City at The Producers Club in 2010, and *Night Games* and will be produced Off Broadway this year.

J. Alison Watts   Instructor, Sociology   PhD, Temple University

Ms. Watts earned her M.A. in Sociology and Ph.D. in Sociology from Temple University. She also holds an M.S. in Criminal Justice from St. Joseph's University. Her research interests include the intersections of race, gender, and sexuality in the embodied experiences of women athletes. She has presented her research on the topic at several academic conferences. She has a strong commitment to issues of diversity and social justice. Since arriving at CCP she has organized the Faculty and Staff Gay-Straight Alliance and initiated a Safe Space program to

create a supportive campus environment for the LGBTQ community. She also serves as a member of the President's Diversity Council at CCP.

IV. Learning Outcomes and Assessment

A. Student Learning Outcomes
1. Degree Program
Upon completion of this program graduates will be able to:
- Understand the complexities of gender and the ways in which gender roles impact the life choices available to women and men.
- Reflect critically on the diversity of women's and men's experience in their own and other cultures.
- Function more effectively in the workplace and in their personal lives through a broader perspective on gender relationships.
- Appreciate the diversity of women's and men's experience in their own and other cultures.
- Enter the public conversation concerning gender roles and the public policy debate.

2. Certificate Program
Upon completion of this program graduates will be able to:
- Understand the complexities of gender and the ways in which gender roles impact the life choices available to women and men.
- Appreciate the diversity of women's and men's experience in their own and other cultures.
- Function more effectively in the workplace and in their personal lives through a broader perspective on gender relationships.
- Enter the public conversation concerning gender roles and the public policy debate.

B. Student Profile

The Women's and Gender Studies program enrolls a small number of students in its programs, averaging 4 students a semester in the certificate and degree programs combined (Table 1). The students, over the past few years have been exclusively female and have been primarily African American or White (Tables 2, 3).

Although the number of students enrolled in the programs is small, the courses in Women's and Gender Studies courses consistently have been well attended. Since Fall 2007, the courses have averaged just over 100 students a semester and run, on average, at 91% of capacity--higher than both the Division and the College (Table 6).

Table 1. Headcounts

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Women's/ Gender Studies Degree	Headcount	--	--	--	2	--	4	3	3	4
	FTE Headcount	--	--	--	2	--	3	2	2	4
Women's/ Gender Studies Certificate	Headcount	--	--	2	3	2	1	1	1	2
	FTE Headcount	--	--	2	3	1	1	1	1	2
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
Women's/ Gender Studies Degree	Female	--	--	--	100% (2)	--	100% (4)	100% (3)	100% (3)	100% (4)
	Male	--	--	--	--	--	--	--	--	--
	Unknown	--	--	--	--	--	--	--	--	--
Women's/ Gender Studies Certificate	Female	--	--	100% (2)	100% (3)	100% (2)	100% (1)	100% (1)	100% (1)	100% (2)
	Male	--	--	--	--	--	--	--	--	--
	Unknown	--	--	--	--	--	--	--	--	--
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
Women's/ Gender Studies Degree	Native American	--	--	--	--	--	--	--	--	--
	Asian	--	--	--	--	--	--	--	--	--
	African American	--	--	--	50% (1)	--	75% (3)	67% (2)	67% (2)	25% (1)
	Hispanic	--	--	--	--	--	--	--	--	25% (1)
	White Non-Hispanic	--	--	--	--	--	25% (1)	33% (1)	--	--
	Other	--	--	--	--	--	--	--	--	--
	Unknown	--	--	--	50% (1)	--	--	--	33% (1)	50% (2)
Women's/ Gender Studies Certificate	Native American	--	--	--	--	--	--	--	--	--
	Asian	--	--	--	--	--	--	--	--	--
	African American	--	--	50% (1)	33% (1)	50% (1)	--	--	100% (1)	100% (2)
	Hispanic	--	--	--	--	--	--	--	--	--
	White Non-Hispanic	--	--	50% (1)	67% (2)	50% (1)	100% (1)	100% (1)	--	--
	Other	--	--	--	--	--	--	--	--	--
	Unknown	--	--	--	--	--	--	--	--	--
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-Hispanic	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-Hispanic	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

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Women's/ Gender Studies Degree	16 - 21	--	--	--	50% (1)	--	25% (1)	33.3% (1)	--	50% (2)
	22 - 29	--	--	--	--	--	50% (2)	33.3% (1)	66.7% (2)	50% (2)
	30 - 39	--	--	--	50% (1)	--	--	--	33.3% (1)	--
	40 +	--	--	--	--	--	25% (1)	33.3% (1)	--	--
	Unknown	--	--	--	--	--	--	--	--	--
Women's/ Gender Studies Certificate	16 - 21	--	--	50% (1)	33.3% (1)	--	--	--	--	50% (1)
	22 - 29	--	--	50% (1)	66.7% (2)	50% (1)	100% (1)	100% (1)	--	--
	30 - 39	--	--	--	--	--	--	--	100% (1)	50% (1)
	40 +	--	--	--	--	50% (1)	--	--	--	--
	Unknown	--	--	--	--	--	--	--	--	--
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

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Women's/ Gender Studies Degree	Full Time	--	--	--	--	--	25% (1)	--	--	75% (3)
	Part Time	--	--	--	100% (2)	--	75% (3)	100% (2)	100% (2)	25% (1)
Women's/ Gender Studies Certificate	Full Time	--	--	50% (1)	66.7% (2)	--	--	--	--	50% (1)
	Part Time	--	--	50% (1)	33.3% (1)	100% (2)	100% (1)	100% (1)	100% (1)	50% (1)
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%

C. Student Outcomes

Information about student success in the Women's and Gender Studies Programs are difficult to interpret given the small number of students. When between one and three students are enrolled in a given semester, a net gain or loss of a single student may be misleading in terms of the percent change. While the numbers below will be in percentages for the College and Liberal Studies Division, the numbers for the Women's and Gender Studies Programs will be presented both as percentages and then as raw numbers immediately following in parentheses. Comparisons, semester to semester, are challenging to make given the size of the program and any attribution of a trend in the data should be done with caution.

As noted in Table 6, enrollments are generally high within the program's course. The Women's and Gender Studies programs have averaged 3.4 sections over the past 10 semesters. Enrollment in those sections has averaged 30.0 students. And the percent filled (calculated by dividing the maximum occupancy of the sections by the number of seats actually filled) has averaged 91% over the same time period. This is higher than both the Division (83%) and the College as a whole (84%) (Table 6). So despite the small number of graduates (3) in recent years (Table 7), there appears to be a strong demand for the courses offered.

Tables 8 through 12 deal with student success, retention, and graduation. They are included as a normal part of the audit process, but no true meaning can be derived from them in the case of this program. As noted above, the numbers are too small to make comparisons. (A good example of this is the wide fluctuations in the semester to semester GPAs presented in Table 10—the variation from 3.50 to 1.44 in one semester, while normally noteworthy, could easily be the result of a single student (out of the three)

with a very low GPA rather than the indication of a broader, departmental issue.)

Table 6. Course Enrollments

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Women's / Gender Studies	Courses	3	4	3	4	3	4	3	4	3	3
	Avg Enrollment	30.0	27.5	30.3	30.8	31.3	28.8	31.3	26.5	30.7	33.0
	Percent Filled	93%	85%	94%	95%	97%	89%	92%	82%	90%	92%
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%

Table 7. Degrees Awarded

		2008	2009	2010	2011
Women's/ Gender Studies	AA		1		2
	Cert				
Liberal Studies		1080	1158	957	1184
College		1984	2126	1908	2277

Table 8. Fall to Spring Persistence

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Women's/ Gender Studies Degree	Returned Same Program	--	--	--	66.7% (2)
	Returned Different Program	--	--	--	--
	Graduated Fall	--	--	--	--
	Did not Return Spring	--	--	--	33.3% (1)
Women's/ Gender Studies Certificate	Returned Same Program	--	100% (2)	50% (1)	--
	Returned Different Program	--	--	--	100% (1)
	Graduated Fall	--	--	--	--
	Did not Return Spring	--	--	50% (1)	--
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

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Women's/ Gender Studies Degree	Returned Same Program	--	--	--	33.3% (1)
	Returned Different Program	--	--	--	--
	Graduated	--	--	--	--
	Did not Return Fall	--	--	--	66.7% (2)
Women's/ Gender Studies Certificate	Returned Same Program	--	50% (1)	50% (1)	--
	Returned Different Program	--	50% (1)	--	100% (1)
	Graduated	--	--	--	--
	Did not Return Fall	--	--	50% (1)	--
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

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Women's/ Gender Studies Degree	Completion				100% (2)		100% (4)	55.6% (3)	100% (3)	75% (4)
	GPA				3.33		3.04	1.44	3.50	2.00
Women's/ Gender Studies Certificate	Completion			100% (2)	66.7% (3)	100% (2)	100% (1)	100% (1)	100% (1)	100% (2)
	GPA			2.67	2.14	3.33	3.50	4.00	3.00	1.75
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
Women's/ Gender Studies Degree	Good Standing	--	--	--	100% (2)	--	100% (4)	100% (3)	66.7% (2)	75% (3)
	Dropped	--	--	--	--	--	--	--	--	--
	Probation	--	--	--	--	--	--	--	33.3% (1)	25% (1)
Women's/ Gender Studies Certificate	Good Standing	--	--	100% (2)	66.7% (2)	100% (2)	100% (1)	100% (1)	100% (1)	50% (1)
	Dropped	--	--	--	--	--	--	--	--	--
	Probation	--	--	--	33.3% (1)	--	--	--	--	50% (1)
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
Women's/ Gender Studies Degree	Graduated	--	--	--	50% (1)	--
	Long Term Success	--	--	--	--	--
	Short Term Success	--	--	--	--	--
	Unsuccessful	--	--	--	50% (1)	--
Women's/ Gender Studies Certificate	Graduated	--	--	--	--	--
	Long Term Success	--	--	--	--	100% (1)
	Short Term Success	--	--	--	--	--
	Unsuccessful	--	--	--	--	--
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

	Women's Studies/ Gender Studies		Liberal Studies		College	
	Count	Percent	Count	Percent	Count	Percent
Graduate	1	50.0%	842	62.7%	1,697	61.1%
Earned 45 or more credits	0	0.0%	491	54.9%	1,024	56.0%
Earned 24 to 44 credits	0	0.0%	782	43.9%	1,551	42.9%
Earned 12 to 23 credits	0	0.0%	598	33.4%	1,303	34.9%
Earned less than 12 credits	1	16.7%	2,578	22.3%	5,906	24.8%
Grand Total	**2**	**25.0%**	**5,291**	**30.5%**	**11,481**	**32.1%**

D. Student Surveys

Surveys were sent via SurveyMonkey® to current students of both degree and certificate programs (7),

because the number was so small, the data were combined. Surveys were also mailed to students who completed programs offered by Women's and Gender Studies (4) and to those who were enrolled in the program but who left before completing their program (13).

Only one (1) student completed the survey. From the department of Institutional Research, data were gleaned from CCP's graduation surveys distributed between 2008 and 2011. However, the number of graduates is quite small and only one additional student was picked up with this data. It would be inappropriate to include information from students with such a small number.

V. Resources

Smart classrooms are used.

VI. Demand and Documented Need for the Program/Program Benefits

While most faculty and administrators understand the role gender plays in our lives, our students have not had the benefit of this education. While race is often a subject of study in our students' pre-college educations, gender is mostly absent from any type of analysis. Faculty believe that students consistently leave WSGS courses with a new, deeper understanding of an aspect of identity that shapes their lives, and with this knowledge are more empowered, compassionate and knowledgeable.

Historically, enrollment in this course at Main, NWRC, and on-line has been at capacity. Each year the seven sections of WS 101 reach two-hundred fifty-two students. A few of these students become Women's and Gender Studies degree seekers; others become certificate seekers (choosing to minor in the curriculum).

The degree granting program is one of only two in the general area at the community college level (the other being Bucks County). For students geographically limited to public transit within the Philadelphia metro area, this program is literally the only affordable option for pursuing an Associate Degree in Women's and Gender Studies. If students wish to complete a BA in Women's Studies, they can take half of their credits with at CCP, and then transfer to finish a Bachelor's program elsewhere. If they do so, they can save substantially over taking all of their coursework at a traditional, four-year institution. Some transfer students' institutions include Temple, West Chester, Bryn Mawr and the University of Pennsylvania. Currently, enrollment for both degree students (majors) and for certificate seekers (minors) is six per option, with a total of twelve.[4] Some certificate seekers are as of yet uncounted as their submitted forms are not included.

The College mission includes a commitment to diversity, which implies a desire to explore minority viewpoints and experiences. An understanding of sex and gender as they relate to minority perspectives is essential for students learning to navigate an increasingly complex social world.

In Table 6, above, it is clear that there is a demand for the program's introductory course. Despite this, it is not clear how many students go on to take additional courses (see recommendations, below); the

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[4] This difference in the number of students enrolled in the program (4 AA and 2 Certificate according to Institutional Research (Table 1, above) and 6 in each according to the WSGS department hits upon a potential growth point. Students may be taking the courses required for the program but not completing the requisite paperwork for formally entering the program.

small number of majors certainly call into question to the demand beyond the primary course. That said, the programs' uniqueness in the region and theoretical perspective should not be discounted.

VIII. Operating Costs and Efficiency

Because all of the faculty in the program have other disciplines as their ―home‖ department (see faculty profiles), the relative cost per FTE is low in the Women's Studies/Gender Studies Program relative to other programs in the College. It was, in fact, the 10th least expensive program per FTE for the 2010-11 academic year. Its $2,745 was notably lower (18%) than the median cost per credit of $3,243.

Table 13: Direct Costs and Cost per FTE

Women's/Gender Studies

	Direct Cost	$ -
2007-2008	# FTEs	-
	Cost/FTE	$ -
	Direct Cost	$ -
2008-2009	# FTEs	-
	Cost/FTE	$ -
	Direct Cost	$ 8,794.92
2009-2010	# FTEs	3
	Cost/FTE	$2,931.64
	Direct Cost	$9,059.00
2010-2011	# FTEs	3.3
	Cost/FTE	$2,745.15

VIII. Findings and Recommendations

The Women's Studies / Gender Studies programs at CCP offer students the opportunity to explore a personal interest, specialize within what is, essentially, a general studies or liberal arts curriculum, or – with the certificate program – to supplement another degree program with courses that address issues of gender and sexuality. With a very popular introductory course and dedicated faculty, the programs still struggle to achieve a critical mass of students pursuing, and completing, either degree or certificate. While the generally low cost per FTE of the program does not mean that a small number of students formally in the WS/GS is a particular concern, the additional programmatic expenses in terms of faculty and administrative time must also be considered when thinking about the long term viability of the program. Counterbalancing this is a clear value that the program brings to both CCP and the region. It offers students an opportunity to examine issues through a unique lens and affords them chances to develop a facility with applying theories to traditional curricula.

Given this situation, the recommendations below focus on exploring who the students are who have an interest in women's or gender studies and why so few go on to option the degree or certificate programs.

1. Data from Bantasks should be requested to find the course taking patterns of students who have taken the WS/GS 101 course. What additional courses have these students taken? It may be possible from this analysis to determine whether these students go on to take additional courses

in the program without declaring the major or if, for example, they are following a favored professor from an earlier course.

This analysis should be completed by the end of the Spring 2013 semester.

2. Concurrent with this, the faculty need to explore the discrepancy between the official count of students in the degree and certificate programs (four and two, respectively) and the counts that the program is maintaining (six in each program). If there are students who are unaware of the paperwork that needs to be completed to enroll in the program or that they are not, in fact, in WS/GS this issue should be rectified. Some additional questions that may be worth answering include: do students understand that they can simultaneously complete two programs? (If they are interested in WS/GS, they may complete that degree concurrently or effectively minor in WS/GS by completing the certificate.)

This analysis should be completed by the end of the Spring 2013 semester.

3. The program should embark on a _marketing campaign' of sorts with the data gleaned from the two studies above. After an understanding of what encourages students to major (or not) in WS/GS, the department should hold meetings with academic advising to see if there are particular reasons the WS/GS programs are not popular with students. Within courses, faculty could actively encourage students who demonstrate an interest in relevant courses to not only take more classes, but officially declare a major or certificate.

This would take place over the next two academic years.

4. If, within two years, these procedures do not lead to a stronger enrollment pattern within the programs, the Dean of the Division of Liberal Studies should make a recommendation about whether to close either or both of the programs. The popular introductory course could still be offered, but the degree or the certificate could be terminated. If this were to happen, then normal procedures for terminating a program would need to occur.

This decision would be made by end of Spring semester 2014.

5. Faculty in the program should design an assessment of the service learning requirement in the WS/GS Certificate program to determine if it is meeting the desired outcomes. This should be added to the schedule for the Programmatic Student Learning Outcomes and assessed within the next academic year (2012-13), with results by Fall 2013. If the service learning is deemed successful, the requirement should be added to the WS/GS AA program as well—it is unusual to have a more stringent set of requirements for a certificate then for a degree program. If it is not deemed successful, the program should consider dropping the requirement from the certificate.

This assessment should occur by the end of Fall 2013.

Community College of Philadelphia

Academic Program Audit: Creative Writing Certificate

Division of Liberal Studies

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Date: August 15, 2012

I. Executive Summary

The Creative Writing Certificate is a small, but rapidly growing, program within the Division of Liberal Studies. It has a large number of associated faculty that contribute to the program; they come with a wide array of professional accomplishments within the field. It is clear the faculty associated with the Academic Certificate put significant amounts of time into crafting experiences for the students, which should be commended; however, students are still slightly more likely to depart early and without completing the Certificate or transferring. Some form of relationship with stopped out students should be established to promote their eventual return. English faculty are developing a curriculum that will allow students the opportunity to complete their certificate concurrently with a degree in English. Once this is completed, it will allow for the cultivation additional articulation agreements; these should certainly be continued.

II. Program

A. The Certificate Program in Creative Writing was a response to growing interest in Creative Writing.[1] By presenting Creative Writing courses as part of a cohesive program, the College can hope to attract and retain dedicated student writers, showcase students' many Creative Writing activities, encourage enrollment in literature courses, and make full use of an outstanding Creative Writing faculty as advisors and mentors. As one of a small but growing number of two-year institutions offering such a program, Community College of Philadelphia has an opportunity to distinguish itself by offering one of only 12 Creative Writing Certificates in the country that can be part of a transferable degree.[2]

The Certificate Program in Creative Writing, however, is more than just a sequence of courses. The rich creative writing activities at the College, such as the Spring Poets and Writers Festival, two Creative Writing clubs, three Literary Magazines and faculty connections to the wider Philadelphia literary community are all critical to the program's success. Certificate Program students use these clubs, on campus events, and additional co-curricular activities as an opportunity to form a community of writers within the College.

B. Goals of the Program

The certificate program in Creative Writing is a 33-credit program designed to help students grow as writers and readers. Guided by accomplished faculty, students will take a sequence of literature and creative writing courses, have opportunities to interact with visiting writers, and attend readings, workshops, festivals and other special events. The program culminates in a capstone course, Portfolio Development, designed to help

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[1] http://www.nj.com/news/index.ssf/2009/07/colleges_around_the_state_expa.html
http://insidesu.syr.edu/2011/09/19/english-department-adds-film-creative-writing-tracks/
http://www.awpwriter.org/careers/klane01.htm
[2] http://nces.ed.gov/collegenavigator/?s=all&p=23.1302&l=13

students prepare to apply to four-year writing programs and develop manuscripts for publication. Students earning the certificate in Creative Writing may elect to continue their education at the College by earning the A.A. degree in Liberal Arts by completing 28 additional credits.

C.   Brief History of the Program

- 2005 English Department revises the criteria that Creative Writing faculty must meet
- 2006 Certificate Program in Creative Writing established
- 2007 English 285: Portfolio Development approved. The course runs the following semester
- 2008 Program receives Community College of Philadelphia mini-grant to take Portfolio Development students to the Associated Writers and Writing Convention in New York
- 2008 Program graduates first students
- 2008 Criteria revised for the teaching of Poetry, Fiction, Scriptwriting or Portfolio Development, requiring faculty with specific skill-sets to teach these courses
- 2008/2009 All Creative Writing courses are all offered during day and evening times
- 2009 Recruitment event, "A Gathering of Writers," invites both new and former students to discuss Creative Writing at the college and the city
- 2010 SLOs created for all Creative Writing courses by faculty
- 2011 New course, English 283: Nonfiction: Creative Journalism and Memoir, is offered for the first time

D.   Curriculum

1.   Description of Curriculum

The Certificate Program in Creative Writing is designed not only to encourage students to take a sequence of Creative Writing courses, but to stress the relationship between reading and writing. Thus, in order to complete the Certificate, students not only take three Creative Writing courses, but two literature courses.

The core begins with English 205, Creative Writing, a course where instructors give an overview of Creative Writing which may include fiction, poetry, creative nonfiction, and scriptwriting. English 205 serves as a prerequisite for English 280, 281 and 282 and 283 (Poetry, Fiction, Scriptwriting and Nonfiction) each of which is genre specific and assumes the students have a basic critical vocabulary and familiarity with the dynamics of a Creative Writing classroom. Students must complete English 205 and two of the following: English 280, 281, 282 and 283 before enrolling in English 285; one of those courses may be taken concurrently. See the attached curriculum map for additional details.

The Certificate Program in Creative Writing also requires students to take two Literature courses, after consultation with an advisor who will guide them towards a literary discipline that will enrich their work. These classes are 200 level, with one exception: students taking English 283 Scriptwriting are recommended to take English 137 Introduction to Theater.

2. Curriculum Sequence

CREATIVE WRITING ACADEMIC CERTIFICATE COURSE SEQUENCE

Course Number and Name	Pre- and Corequisites	Credits
SUMMER SESSION		
ENGL 101 - English Composition I		3
FIRST SEMESTER		
MATH 118 - Intermediate Algebra or higher		3
CIS 103 - Applied Computer Technology		3
Social Science Elective		3
ENGL 205 - Creative Writing	ENGL 101	3
SECOND SEMESTER		
Select one of the following:		3
ENGL 208 - Introduction to Literature: Prose	ENGL 101	
ENGL 209 - Introduction to Literature: Poetry or any other literature course	ENGL 101	
ENGL 102 - The Research Paper	ENGL 101	3
Directed Elective - Select one of the following:		3
Literature course or	ENGL 101	
ENGL 137 - Introduction to Theatre[1]	ENGL 101	
Select one of the following:		3
ENGL 280 - Poetry Writing	ENGL 205	
ENGL 281 - Fiction Writing	ENGL 205	
ENGL 282 - Scriptwriting	ENGL 102 or ENGL 205	
ENGL 283 - Nonfiction Writing: Memoir and Literary Journalism		
THIRD SEMESTER		
Select one of the following:		3
ENGL 280 - Poetry Writing	ENGL 205	
ENGL 281 - Fiction Writing	ENGL 205	
ENGL 282 - Scriptwriting	ENGL 205	
ENGL 283 - Nonfiction Writing: Memoir and Literary Journalism	ENG 102 or ENGL 205	
ENGL 285 - Portfolio Development	Prerequisite[2]	3

[1] Recommended for students taking ENGL 282

[2] Enrollment in the certificate program in Creative Writing. Two of the following: ENGL 280, 281,282, 283 one of which may be taken concurrently

3. Curriculum Map

The Creative Writing Academic Certificate program prepares students to achieve the expected student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

Programmatic Student Learning Outcomes

		Examine literature as a model for their original work.	Understand and use techniques necessary for the mastery of the craft of creative writing.	Improve their creative writing skills through feedback and continued revision.	Gain insight into local and national resources for writers and the publication process.	Complete a portfolio of original work for publication or submission to other creative writing programs.
Required Course	ENGL 205	I	IA	IA	I	I
Directed Elective Courses[1]	ENGL 280	R	RA	RA	R	R
	ENGL 281	R	RA	RA	R	R
	ENGL 282	R	RA	RA	R	R
	ENGL 283	R	RA	RA	R	R
	Literature Course	R	R			
	ENGL 208	R	R			
	ENGL 209	R	R			
	ENGL 137	R	R			
Required Course	ENGL 285	M	M	MA	MA	MA

[1]May be electives or general education courses, this will vary by curriculum.

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

E. Revisions to the Curriculum

Since its inception, The Certificate Program in Creative Writing has added one course to its curriculum: English 283: Nonfiction: Creative Journalism and Memoir. The following is the catalog description:

This course will allow students who have already been introduced to expository writing to concentrate on nonfiction writing projects, research, and workshops with a community of writers. Students will complete a variety of non-fiction writing projects, including memoir and literary journalism, and will engage in research, editing, revision, and textual

analysis. Students will develop a critical vocabulary relevant to nonfiction and study models in nonfiction from the perspectives of writers rather than readers. Prerequisites: ENGL 102 or ENGL 205. *Fulfills Writing Intensive requirement.*

F.   Future directions in the field/program

When the Certificate Program in Creative Writing (CRWC) was created, the trend towards two-year college Certificate Programs in Creative Writing was a new one. According to the 2005 website of Phoenix College, there were only eight in the country. However, since that time, the number of Certificate Programs has increased. The CRWC at CCP has shared materials with colleagues through the Associated Writers and Writing Program's two-year college caucus.

Along the same lines, in 2006, there were limited opportunities to study creative writing on the undergraduate and graduate level in the Philadelphia area. Since then, Rutgers-Camden launched its well-regarded Master of Fine Arts program, Rosemont established its undergraduate and M.F.A. degrees. Our primary transfer institution, Temple University, is in the process of developing a concentration in Creative Writing, as is true of Arcadia. Both also have established MFA degrees.

As these developments continue, the Certificate Program will work on establishing the possibility of articulation agreements with these institutions, a process that has already begun informally through discussions with relevant faculty. Articulation will be a simpler process once the Creative Writing Certificate will be taken concurrently with an English Degree, a new program that will be ready for approval by the end of the academic year.

III. Profile of Faculty

The Creative Writing Certificate does not have any faculty exclusively dedicated to the program, the faculty listed below are those who have taught relevant courses within the program.

A.   Faculty Biographies and Professional Development[3]

Crystal Bacon earned an MFA in Poetry from the Warren Wilson MFA Program. Her first book was published by BOA Editions, and her poems have appeared in various US and Canadian journals. As a Geraldine R. Dodge Poet, she has performed at schools and at the biennial poetry festival. In addition, she has advised a college literary magazine, developed creative writing curricula, and judged academic and small press contests.

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[3] For information on adjunct and emeritus faculty, see Appendix C.

Ari Bank earned an MA in Creative Writing from Temple University. In addition to teaching at the Community College of Philadelphia, he coordinates creative writing workshops for the Philadelphia Writers Conference and the Writers' Room. His fiction and poetry have appeared in journals such as *Virginia Adversaria* and *The Berkeley Fiction Review*.

Aliya Barnhill earned her M.Hum. degree with a specialization in film and fiction writing from Wright State University. She is an actor, writer and poet. As a performing poet/actor she has been featured in several local and nationally touring venues. Her short fiction has been published by a university press and she was the winner of the "Set in Philly" Screenplay Competition**.**

Alex Bove received his MA in Creative Writing from Temple University. He has taught creative writing and literature courses at the Community College of Philadelphia, Cabrini College, Widener University, and others. His fiction and poetry have appeared in *Mississippi Review, Schuylkill, Kudzu Review*, and *Elephants and Other Gods*, and his play Three Non-Dramas was performed in Tallahassee, Florida.

J. Rufus Caleb is a well-established playwright whose work has been produced by the Playwrights Theatre of New Jersey, the People's Light and Theatre Company, and WNYC's "Radio Stage," among others. His play Benny's Place received the Eugene O'Neill National Playwrights Conference ABC Theatre Award and was produced for ABC television, featuring Louis Gossett, Jr. and Cecily Tyson. He is also a three-time recipient of fellowships from the Pennsylvania Council on the Arts.

Vijay Chauhan (Lakshmi), PhD, did her post-doctoral work at Yale University and has been teaching at the Community College of Philadelphia since 1991. Her publications include the collection Pomegranate Dreams and Other Stories and short stories in *Wasafiri, Orbis, Amelia,* and *Short Story*. She has given readings of her work at international conferences in the US and abroad and has been awarded a Writer-in-Residence fellowship at Can Serrat, Spain.

Quinn Eli has received a Fellowship in Literature [Nonfiction] from the Pennsylvania Council on the Arts. His books include African-American Wisdom, Many Strong and Beautiful Voices, and Homecoming: The Story of African-American Farmers, a companion volume to the PBS film. His work has appeared in *Essence*, *The Philadelphia Inquirer*, and elsewhere. He has taught creative writing at Bryn Mawr College and Temple University, as well as at the Community College of Philadelphia.

Alan Elyshevitz earned an MFA in Writing and Literature from Bennington College. His stories and poems have been widely published, and his fiction has won awards from *Yemassee* and *Pebble Lake Review*, among others. Twice he has received a Fellowship in Literature [Fiction] from the Pennsylvania Council on the Arts. At the Community College of Philadelphia, he has taught creative writing, both in the classroom and online, and has served as Coordinator of the Certificate Program in Creative Writing.

Leslye Friedberg is the founder and faculty advisor of *the CAP literary magazine* and the founder of The Mid-Atlantic College Student Literary Magazine Conference. She has participated in and co-chaired numerous panels at academic conferences in which she and students collaborated on presentations about the connection between creative writing,

developmental English, and academic success.

Barry George received an MFA in Poetry from Spalding University. His work has appeared in leading international haiku and tanka journals, as well as numerous anthologies, and in Japanese, German, French, and Romanian translations. A winner of the 2009 AWP Intro Poetry Contest, he has also won competitions sponsored by Haiku Society of America, Haiku Canada, and *The Mainichi Daily News* (Tokyo). He is the author of <u>Wrecking Ball and Other Urban Haiku</u>.

Shawne Johnson received her master's degree in English literature at Temple University. She is the author of two novels, <u>Getting Our Breath Back</u> (2002) and <u>Eden, Ohio</u> (2004). A former Peace Corps volunteer, she is a full time faculty member in the English department at the Community College of Philadelphia. She has taught creative writing for Art Sanctuary and the Philadelphia School District, as well as at the Community College of Philadelphia.

Marissa Johnson-Valenzuela earned an MFA in fiction from the University of Wyoming. She has been a recipient of a Leeway Foundation Transformation Award and the Community College of Philadelphia's Judith Stark fiction award. She has worked extensively with the Voices of Our Nations Arts Foundation (VONA), an annual writer workshop for writers of color. In addition, she is the founder of Thread Makes Blanket, a chapbook press.

Joseph P. Kenyon has been writing and teaching writers for over 20 years. His short stories, poetry, and essays have appeared in a variety of literary journals, and lines from one poem "At Rest" were selected to be inscribed on a public monument in Ann Arbor, Michigan. Before coming to the Community College of Philadelphia, he taught at colleges in Pennsylvania, New Jersey, and Michigan.

Suzanne Lang holds a BA in Literature and Creative Writing from Dartmouth College and an MFA in Poetry from Emerson College. Her poems have appeared in national and international journals, and she has given public readings at professional and community events. She is an Assistant Professor at the Community College of Philadelphia, where she teaches in the Honors Program and the English Department. In addition, she serves as the faculty co-advisor of the Creative Writing Club and the co-coordinator of the Poets and Writers Festival.

Michael Loughran has a BA in English from Ithaca College and an MFA in Poetry from the University of Florida. His poems have appeared in *Tin House*, *Harvard Review*, *jubilat*, *Lit*, and *American Letters and Commentary*. He taught English and creative writing at the University of Florida, Saint Joseph's University, and the University of the Arts before joining the Community College of Philadelphia as a full-time faculty member.

Larry MacKenzie earned an MFA in Writing from the University of Oregon. His play *Oiseau Wazzat?* was performed at the Community College of Philadelphia, and his Café for the Mind poetry reading at the Free Library won a "Best Lecture of the Year" prize. At the college, he has initiated reading series, student publications and the writing club; he has also won the Alana Collos Award for Teaching Excellence and the Lindback Award for Distinguished Teaching.

Jeff Markovitz has had poetry, short fiction, and creative non-fiction published in national journals and anthologies. His first novel <u>Into the Everything</u> was published in 2011 by Punkin House Press. He also writes a travel column for *Toujours Magazine*. He is the Coordinator of the Certificate Program in Creative Writing at the Community College of Philadelphia and the faculty advisor for the Creative Writing Club.

Bill McCardell is a prolific playwright whose recent works include <u>The Troops in Virginville</u>, <u>Styrofoam</u>, <u>Prelude to Jack Shit</u>, and <u>Holly and Molly</u>. His plays have been produced in Philadelphia, Los Angeles, New York City, Edinburgh, Liverpool, and London. A three-time recipient of a Pennsylvania Playwrights Fellowship, he is a member of Circle East in New York City and a former member of the Dramatists Guild and the Theatre Association of Pennsylvania.

Elisa McCool completed her MFA in Poetry at the University of Michigan. Currently, she teaches poetry at Temple University and has taught creative writing at the University of Michigan, in a Detroit elementary school as an IndsideOut Writer-in-Residence, and in a men's prison as a volunteer teacher. Her work has been published in a variety of online and print magazines.

Kelly McQuain holds an MA from Temple University and an MFA from the University of New Orleans. He is a two-time recipient of a Pennsylvania Council on the Arts Fellowship. His writing has appeared in *The Philadelphia Inquirer*, *The Painted Bride Quarterly*, *American Writing*, *Kansas Quarterly/Arkansas Review*, *The Harrington Gay Men's Fiction Quarterly*, and elsewhere. Locally, his performance pieces have appeared in the Fringe Festival and Writing Aloud. At the Community College of Philadelphia, he co-coordinates the Poets & Writers Festival.

Julie Odell holds an MA in English and Creative Writing from the University of Southern Mississippi. Her stories have appeared in *Crab Creek Review*, *Berkeley Fiction Review* and *Philadelphia Stories*. She has been a commentator on National Public Radio and a MacDowell Colony fellow. At the Community College of Philadelphia, she has served as faculty advisor for the creative writing club, a Judith Stark judge, and faculty advisor for Limited Editions.

Jonathan Pappas earned an MFA in Fiction Writing from the New School. He has published in various journals and literary magazines, including *The Broad Street Review*, *The Rumpus*, and *Communications: the Journal for the International Brecht Society*. He writes fiction and screenplays, and has taught creative writing workshops in high schools and colleges in New York, Massachusetts, and Pennsylvania.

Andrea Ross earned an MA in Creative Writing at the University of California, Davis. She has taught creative writing at the University of California, Davis, with California Poets in the Schools, and has three times been awarded Writer in Residence grants by the California Arts Council. She teaches creative writing courses in Philadelphia at the University of Pennsylvania's Morris Arboretum, through the Mount Airy Learning Tree, and in other community venues. Her award-winning work has been published in various literary magazines.

Dianna Russell received her MA in Poetry from Syracuse University and has taught creative writing at several colleges. Her poetry has appeared in *The Denver Quarterly*, *Earth's Daughters*, and *Whiskey Island*. Her play, <u>Whitechapel Diary</u> was performed at

Civic Theatre of Allentown and will be read in New York City. She is currently workshopping a second play, compiling a chapbook of poetry, and finishing two novels.

Paul Wright developed his lyrical skills as an "MC" on reggae dancehall sound systems in his birthplace, London, England. His published lyrics have been released in Europe, South America, and Asia. He currently performs as part of the spoken-word/singer-songwriter duo Nagohead. He has started two community based poetry/spoken-word series, Soul Speak, at The Nile Bookstore in Germantown, and Acoustically Speaking, a summer series held at Robin's Bookstore.

Simone Zelitch is the author of three novels, including *Louisa.* Her work has also appeared in *The Lost Tribe Anthology* and has been featured in the NPR broadcast and the published anthology *Hannukah Lights.* Recent honors include a 2010 National Endowment for the Arts grant in Fiction, and residencies at the Edward Albee Barn and Yaddo. She has taught in Michigan, Illinois, Hungary and at the University of Pennsylvania, and directs the Certificate Program in Creative Writing at the Community College of Philadelphia.

B. Level of Engagement of Program Faculty

The following faculty are most actively engaged in the program:

- Jeffrey Markovitz advises Creative Writing Club and has led trips to conferences and readings for Creative Writing Certificate Students
- Jeffrey Markovitz and Kelly McQuain co-direct the Spring Poets and Writers Series
- Every semester, Creative Writing Faculty judge the Judith Stark Creative Writing Contest, most recently: Jeffrey Markovitz, Toni Cavello, and Katherine Delhagen
- Simone Zelitch, who directed the program for several years, had served as primary academic advisor for CRWC students, but that work has been shared by John Rufus Caleb, Michael Loughran and Jeffrey Markovitz, who now served as program director and primary academic advisor.
- Julie Odell serves as faculty advisor for the Student Literary Magazine, Limited Editions
- Curriculum Development work has been done most recently by Dianna Russell who wrote the document for English 283 Nonfiction
- Creation of SLOs for all classes was the collective work of Crystal Bacon, Quinn Eli, Dianna Russell, Rufus Caleb, Kelly McQuain and Michael Loughran, Alex Bove and Simone Zelitch
- A rubric for assessing Creative Writing SLOs was written by Lawrence Mackenzie and Alex Bove.

IV. Learning Outcomes and Assessment

A. Student Learning Outcomes

Graduates of the Certificate Program in Creative Writing will:

- Examine literature as a model for their original work.
- Understand and use techniques necessary for the mastery of the craft of creative writing.
- Improve their creative writing skills through feedback and continued revision.
- Gain insight into local and national resources for writers and the publication process.
- Complete a portfolio of original work for publication or submission to other creative writing programs.

See Appendix A for the three-year plan for assessing student outcomes.

The program is fulfilling its assessment plan, having gathered data on a number of Student Learning Outcomes from their core courses including ENGL 205, ENGL 285, ENGL 281, ENGL 280, ENGL 283.

B. Student Profile

The headcount of students in the certificate has grown significantly in the past 9 semesters, increasing more than seven times over (Table 1). The program enrolls a slightly higher percentage of males (43%) and white students (35%) than the Division (37%, 25%) or the College (35%, 25%) (Tables 2, 3). The age distribution tilts slightly younger (Table 4) and there are a greater percentage of part time students (84%) than in the Division (66%) or the College (69%) (Table 5). And even as the number of sections has increased by about 50%, the percentage of enrollment has maintained itself at a solid 80%. The inclusion of the capstone course decreases this number slightly to 77% (Table 6).

Table 1. Headcounts

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Creative Writing Certificate	Headcount	5	11	23	33	33	29	37	32	37
	FTE Headcount	3	6	18	22	24	20	23	20	22
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
Creative Writing Certificate	Female	60.0% (3)	63.6% (7)	65.2%	60.6%	75.8%	58.6%	59.5%	65.6%	54.1%
	Male	40.0% (2)	27.3% (3)	30.4%	36.4%	21.2%	37.9%	35.1%	31.3%	43.2%
	Unknown	--	9.1% (1)	4.3%	3.0%	3.0%	3.4%	5.4%	3.1%	2.7%
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
Creative Writing Certificate	Native American	--	--	--	--	--	--	--	--	--
	Asian	--	--	--	--	--	--	--	--	2.7%
	African American	40.0% (2)	36.4% (4)	39.1%	45.5%	48.5%	48.3%	45.9%	65.6%	35.1%
	Hispanic	--	9.1% (1)	4.3%	3.0%	6.1%	3.4%	5.4%	9.4%	5.4%
	White Non-Hispanic	60.0% (3)	45.5% (5)	39.1%	36.4%	36.4%	34.5%	24.3%	15.6%	35.1%
	Other	--	--	--	--	3.0%	--	2.7%	--	--
	Unknown	--	9.1% (1)	17.4%	15.2%	6.1%	13.8%	21.6%	9.4%	21.6%
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-Hispanic	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-Hispanic	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

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Creative Writing Certificate	16 - 21	60.0% (3)	27.3% (3)	47.8%	42.4%	48.5%	31.0%	35.1%	28.1%	29.7%
	22 - 29	--	36.4% (4)	13.0%	24.2%	9.1%	37.9%	35.1%	37.5%	48.6%
	30 - 39	40.0% (2)	9.1% (1)	17.4%	12.1%	15.2%	6.9%	8.1%	12.5%	8.1%
	40 +	--	18.2% (2)	17.4%	18.2%	24.2%	20.7%	13.5%	18.8%	10.8%
	Unknown	--	9.1% (1)	4.3%	3.0%	3.0%	3.4%	8.1%	3.1%	2.7%
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

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Creative Writing Certificate	Full Time	20.0% (1)	36.4% (4)	56.5%	33.3%	36.4%	37.9%	21.6%	18.8%	16.2%
	Part Time	80.0% (4)	63.6% (7)	43.5%	66.7%	63.6%	62.1%	78.4%	81.3%	83.8%
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
Creative Writing Certificate	Courses[1]	6	7	7	9	8	9	7	11	9	11
	Avg Enrollment	21.3	20.4	19.9	19.8	21.6	22.3	19.4	18.3	18.0	18.6
	Percent Filled	85%	82%	79%	79%	87%	89%	81%	73%	70%	71%
Creative Writing Certificate	Courses[2]	6	9	7	11	9	9	8	13	10	13
	Avg Enrollment	21.3	19.0	19.9	18.5	20.4	22.3	18.5	17.0	17.7	17.5
	Percent Filled	85%	76%	79%	74%	82%	89%	77%	68%	69%	67%
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%

[1]Includes ENGL 205, 280, 281, 282, 283 (ENGL 285 was not included as it is for Certificate seekers only).
[2]Includes all courses above and ENGL 285

C. Student Outcomes

Students succeed at a slightly lower rate across the board in the Creative Writing Certificate program then the College as a whole. They are less likely to return to the same program after one semester (46%) or one year (16%) than students in other programs at the College (67%, 37%). However, they make up about half of that difference when staying at the College (in either their

own program or another) is examined (62% Fall to Spring, 35% Fall to Fall for CRWC. 72% Fall to Spring, 46% Fall to Fall for College) (Tables 8, 9). In this way, the CRWC may serve as a gateway into other programs at the College.

Students in the CRWC achieve rates good academic standing and course completion that are about 10% lower than students in other programs (Tables 10, 11). However, this may be an artifact of the much larger percentage of students who are part time within the program.

Table 7. Degrees Awarded

	2008	2009	2010	2011
Creative Writing Certificate	5	1	3	18
Liberal Studies	1080	1158	957	1184
College	1984	2126	1908	2277

Table 8. Fall to Spring Persistence

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Creative Writing Certificate	Returned Same Program	40.0% (2)	69.6%	45.5%	45.9%
	Returned Different Program	20.0% (1)	8.7%	12.1%	16.2%
	Graduated Fall	--	--	--	2.7%
	Did not Return Spring	40.0% (2)	21.7%	42.4%	35.1%
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

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Creative Writing Certificate	Returned Same Program	--	43.5%	21.2%	16.2%
	Returned Different Program	20.0% (1)	8.7%	18.2%	18.9%
	Graduated	--	--	--	13.5%
	Did not Return Fall	80.0% (4)	47.8%	60.6%	51.4%
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

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Creative Writing Certificate	Completion	100.0% (5)	77.8% (8)	78.6%	75.9%	75.6%	90.6%	88.0%	70.7%	74.0%
	GPA	3.11 (5)	3.21 (11)	2.52	2.00	2.44	2.67	2.58	3.13	2.33
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
Creative Writing Certificate	Good Standing	80.0% (4)	81.8% (9)	78.3%	81.8%	81.8%	72.4%	86.5%	78.1%	73.0%
	Dropped	0.0%	0.0%	0.0%	3.0%	0.0%	3.4%	2.7%	0.0%	0.0%
	Probation	20.0% (1)	18.2% (2)	21.7%	15.2%	18.2%	24.1%	10.8%	21.9%	27.0%
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
Creative Writing Certificate	Graduated		11.1% (1)			
	Long Term Success	50.% (2)	44.4% (4)	20.0%	10.0%	33.3%
	Short Term Success		33.3% (3)		40.0%	16.7%
	Unsuccessful	50.% (2)	11.1% (1)	80.0%	50.0%	50.0%
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[4]

Departure Status	Creative Writing Certificate		Liberal Studies		College	
	Count	Percent	Count	Percent	Count	Percent
Graduated	2	66.7%	842	62.7%	1,697	61.1%
Earned 45 or more credits	1	100.0%	491	54.9%	1,024	56.0%
Earned 24 to 44 credits	4	66.7%	782	43.9%	1,551	42.9%
Earned 12 to 23 credits	2	25.0%	598	33.4%	1,303	34.9%
Earned less than 12 credits	9	20.9%	2,578	22.3%	5,906	24.8%
Grand Total	**18**	**29.5%**	**5,291**	**30.5%**	**11,481**	**32.1%**

D. Student Surveys

Surveys were sent out to current students via SurveyMonkey®. No current students responded to the survey.

Paper surveys were sent to graduated students and those who left prior to graduation. Two graduated students returned surveys. Nine students who left the program did, and although this is not an appropriate number for complex analysis, some information from their responses can be gleaned (Appendix B). Most students indicated that they left for some combination of financial, family, and personal issues. None indicated that they were dissatisfied with the program. Several transferred to other institutions (4) and almost all of those that did not (4), expressed a desire to return to the program when their various life situations allowed them to.

Both students who graduated from the program transferred into four year programs; one continued in journalism, and the other did not indicate a major. Both mentioned the diversity of faculty experiences as an important component of the program.

V. Resources

Since the courses meet in standard classrooms, there are no special facilities required.

VI. Demand

As is clear in the enrollment and course increases, there is a growing demand for this program at CCP (Table 6).

Additionally, CCP is the only college in the area that offers a program in creative writing (or writing at all) at the two year (AA or AS) or less (certificate) level, meaning that it

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[4] 2005 Cohort to Present

serves a clear role in the greater Philadelphia Community. In the area, Arcadia, Bryn Mawr, and Widener have 4 year programs in either writing or creative writing.[5] These represent potential transfer institutions for CCP students, particularly (as noted above) when the Creative Writing Certificate is combined with the AA degree in English.

The Bureau of Labor Statistics projects slow job growth in the area of creative writing, estimating about 6% growth in the decade between 2010 and 2020.[6] However, strong writing skills are a foundation of many disciplines. And related fields such as technical writing and public relations show stronger growth rates of 17% and 22%, respectively.

VII. Operating Costs

Data were not available separately for the Creative Writing Certificate.

Funding for the three Literary Magazines comes from Student Affairs.

VIII. Findings and Recommendations

The Creative Writing Program at CCP is staffed with a diverse group of faculty with a wealth of experience in the field. The program has had strong growth in recent years. And despite the fact that a smaller percentage of students who start in the program are retained than the average at CCP, there are a growing number of graduates who obtain the Certificate. The disproportionate number of part time students may be a challenge for this program in terms of students who need to stop out of the program for a time before returning to it. By the time of the next audit, we may see that many of these students return when they are able.

The recommendations center mainly on practices that the program already have in process, with some additional suggestions of avenues for growth should the program wish to expand.

1) Once a Degree in English is established, the curriculum coordinator should pursue the feasibility of articulation agreements with local transfer institutions (either at the Certificate only level or with the concurrent degree program in English). NCES indicated Arcadia, Bryn Mawr, and Widener as colleges with writing or creative writing degree programs; many other schools have writing or creative writing concentrations within their English degree. The department has also indentified Rutgers-Camden, Rosemont, and Temple as other potential future partners. These should be pursued within a year of the establishment of the degree program in English.

2) The faculty should develop activities to reach out to students who have stopped out to encourage their continued interaction with the program and to promote their eventual return. This take several forms including soliciting former students to contribute to the Literary Magazines, reminding them of upcoming writing courses, encouraging them to provide updates on their

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[5] http://nces.ed.gov/collegenavigator/?s=all&zc=19122&zd=50&of=3&p=23.1302+23.1301&l=5
[6] http://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm

work, or even inviting them readings or free workshops on campus. A plan for these interactions should be developed in 2012-13 with implementation beginning in 2013-2014.

3) The English Department should consider expanding the certificate to include not just creative writing, but other forms of writing as well. Courses such as ENGL 112: Report and Technical Writing, ENGL 122: Writing for Mass Media, ENGL 195H/196H: Writing in the Humanities and Social Sciences I/II, and ENGL 283: Nonfiction Writing: Memoir and Literary Journalism could form the core of an alternate writing track within the Certificate. The draw for such a concentration might have appeal for a broader range of students within the College. This discussion should take place among the program's associated faculty within the next two semesters.

4) The program should develop a system for soliciting feedback from current students as part of the assessment process, as no students responded to this audit's outreach. The program director, in consultation with the Director for Academic Assessment and Evaluation, should report on the student feedback about the program as part of the QVI for the 2012-2013 academic year. The ability to parse out students that are interested in a certificate from those who are interested only in preparatory coursework for an MFA program (as an example) should be pursued.

5) The recommendation, above, should be part of a larger effort to develop a retention/enrollment management system for the program. The retention in the program is quite low and understanding the reasons for this and addressing it are integral to the continued success of the Certificate. This program should be designed and implemented by the 2013-2014 academic year.

6) The Program Director should meet with the Department Head for English, Dean of Liberal Studies, and Director for Academic Assessment to aid with the interpretation of data gathered as part of the Recommendation 4 and from their Student Learning Outcomes. This should happen during the Fall 2012 semester.

Appendix A: THREE-YEAR ASSESSMENT OF CREATIVE WRITING OUTCOMES

ENGLISH 205 CREATIVE WRITING OUTCOME	TIMELINE	ASSESSMENT MEASURES	SATISFACTORY OUTCOME	Comments
Gain an aesthetic appreciation of literary works and the process by which they are produced	Start Fall, 2011 Fall, 2011 – Collect data Spring, 2012 –Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from every section of English 205 Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve fulfill the learning outcome in consonance with standards of grading rubric.	
Gain an understanding of the critical vocabulary appropriate to each genre	Start Spring, 2012 Spring, 2012 – Collect data Fall, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from each section of English 205 Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve fulfill the learning outcome in consonance with standards of grading rubric.	
Analyze and critique literary works by professional authors, peers and themselves	Start Fall, 2012 Fall, 2012 – Collect data Spring, 2013 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from each section of English 205. Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve fulfill the learning outcome in consonance with standards of grading rubric.	
Produce, in more than one genre, original work and revision that reflect an understanding of each genre and demonstrate response to critique	Start Spring, 2013 Spring, 2013 – Collect data Fall, 2013 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from each section of English 205. Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve fulfill the learning outcome in consonance with standards of grading rubric. standards of grading rubric.	

ENGLISH 280: POETRY OUTCOMES	TIMELINE	ASSESSMENT MEASURES	SATISFACTORY OUTCOME	Comments
Recognize the poem as the end result of a deliberate creative process	Start Fall, 2011 Fall, 2011 – Collect data Spring, 2012 –Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from each section of Poetry. Assess students' success in achieving this outcome via grading rubric approved by the creative writing and literature unit early in the semester.	70% of samples achieve fulfill the learning outcome in consonance with standards of grading rubric.	
Analyze published poetry and critique the work of their peers using the vocabulary of the craft of poetry writing	Start Spring, 2012 Spring, 2012 – Collect data Fall, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from each section of Poetry. Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve fulfill the learning outcome in consonance with standards of grading rubric. standards of grading rubric.	
Apply and integrate the elements of craft into their own work	Start Fall, 2012 Fall, 2012 – Collect data Spring, 2013 – Analyze and report data, and if results are unsatisfactory, issue recommendations to creative writing and literature unit.	Randomly collect five relevant assignments from each section of Poetry. Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric. standards of grading rubric.	
Produce a portfolio of substantive length that demonstrates a response to feedback and reflects creative and aesthetic development	Start Spring, 2013 Spring, 2013 – Collect data Fall, 2013 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from each section of Poetry. Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric. standards of grading rubric.	
Participate in the larger creative community by appending readings	Start Fall 2013 Fall, 2013 – Collect data Assess students' success in achieving this outcome via a	Randomly collect five relevant assignments from each section of Poetry. Assess students' success in achieving this outcome via a	70% of samples achieve the learning outcome in consonance with standards of grading	

and submitting their work to publications and contests	Spring, 2014 – Analyze and report data, and if results are unsatisfactory, issue recommendations.	grading rubric approved by the literature and creative writing unit early in the semester.	rubric. standards of grading rubric.	
ENGLISH 281 FICTION OUTCOMES	**TIMELINE**	**ASSESSMENT MEASURES**	**SATISFACTORY OUTCOME**	**Comments**
Recognize fiction as the end result of a deliberate creative process	**Start Fall, 2011** **Fall, 2011 – Collect data** **Spring, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to creative writing and literature unit.**	**Randomly collect five relevant assignments from each section of Fiction.** **Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	
Analyze published fiction and critique the work of their peers using the vocabulary of the craft of fiction writing	**Start Spring, 2012** **Spring, 2012 – Collect data** **Fall, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.**	**Randomly collect five relevant assignments from each section of Fiction.** **Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	
Apply and integrate the elements of craft in their own work	**Start Fall, 2012** **Fall, 2012 – Collect data** **Spring, 2013– Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.**	**Randomly collect five relevant assignments from each section of Fiction.** **Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	
Produce a portfolio of substantive length that demonstrates a response to feedback and reflects creative and aesthetic development	**Start Spring, 2013** **Spring, 2013– Collect data** **Fall, 2013 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature and creative writing unit.**	**Randomly collect five relevant assignments from each section of Fiction.** **Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	

Participate in the larger creative community by attending readings and submitting to publications or contests	Start Fall, 2013 Fall 2013-- Collect data Spring, 2014—Analyze and report data, and if results are unsatisfactory, issue recommendations to the literature and creative writing unit.	Randomly collect relevant five assignments from each section of Fiction. Assess students' success in achieving this outcome via a grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric.	

ENGLISH 282 SCRIPTWRITING OUTCOMES	TIMELINE	ASSESSMENT MEASURES	SATISFACTORY OUTCOME	Comments
Differentiate how script structure, content and formats differ from other types of creative writing	Start Fall, 2011 Fall, 2011 – Collect data Spring, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to creative writing and literature units.	Randomly collect five relevant assignments from each section of Scriptwriting. Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric.	
Break down the scriptwriting process and collaborative environment of script production	Start Spring, 2012 Spring, 2012 – Collect data Fall, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from each section of Scriptwriting. Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric.	
Analyze and appraise professional script-works using the vocabulary of the craft of scriptwriting	Start Fall, 2012 Fall, 2012 – Collect data Spring, 2013– Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from each section of Scriptwriting. Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric.	
Produce a portfolio of substantive length that demonstrates a response to feedback and reflects creative and aesthetic	Start Spring, 2013 Spring, 2013 – Collect data Fall, 2013 – Analyze and	Randomly collect five relevant assignments from each section of Scriptwriting. Assess students' success in achieving this outcome via grading rubric approved by the literature and creative	70% of samples achieve the learning outcome in consonance with standards of grading rubric.	

development.	report data, and if results are unsatisfactory, issue recommendations to literature and creative writing units.	writing unit early in the semester.		
Participate in the larger creative community by attending plays, and submitting scripts to contests and for production	Start Fall, 2013 Fall 2013-- Collect data Spring, 2014—Analyze and report data, and if results are unsatisfactory, issue recommendations to the lit. and creative writing unit.	Randomly collect five relevant assignments from each section of Scriptwriting Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric.	

ENGLISH 283 NONFICTION OUTCOME	TIMELINE	ASSESSMENT MEASURES	SATISFACTORY OUTCOME	Comments
Recognize nonfiction as the end result of a deliberate creative and research-based process	Start Fall, 2011 Fall, 2011 – Collect data Spring, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to creative writing and literature unit.	Randomly collect five relevant assignments from each section of Nonfiction. Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric.	
Analyze published nonfiction and appraise the work of their peers using the vocabulary of the craft of nonfiction writing	Start Spring, 2012 Spring, 2012 – Collect data Fall, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to creative writing and literature unit.	Randomly collect five relevant assignments from each section of Nonfiction. Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric.	
Apply and integrate the elements of craft in their own work	Start Fall, 2012 Fall, 2012 – Collect data Spring, 2013– Analyze and report data, and if results are unsatisfactory, issue recommendations to literature unit.	Randomly collect five relevant assignments from each section of Nonfiction. Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.	70% of samples achieve the learning outcome in consonance with standards of grading rubric.	

Produce a portfolio of substantive length that demonstrates a response to feedback and reflects creative and aesthetic development	**Start Spring 2013** **Spring 2013 – Collect data** **Fall, 2013– Analyze and report data, and if results are unsatisfactory, issue recommendations to literature and creative writing unit.**	**Randomly collect five relevant assignments from each section of Nonfiction.** **Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	
Participate in the larger creative community by attending readings and submitting to nonfiction publications and contests.	**Start Fall, 2013** **Fall 2013—Collect data** **Spring, 2014—Analyze and report data, and if results are unsatisfactory, issue recommendations to the literature and creative writing unit.**	**Randomly collect five relevant assignments from each section of Nonfiction.** **Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	

ENGLISH 285 PORTFOLIO DEVELOPMENT OUTCOME	TIMELINE	ASSESSMENT MEASURES	SATISFACTORY OUTCOME	Comments
Expand their vocabulary and understanding of literary terminology began in previous writing courses	**Start Fall, 2011** **Fall, 2011 – Collect data** **Spring, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to creative writing and literature unit.**	**Randomly collect five relevant assignments from each section of Portfolio Development.** **Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	
Read, analyze and learn from core texts about the craft of writing and the effective work habits of writers	**Start Spring, 2012** **Spring, 2012 – Collect data** **Fall, 2012 – Analyze and report data, and if results are unsatisfactory, issue recommendations to creative writing and literature unit.**	**Randomly collect five relevant assignments from each section of Portfolio Development.** **Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	

Create a student reading list of texts by authors whose works are likely to inform the student's individual portfolio	**Start Fall, 2012** **Fall, 2012 – Collect data** **Spring, 2013– Analyze and report data, and if results are unsatisfactory, issue recommendations to creative writing and literature unit.**	**Randomly collect five relevant assignments from each section of Portfolio Development.** **Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	
Improve their skills in polishing and/or completing their portfolios through feedback and continued revision	**Start Spring, 2013** **Spring, 2013 – Collect data** **Fall, 2013 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature and creative writing unit.**	**Randomly collect five relevant assignments from each section of Portfolio Development.** **Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	
Complete a portfolio of original works of some literary merit which embodies significant ideas and exhibits professional presentation	**Start Spring, 2013** **Spring 2013 – Collect data** **Fall, 2013– Analyze and report data, and if results are unsatisfactory, issue recommendations to literature and creative writing unit.**	**Randomly collect five relevant assignments from each section of Portfolio Development.** **Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	
Demonstrate familiarity with the publication process	**Fall 2013** **Fall, 2013 – Collect data** **Spring, 2014 – Analyze and report data, and if results are unsatisfactory, issue recommendations to literature and creative writing unit.**	**Randomly collect five relevant assignments from each section of Portfolio Development.** **Assess students' success in achieving this outcome via grading rubric approved by the literature and creative writing unit early in the semester.**	**70% of samples achieve the learning outcome in consonance with standards of grading rubric.**	

Appendix B. Former Students

Question #	Question	Answer(s)	#	%	Student Explanations (if applicable)
1	When did you enter the Creative Writing Program at CCP?				• Fall 09 • Fall 11 • Fall 2010 • FALL 2008 • Fall 2009 • 10 • Never entered • SP 09
	a. Did you transfer credits into CCP from another college/university?	Yes	**1**	**11.11%**	
		No	**8**	**88.89%**	
	If yes, how many credits?				• 15
2	When did you leave the Creative Writing Program at CCP?				• December, 2009 • SPRING 12 • Spring 2011 • SPRING 2009 • Spring 2010 • Never entered
3	The following are reasons that students may list as important to them when they initially enrolled in the Creative Writing Program at CCP. Please number them in order of importance to you				
		To earn an Associate degree			
		To prepare for transfer to a four year college/university			
		To learn skills needed to enter the job market immediately after CCP			

		To improve my skills for the job that I now have			
		To take course that interested me			
		Other			
4	What factors led you to leave the Creative Writing Program before completing it?	I learned skills that I wanted to know	3	33.33%	
		Conflict with work schedule	2	22.22%	
		Conflict with family responsibilities	3	33.33%	
		Transferred to another college	4	44.44%	
		Financial Reasons	2	22.22%	
		Problems with Financial Aid	1	11.11%	
		Personal reasons/Illness	2	22.22%	
		Academic Difficulties	0	0.00%	
		Courses that I needed were not offered when I needed them	1	11.11%	
		Curses were not required at transfer institution	0	0.00%	
		Did not like the program	0	0.00%	
		No longer interested in the field	1	11.11%	
		Changed major	0	0.00%	
		Other	2	22.22%	• Failed Reading + Writing Class • Exceeded the credit requirement
		Comments			• I work very hard for 13 weeks and I do not think I had the best instructor for this time of day. My instructor was from the old school • I would like to come back but my Depression Overcomes me a lot I am seeking Professional help • I thought That The program was great, but life changes left me with not enough free time to continue • I want to return to the program if possible.

5	Do you plan to return to CCP?	Yes	5	55.56%	
		No	3	33.33%	
	a. If yes, to what program?				• Creative Writing • Not sure • CREATIVE Writing/ Liberal Arts • Continue with creative writing Certificate • Creative Writing Program
	b. What will enable you to return to CCP?				• I'm Attending Another College CCP WAS Very Unorganized And Crowded. • Transferred to Temple • Being able to complete my Creative Writing Program through Financial Aid assistance. • Desire to continue learning • GRANTS • More evening courses • Health and & family well being
6	Which of the following describe what you have done since leaving CCP?	Secured employment	1	11.11%	
		Secured part-time employment	1	11.11%	
		Attended another 2-year college part time	0	0.00%	
		Atteneded another 2-year college full time	0	0.00%	
		Graduated from another 2-year college	0	0.00%	
		Attended a 4 year college full time	1	11.11%	
		Attended a 4-year college part time	1	11.11%	
		Graduated from a 4-year college	0	0.00%	
		Attended a graduate school	1	11.11%	
		Other	3	33.33%	• Enrolled at Temple • MEDICAL problems (Depression) • Caring for family and self

7	What do you think were the strengths of the CCP Creative Writing Program?				• THe PRofESSORS, clASS, ComERADY• It gave me the Skills to persue my writing.• VeRy helpfUL with my wanting to havE A carEER iN wRitinG• I really cannot answer this question due to the fact that I did not complete many courses.• I took a class that helped me develop my writing and story in preparation to Apply to graduate school. I benefited from The classroom structure.• ___ ___ was great• Variety of courses; personable nature of professors; center city location• I was enjoying everything, its been 30 years since I was a student, my job was paying for me to attend. I never made it pass the basic required classes to start the program• All English courses, esp Portfolio Development course, were exceptional. Teaching staff is well- rounded.
8	What do you think needs to be changed or added to the Creative Writing Program in order to improve the program?				• N/A • I would love to see more courses dedicated to creative non-fiction- • I liked my program and have no recommendations to improve it • Don't have any recommendation. • I don't think that Math 118 should be a RequiREment foR completing this pRogRam. I would pRefeR an applied science couRse, just to give an opinion. • More resources, more tutoring. • None • MoRE FlEXible houRs. • Remove non-English courses that are irrelevant to the certificate, eg, Math courses.

Appendix C. Adjunct and Emeritus Faculty Biographies

Anne Abel earned her MFA in Creative Non-Fiction from The New School. As a student at the Community College of Philadelphia, she won a Judith Stark Creative Writing Award. Her work has been published in *The Daily News*, *Lilith*, *Main Line Today*, and *The Jewish Exponent*. She has also been a columnist for *Philadelphia Weekly*. With her husband she has established the Anne and Andrew Abel Creative Writing Scholarship at the Community College of Philadelphia.

Ned Bachus has had fiction published in literary magazines and in the anthology Meridian Bound. Twice he has been awarded fellowships from the Pennsylvania Council on the Arts, and his fiction has been featured in InterAct Theatre's Writing Aloud series. In addition, he has won the Alana Collos Award for Teaching Excellence and the Lindback Award for Distinguished Teaching.

Toni Calvello teaches writing at Rowan University, University of the Sciences, and Temple University. As a graduate assistant at Rowan, she worked on the program series The Legacy of Language and served as an editor of *Asphodel*, the university's literary journal. Her work has appeared both domestically and abroad in such literary magazines as *Poetry Life and Times* (Great Britain), *Arabesques Review* (Algeria), *Voices of Israel*, *Frogpond*-Haiku Society of America, *Paterson Literary Review*, and *Chiron Review*.

Sharon Rees Eiferman has published two poetry chapbooks, Statements from the Crystal Cave and Dances in Dialogue. In addition, her poems have appeared in various journals, including *Schuylkill Valley Journal of the Arts* and *Philadelphia Poets*. Her reading venues have included the Poets and Writers Faculty Showcase and Voices and Visions bookstore. She facilitates the Community College of Philadelphia Faculty Poetry Workshop.

William Esposito received an MFA in Poetry from the University of Massachusetts and the Joseph Langland Prize from the Academy of American Poets. His poems have appeared in *Gettysburg Review*, *Indiana Review*, *Antioch Review*, and elsewhere. A collection of his poems is forthcoming from Katalanche Press. He has taught creative writing at the University of Massachusetts—Amherst and Temple University.

Emilie C. Harting holds an MFA in creative nonfiction from Bennington College. Her articles and essays have appeared in *The New York Times*, *The Washington Post*, *The Philadelphia Inquirer*, and others. She is also the author of literary guides to England/Scotland and the New England States, both of which have been translated into Japanese. At the Community College of Philadelphia, she has taught creative writing both in the classroom and on the Internet.

Jeffrey E. Lee earned a PhD and an MFA from New York University. He has published two books of poetry, the most recent of which was a finalist for the Colorado Book Award. In addition, he has published two chapbooks and numerous poems in such literary magazines as *North American Review* and *X-Connect*. He has taught creative writing both in the classroom and online at a variety of institutions, including the Community College of Philadelphia and the University of Northern Colorado.

Tracey Levine earned a BFA in Screenwriting from the University of the Arts and an MFA in Fiction from Syracuse University where she was on fellowship. She has worked at WHYY on several documentary projects, and her creative writing work has appeared in *Verbal Seduction*. She has done readings at 2nd Story Books and at the Kelly's Writer's House and was involved in the Living Writer's Reading Series at Syracuse University.

Tracey M. Lewis-Giggetts holds a BA in Communication from the University of Kentucky, an MBA from Montclair State University, and is completing an MFA in Creative Writing from Fairleigh-Dickinson University. She is the author of three poetry collections, one of which won the SBDC Poetry Award, two fiction novels, and one non-fiction book. She is also co-writer and producer of Khepera, a stage play that ran

for four weeks off-Broadway in New York City. Currently, she teaches writing and public speaking at the Community College of Philadelphia.

James Miller received an MFA in Poetry from New York University where he studied under Philip Levine, Sharon Olds, and Yusef Komunyakaa. He also worked on the university's literary journal, *Washington Square Review*. His poetry has appeared in *Simbaa*, published by Franklin University.

Nick Moudry received his MFA in Creative Writing from the University of Massachusetts—Amherst. He has published three chapbooks of poetry, a collaborative chapbook, and translated a book by the Romanian-born French poet Tristan Tzara. His poems, translations, essays, and reviews have appeared in numerous journals and anthologies. He has taught creative writing at such institutions as the University of Massachusetts—Amherst and Temple University.

Don Rutberg received his MFA in Professional Writing from the University of Southern California. In addition to teaching at the Community College of Philadelphia, he teaches advanced writing at Holy Family University. His work has been published in a variety of genres and formats, including books, children's books, comic books, blogs, and stage plays. He has also optioned screenplays. His most recent book, about surviving the writing life, is A Writer's First Aid Kit, available at Barnes & Noble.

Lex Sonne earned his MFA in fiction from Columbia College, Chicago. His stories have appeared in journals such as *Eleven Eleven*, *Night Train*, and *New Madrid*. On three occasions, he was accepted to the Appalachian Writers Workshop. In addition, a book of his short stories is forthcoming from Lark Sparrow Press.

Carla Spataro earned an MFA in creative writing from Rosemont College. In addition to teaching at the Community College of Philadelphia, she also teaches English and creative writing at Rowan University and Rosemont College. She is a Pennsylvania Council on the Arts Fellowship recipient and fiction editor and co-publisher of *Philadelphia Stories*. Her short fiction has been published in a variety of literary journals, most recently in *The Baltimore Review*.

Elaine Terranova has published five books of poetry, the most recent of which is the chapbook, Elegiac: Footnotes to Rilke's Duino Elegies. Her writing awards include the Walt Whitman Award, a Pew Fellowship, and a National Endowment in the Arts Fellowship. In addition to teaching at the Community College of Philadelphia, she teaches in the MFA Creative Writing Program at Rutgers University, Camden.

Recommendation to Close the A.A.S. Degree in
Medical Assisting

Proposed by:

Deborah Rossi, M.A., C.M.A.
Allied Health Department Head/Medical Assisting Curriculum Coordinator

Mary Anne Celenza, Ph.D.
Dean: Mathematics, Science and Health Careers

October 25, 2012

Recommendation to Close the Medical Assisting Program

History of the Program

The Medical Assisting and Office Management (MAOM) Program admitted its first class in 1974. The Program received its initial accreditation in 1979, and subsequently maintained continuing accreditation in 1985, 1991, 1997, and 2003. The most recent accreditation review yielded a maximum of ten years with no deficiencies cited. The next scheduled on-site re-accreditation visit is tentatively scheduled for November 2013.

The 2009 Program Audit of the Medical Assisting Program remarked on the strengths of the Program as follows:

- Consistent accreditation approval.
- Updated curriculum that meets the needs of current students.
- Evidence based decision making for improvement of the Program.
- Multiple outcome measures supporting the academic quality of the Program.
- Well constituted and participative Advisory Committee.

Despite the educational quality of the program there have been several concerns about the viability of the Medical Assisting Program. Multiple initiatives targeting marketing, recruitment and retention have not been significantly effective in addressing the concerns related to the continuance of the Program.

Rationale for Closing the Medical Assisting Program

A comprehensive review of both internal and external factors has led to the recommendation by the Department Head for Allied Health/Curriculum Coordinator for the Medical Assisting Program to phase out the Medical Assisting Program for the following reasons:

1. The 2009 audit of the program identified low enrollment in the Program with accompanying low retention and graduation rates.

2. The Medical Assisting Education Review Board (MAERB) cited the Program for failing to meet the retention rate of 70% for 2007, 2008 and 2009.

3. Competition from 14+ proprietary schools in the region offering short-term medical assisting programs has impacted enrollment in the College's Program.

4. Salaries for Medical Assistants are among the lowest average salaries for health care occupations.

5. Counselors and academic advisors have encountered great difficulty in trying to gain students' interest in enrolling in the MA Program.

6. With the exception of Fall 2011, most first year class enrollments have been below the maximum of 24 as evidenced by the following chart.

The table below provides a snapshot of only the first year MA students enrolled in the first clinical course, MA 110, and the number of students who continued in the second clinical course, MA 115, in the following spring semester.

Fall Semester MA 110	# of Students Enrolled	Spring Semester MA 115	# of Students Enrolled	Retention Rate
Fall 2008	16	Spring 2009	10	63%
Fall 2009	13	Spring 2010	8	62%
Fall 2010	14	Spring 2011	9	64%
Fall 2011	27	Spring 2012	14	52%
Fall 2012	16	Spring 2013		

7. The most recent Quality-Viability Index decreases in enrollment by 12% from Fall 2008 to Fall 2009, and a decrease of 23% from Fall 2009 to Fall 2010. From Fall 2008 to Spring 2012, the average total Program enrollment was 27 students. The retention rate for the Program was 54% from Fall to Fall and 75% persistence from Fall to Spring. The number of Medical Assisting graduates has decreased over the past three years.

8. The Medical Assisting Program's attrition rate has been impacted by the Health Services Management (HSVM) and Patient Services Representative (PSVR) Programs due to students changing their major from Medical Assisting to those programs.

9. This first year class began with 16 students and it is expected that by the end of the Fall 2012 semester, only 12 individuals will continue in the Spring 2013 semester.

10. Physicians in the community have indicated that they are willing to hire individuals with basic clinical skills and then train them specifically to work in their organization. Hiring a graduate with an Associate's degree is not necessary.

11. With the influx of additional credentialing agencies, many MA Programs utilize other credentialing examinations, and the value of the American Association of Medical Assistants (AAMA) CMA Certification Exam is not recognized by employers. Although the AAMA CMA Examination is considered the premier credential and gold standard for the profession, employers are most concerned that their employees have a credential, regardless of where it comes from.

12. According to Institutional Research, the MA Program is the fifth most expensive program at the College.

13. An attempt to create a one-year certificate program in hopes that a shorter curriculum would increase enrollment was not successful due to the accreditation requirements for the Program and the College's general education course requirements.

14. In the past four years, the College has advertised to hire a full-time Medical Assisting faculty member and each year, the number of applicants who apply are small in number and thus a successful hire was not found.

Proposed Timing for the Closure

It is recommended that the Medical Assisting Program allow the current students to complete the program by Summer 2013 and that no new students are admitted for the Fall 2013 semester.

A Communication Plan targeting the following populations will be put into effect. The plan will inform the following individuals of the closure of the program and also of various alternative options for students:

1. Current and prospective students
2. Medical Assisting Advisory Committee
3. Commission on Accreditation of Allied Health Education Programs
4. Clinical Sites
5. Appropriate College offices and personnel
6. Faculty in the Allied Health Department and Faculty in the Division of Mathematics, Science and Health Careers.

Alternative Pathways for Students

Students who express an interest in Medical Assisting will be advised of other Allied Health Programs such as Health Services Management and Patient Service Representative.

Another option for students would be to create a new Proficiency Certificate in health care technician or patient care technician that requires students to complete the following courses:

- AH 103 - Medical Terminology
- BIOL 108 – Essentials of Anatomy and Physiology
- MA 110 – Introduction to Clinical Skills
- MA 115 – Medications and Medical Specialty Procedures
- AH 116 – Interpersonal and Professional Skills in Health Care

This set of courses would give students the opportunity to acquire the clinical skills valued by potential employers taking less time to complete the proficiency certificate than it would for an associate degree program. This proficiency certificate could also be part of the proposed new Health Science curriculum which would enable students to continue their education if they so desire. The new proficiency certificate would be less costly since there would not be accreditation fees involved.

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES
Thursday, December 6, 2012
1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland
Present: Dr. Stephen Curtis, Dr. Judith Gay, Dr. Samuel Hirsch, Ms. Mary Horstmann, Dr. Judith Rényi, Dr. James Roebuck
Guests: Mr. John Moore, Ms. Melissa St. Pierre, Dr. Sharon Thompson

(1) **Executive Session**

There was no Executive Session.

(2) **Public Session**

a) Approval of Minutes of November 1, 2012 (Action Item)

The minutes were accepted.

b) Academic Program Audit: Community Leadership (Action Item)

Mr. Moore presented highlights of the Community Leadership Program Audit and reviewed the recommendations citing parallels to the recently reviewed Women's Studies/Gender Studies Audit. Dr. Thompson highlighted that until recently there was a lack of leadership for the Program and discussed the value and demand for the leadership courses including how they can be connected to other programs of study. She also point out that preliminary conversations have taken place with non-profit agencies regarding the feasibility of offering the Program to their employees. Ms. Holland commented that non-profit agencies do not hire individuals with such a degree but rather place greater value on hiring individuals with strong skill sets such as critical thinking skills. She concurred that there is value to offering the courses outside of the degree program. A discussion took place regarding the viability of continuing the program and it was agreed that the Program would be discontinued; however, the leadership courses should continue to be offered.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Community Leadership Programs Audit with the recommendation that the Program be discontinued effective the end of the 2012-13 academic year.

c) Definition of Key Student Performance Indicators (Discussion Item)

Ms. Holland opened the discussion by providing the context for the conversation including the need to develop an agreed upon set of metrics that the Board could use to measure progress of institutional goals and to determine ways the Board could be of assistance. She outlined the various metrics the Student Outcomes Committee has reviewed in the past that are included in the Academic Affairs Balanced Scorecard and in the Enrollment Management Plan. Ms. Holland presented a potential framework for the discussion, The Completion Arch, which was developed by the College Board. The Completion Arch was designed as a tool for community colleges to capture metrics along a continuum of student experiences beginning with enrollment to entry into the workforce after college completion. The five-part framework includes: Enrollment; Developmental Education Placement; Progress; Transfer and Completion; and Workforce Preparation and Employment Outcomes.

Dr. Curtis highlighted the recently developed Voluntary Framework of Accountability (VFA) which is a nationally funded project designed to develop a set of appropriate measures to determine how well community colleges are serving students. The VFA was designed to assist community colleges to develop commonly accepted performance measures in the community college sector that would assist in developing a greater understanding of student outcomes and help lead institutions toward identifying problems and setting goals for improvement of outcomes. Dr. Curtis stated that all 14 community colleges in Pennsylvania have agreed to use the VFA.

Dr. Rényi noted that in reviewing the student demographics that the College serves older students and questioned the College's role in providing appropriate programs that lead to the workforce. Dr. Curtis stated that the College serves a mix of students with three-quarters of the students planning to transfer. He explained that not all students enroll at the College with the plan to directly enter the workforce. There needs to be an understanding of why students come to the College and what they want to achieve. A discussion took place regarding the vision of the College and positioning the College with aspirational goals. Ms. Holland stated that metrics have to be established that focus on program outcomes as well as services provided. It was decided that next steps include agreeing to a set of metrics and developing a dashboard. Ms. Holland noted that this would be a topic for the upcoming Board Retreat.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, February 7, 2013 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of November 1, 2012

Academic Program Audit: Community Leadership
College Board: The Completion Arch

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

SUMMARY of AUDIT ACTIONS

December 6, 2012 Meeting

Summary of the Community Leadership Certificate and Degree Programs Audit

The Community Leadership Program at the Community College of Philadelphia (formerly Liberal Arts-Leadership) was initiated as a sixth option for students pursuing the Liberal Arts degree. The creation of the Certificate and Degree Programs (2000) was under the direction of the Dean of Liberal Studies and in consultation with the Community Women's Education Project (Philadelphia). The new Option provided a pathway to the A.A. degree for those earning the Leadership Studies Certificate and for other students wanting a leadership emphasis in their Liberal Arts studies. The 61 credit Leadership Studies Option in the Liberal Arts Curriculum was approved in April, 2000 and the 33 credit Academic Certificate Program was approved in February of that same year.

The program was reviewed in 2003 with several minor revisions made to course titles and content. In 2010 the programs were renamed and other changes were made. Currently four courses are required that relate directly to Community Leadership. Appropriately, the program maintains a different set of Student Learning Outcomes for the Associate Degree and the Certificate.

Pertinent data include:

- majors, as well as non-major students take the Leadership courses

- enrollment is low and stagnant

- there are few graduates

- there is some difficulty transferring courses to senior level universities for the baccalaureate degree.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Community Leadership Programs Audit with the recommendation that the Programs be discontinued effective the end of the 2012-13 academic year.

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

**MINUTES
Thursday, November 1, 2012
1:30 p.m. – Room M2-34**

Presiding: Ms. Stacy Holland
Present: Dr. Stephen Curtis, Mr. Mark Edwards, Dr. Judith Gay,
          Dr. Samuel Hirsch, Ms. Mary Horstmann, Mr. Chad Lassiter,
          Dr. Judith Rényi, Dr. James Roebuck
Guests: Dr. Mary Anne Celenza, Ms. Cynthia Giddle, Mr. Jeffrey Markovitz,
          Mr. John Moore, Ms. Deborah Rossi, Ms. Melissa St. Pierre,
          Dr. Sharon Thompson, Ms. Simone Zelitch

(1)   **Executive Session**

There was no Executive Session.

(2)   **Public Session**

   a) Approval of Minutes of October 4, 2012 (Action Item)

   The minutes were accepted.

   b) Student Outcomes Report

   Ms. Holland provided an overview of the role of the Student Outcomes
   Committee. She highlighted key focus areas of the Committee including: review
   and recommend actions associated with Academic Program Audits; and review
   of metrics associated with the College's Enrollment Management Plan and
   Academic Affairs. Ms. Holland recommended to the Committee that at the
   December Committee meeting time be spent reviewing the current metrics used
   and identify other metrics that the Committee would like to review. The
   Committee members were in agreement.

   c) Women's Studies/Gender Studies Program Audit (Action Item)

   Mr. Moore presented highlights of the Women's Studies/Gender Studies Degree
   and Certificate Program Audit and reviewed the recommendations. Dr.
   Thompson discussed what has been accomplished to date relative to the
   direction of the Audit recommendations. A discussion took place regarding the
   enrollment data which indicate a large number of students enrolled in Women's
   Studies/Gender Studies courses, but not in the Women's Studies/Gender Studies
   Program. After discussion, the faculty and the Committee concluded that it
   would be best to phase out the Program and seek alternative ways for promoting

the value of the Women's Studies/Gender Studies courses. Suggestions offered include: starting a student club; developing a marketing campaign; developing joint activities with the College's Women's Outreach and Advocacy Center; and developing strategies to infuse the topic of Women's Studies/Gender Studies across the College.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Women's Studies/Gender Studies Degree and Certificate Audit with revised recommendations that the Degree and Certificate Programs be discontinued effective the end of the 2012-13 academic year and that the faculty report back to the Committee by June 2013 with a follow-up report.

d) **Creative Writing Certificate Program Audit (Action Item)**

Mr. Moore provided an overview of the Creative Writing Certificate Program Audit and reviewed the recommendations. Ms. Horstmann asked for a description of the students. Mr. Markovitz responded that they have students who enter directly after graduating high school, some students have bachelor's degrees and that some students began at the College needing developmental courses. Ms. Horstmann followed up by asking if there are outreach activities with the high schools. Ms. Giddle responded that the College's literary magazines are distributed to the high schools. Ms. Holland complimented the faculty on developing a strong audit.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Creative Writing Certificate Audit and certify the Certificate program for five years.

e) **Medical Assisting Program Recommendations (Action Item)**

Ms. Rossi, Department Chair, Allied Health, and curriculum coordinator for Medical Assisting reviewed the recommendation of the Department that the Medical Assisting Program be discontinued. Factors for this recommendation include: low enrollment; low retention rate; lack of student interest in the program; and changes in the job market. Ms. Horstmann questioned how the job placement for Medical Assisting Program completers compares with other health programs at the College. Ms. Rossi responded that it varies by program and the job market. She mentioned Nursing as an example where the job market is currently tight in Philadelphia. Mr. Edwards asked if other community colleges in the region offer a Medical Assisting Program. Dr. Celenza responded that Delaware County Community College and Montgomery County Community College have established a virtual certificate program.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Medical Assisting Program recommendation to discontinue the Program effective September 2013.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, December 6, 2012 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of October 4, 2012
Women's Studies Program Audit
Creative Writing Certificate Program Audit
Medical Assisting Program Recommendations

Community College of Philadelphia

Academic Program Audit: Community Leadership

Division of Liberal Studies

Author: Gary E. Rizzo, Ph.D. (Auditor)

Contributors: John Moore, Director, Academic Assessment and
Evaluation

Connie Watson, Program Director
Melissa St. Pierre, Assistant Professor and Chair,
Department of Psychology, Education and
Human Services

July 8, 2012

Executive Summary

The Community Leadership Program at the Community College of Philadelphia (formerly Liberal Arts-Leadership) was initiated as a sixth option for students pursuing the Liberal Arts degree. The creation of the Certificate and Degree Programs (2000) was under the direction of the Dean of Liberal Studies and in consultation with the Community Women's Education Project (Philadelphia). The new Option provided a pathway to the A.A. degree for those earning the Leadership Studies Certificate and for other students wanting a leadership emphasis in their Liberal Arts studies. The 61 credit Leadership Studies Option in the Liberal Arts Curriculum was approved in April, 2000 and the 33 credit Certificate Program was approved in February of that same year (MacKenzie, L. Leadership Studies in Liberal Arts: Minor Revision: April 18, 2003).

The program was reviewed in 2003 with several minor revisions made to course titles and content (MacKenzie, 2003). In 2010, changes were made to the degree and certificate, with the changes taking effect in the fall of 2011 (MacKenzie, L., et. al. Proposal to Revise the Liberal Arts – Leadership Studies Option and Rename it Community Leadership: December 20, 2010). Currently four courses are required that relate directly to Community Leadership. Appropriately, the program maintains a different set of Student Learning Outcomes for the Associate Degree and the Certificate.

Data shows that Community Leadership majors, as well as non-major students taking the Leadership (LEAD) courses, are, for the most part, satisfied with their experience. There is, however, stagnant enrollment of majors and of graduates. The program has experienced outside pressures for students to obtain the baccalaureate for entry level positions, and there appears to be some difficulty transferring courses to senior level universities for the baccalaureate degree.

The Community Leadership Program is just beginning to address course and program assessments to meet the requirements of the Middle States Commission on Higher Education (MSCHE) for better and ongoing assessments.

Most data obtained for the Community Leadership program is insufficient with actual numbers (N) too small to provide any validity to trend projections. The information is, however, presented for informational purposes rather than for predictive purposes.

II. Program

A. Mission of the Program

Designed for students aspiring to be leaders in their communities, the Community Leadership Program provides a coherent array of courses for the development of leadership knowledge and skills. The program provides valuable instruction for leaders and potential leaders among current students and other non-degree seeking citizens who are members of neighborhood, civic, and community organizations. The Community Leadership Program is appropriate for students who desire to study leadership issues and prepare to transfer to a baccalaureate degree-granting institution. This program is appropriate for those students interested in pursuing a baccalaureate degree in social work, sociology, political science, social justice, global citizenship, or urban studies.

B. Major Goals of the Program (Student Learning Outcomes)

Upon completion of this program, Degree graduates will be able to:

- Demonstrate insight into their past and present experiences as followers and leaders, and into their own leadership strengths, tendencies and aspirations.
- Assess the talents of other people within an organization, and to motivate and organize them in the pursuit of common goals.
- Communicate effectively through oral and written means, including supportive and critical listening, group decision making, public speaking, and producing essays, research papers, press releases, grant proposals and other written forms.
- Demonstrate ability to compare and apply major leadership theories, as well as models, styles and practices of leadership that are effective in neighborhood, civic, community, and other kinds of organizations.
- Explain how perceptions of race, ethnicity, class, gender and other significant social differences affect organizations and communities.
- Explain how leadership can help people modify faulty perceptions and bridge differences.
- Demonstrate critical analysis of cases of leader/follower behavior, taking into account power dynamics and methods of influence.
- Demonstrate ability to improve an organization through the use of mission statements, committee and/or team work, productive meetings, effective planning and delegation, accountability and conflict management.
- Integrate learning gained from social science and humanities courses with knowledge gained in Leadership courses, and demonstrate a leader's ability to apply theoretical social science and humanities-based knowledge to practical situations.

C. History of the Community Leadership Program

The Community Leadership Program was initiated in 2000 as the Liberal Arts--Leadership Option. The current program has both an Associate in Arts Degree and a Certificate component. In addition to degree seeking Community Leadership majors and those students in other majors interested in Leadership, the Certificate is of interest to non-degree seeking students who want to improve their leadership skills, starting their own non-profit, or have an interest in social entrepreneurship. This Program Review concentrates on the Associate in Arts Degree in Community Leadership. While the data is limited and some graduates of the program do find work in the local community, most students use the Program to prepare themselves for transfer to other institutions and to continue their education towards a baccalaureate degree. The local and nationwide trend in employment in this field requires an employee to have a baccalaureate degree, or an associate degree working toward a baccalaureate degree. Despite minor revisions made in 2003 and again in 2011, this is the first full Program Audit for the Community Leadership (nee Liberal Studies – Leadership).

The minor revision done in 2003 included a new Political Science course. The 2011revision changed the name of the program to Community Leadership with the community aspect of the program highlighted. The Program provides a coherent curriculum offering general education and opportunities for the development of leadership knowledge and skills. It aims to serve leaders and potential leaders among current students and graduates of the College, members of local civic and community organizations, and professionals from the social services, health, education, and business worlds.

In order to meet the College's general education requirements and help prepare students for assuming leadership roles, the Program includes core leadership courses and a set of fundamental liberal arts courses, including electives. The first courses developed especially for the Certificate in Leadership Studies and the A.A. degree in Liberal Arts ---Leadership Option were Leadership

104 – "Introduction to Leadership Studies" and Leadership 114 – "Leadership for Effective Organizations".   (The three one-credit courses: Leadership 101, 102, and 103 are equivalent to Leadership 104, and the three one-credit courses Leadership 111, 112, and 113 are equivalent to Leadership 114).   In the current Certificate Program, Leadership 125-Community Involvement and English 115-Public Speaking are required courses.

Because it exists for the sake of leadership development, the Program is committed to a pedagogy in which students are actively involved in learning. The core courses emphasize case studies, simulations, discussion of readings, problem-solving, research, and projects requiring organization and action.   These sorts of learning activities are congruent with the development of greater skill and confidence by Leadership students.

The current condition of the Community Leadership Program includes a low number of graduates and core courses that are not required in other related curriculum. While the course enrollments are acceptable, they are populated by non-majors. The current (2011-12) online catalog lists the following course descriptions:

LEAD 101 Introduction to Leadership: Concepts and Models
This course is designed to introduce students to concepts and practices of leadership that are effective in civic, professional, business and political organizations. Using biographical leader studies, case studies, simulations and real-life applications, the course aims to help leaders and potential leaders better envision their organizations' purposes and better organize members for effective action.

LEAD 102 Introduction to Leadership: Community Influence and Resource Allocation
This course examines community issues and looks at the role of government and private sector influence through public policy and resource allocation. Different kinds of issue areas are reviewed including housing, education, safety and welfare. The course explores who the decision-makers are and the strategies they have developed. Styles of leadership and community investment are central to understanding decisions that influence our neighborhoods.

LEAD 103 Introduction to Leadership: Communication
Using case studies, simulations and real-life applications, the course is designed to help students develop those communication skills needed to build and maintain viable citizen organizations. Students will be introduced to the speaking and writing skills needed for recruiting members, drafting a simple constitution, conducting meetings, keeping minutes and other records, and composing petitions and basic press releases.

LEAD 104 Introduction to Leadership Studies
This course introduces students to concepts, models and practices of leadership that are effective in civic, community and political organizations. The course examines the purposes and structures of various types of organizations and looks at the sorts of leadership styles and strategies that match these organizations under particular circumstances. Using case studies, simulations and real-life applications, the course aims to help leaders and potential leaders better envision their organizations' purposes, better communicate with members, and better organize members for effective action. (This course is the equivalent of LEAD 101, LEAD 102 and LEAD 103 combined.)

LEAD 211 Leadership for Effective Organizations: Mission, Member Motivation and Media Relations

To develop as leaders, especially within community nonprofit organizations, students study effective ways of defining an organization's mission, marshaling members and their energies, and gaining public support through use of the mass media. LEAD 211, LEAD 212 and LEAD 213 together are equivalent to LEAD 214.

LEAD 212 Leadership for Effective Organizations: Project Planning, Teamwork and Project Management
This course focuses on team-building, teamwork and the development and management of projects in various organizations, especially community nonprofit organizations. LEAD 211, LEAD 212 and LEAD 213 together are equivalent to LEAD 214.

LEAD 213 Leadership for Effective Organizations: Funding, Budgeting and Grant Writing
This course in leadership focuses on budget and fund-raising strategies, especially in community nonprofit organizations. Cases of grant writing and other funding strategies are studied, and students develop a credible grant proposal. LEAD 211, LEAD 212 and LEAD 213 together are equivalent to LEAD 214.

LEAD 214 Leadership for Effective Organizations
This course engages students in case studies, reading, research and discussion about leadership, especially in community nonprofit organizations. The course focuses on the articulation of an organization's purpose; on the recruitment, organizing, and encouragement of members; on teamwork, effective fund-raising and the successful conducting of projects; and on communicating an organization's mission and activities to the public. LEAD 211, LEAD 212 and LEAD 213 together are equivalent to LEAD 214.

D. Description of the Curriculum

The Community Leadership curriculum leads to an Associate in Arts (AA) degree or Certificate. This curriculum provides a strong background focus appropriate for students who desire to study leadership issues and prepare to transfer to a baccalaureate degree-granting institution. This program is appropriate for those students interested in pursuing a baccalaureate degree in social work, sociology, political science social justice, global citizenship, or urban studies. Colleges also fill a need in society to prepare thoughtful and skilled citizenship for civic life. The Community Leadership degree and certificate focuses on preparing students to take action in their own lives and in their communities. This directly applies to the idea of a college as a place where people are prepared for civic life and democracy.

Chart I, a Curriculum Map for the Community Leadership Associate in Arts Degree shows the relationship of specific program courses to Student learning Outcomes. Chart II shows course sequencing for the AA Degree in Community Leadership.

	Demonstrate insight into their past and present experiences as followers and leaders, and into their own leadership strengths, tendencies and aspirations.	Assess the talents of other people within an organization, and to motivate and organize them in the pursuit of common goals.	Communicate effectively through oral and written means, including supportive and critical listening, group decision making, public speaking, and producing essays, research papers, press releases, grant proposals and other written forms.	Demonstrate ability to compare and apply major leadership theories, as well as models, styles and practices of leadership that are effective in civic, professional, business, political and other kinds of organizations.	Demonstrate understanding of how perceptions of race, ethnicity, class, gender and other significant social differences affect organizations and communities.	Demonstrate understanding of how leadership can help people modify faulty perceptions and bridge differences.	Demonstrate critical analysis of cases of leader/follower behavior, taking into account power dynamics, methods of influence and other attempts to persuade.	Demonstrate ability to create or maintain an organization through the use of mission statements, committee and/or team work, productive meetings, effective planning and delegation, accountability and conflict management.	Integrate learning gained from social science and humanities knowledge gained in L... and demonstrate a lead... theoretical social scien... based knowledge to pr...
LEAD 104	I, A	I	I, A	I, A		I	I, A	I,A	
BHHS 105 or ENGL 117	R, A	I			I				
ENGL 101/102/115/116/118			I, R, A						
PSYC 101		R			R				
ENGL 116 or 118			R, A		R, A				
LEAD 125					R, A				
LEAD 214	R, A, M	R, A, M	R, A	R, A, M		R	R, A, M	I, A	I,R, A
LEAD 120					R	R, A			
SOC 101					R, A				
ANTH 112					R, A				
ECON 181					R,A				
HIST 103					R, A				
PSYC 221/SOC 233					R, A				
POLS 111/117					R, A				

Chart II
Associate in Arts in Community Leadership
Sequence of Courses

Course Number and Name	Prerequisites and Co Requisites	Credits	Gen Ed Requirement
FIRST SEMESTER			
ENGL 101 - English Composition		3	ENGL 101
MATH 118 - Intermediate Algebra or higher		4	Mathematics
CIS 103 – Applied Computer Technology		3	Tech Comp
LEAD 104 Introduction to Leadership Studies (or LEAD 101, 102 and 103)		3	
PSYC 101 – Introduction to Psychology		3	Social Sciences
SECOND SEMESTER			
ENGL 102 –The Research Paper	ENGL 101	3	ENGL 102 _ Info Lit
BHHS – Introduction to Group Dynamics or ENGL 117, Group and Team Communication		3	
POLS 111 – American Government or POLS117 – City and State Government and Politics with Cases from Philadelphia and Pennsylvania		3	
LEAD 120 – Conflict Resolution		3	
SOC 101 – Introduction to Sociology		3	Writing Intensive, Interpretive Studies, Am/Global Diversity
THIRD SEMESTER			
HIST 103 – US History/20th Century		3	Humanities
ENGL 115 – Public Speaking	ENGL 101 which may be taken concurrently	3	
Directed Elective – choose one of the following: ANTH 112- Cultural Anthropology ENGL 116 – Interpersonal Communications ENGL 118 – Intercultural Communications GEOG 180 – Urban Geography	For ENGL 116; ENGL 101;or ENGL 114 For ENGL 118; ENGL 101 which may be taken concurrently	3	
PSYC 221 – Social Psychology or SOC 233 Sociology of Ethnic and Minority Group Relations		3	
LEAD 125 Community Involvement: Theory and Practice		3	
FOURTH SEMESTER			
ECON 181 –Introduction to Economics: Macroeconomics		3	
Natural Science		3/4	Natural Science

LEAD 214 Leadership for Effective Organizations (or LEAD 211, 212, 213	LEAD 104		
Directed Elective (choose one from above)		3 or 4	
General Elective		3	
MINIMUM CREDITS NEEDED TO		**60**	

<u>**General Education Requirements**</u>
All General Education requirements are met through required courses as indicated above. Students should consult the educational institution to which they plan to transfer when choosing electives. Some transfer institutions may require specific courses particularly in mathe4matics, statistics, science or foreign language.

Students who take Leadership 104 cannot use Leadership 101, 102 or 103 as program general electives. Likewise, students who take Leadership 14 cannot use Leadership 211, 212 or 213 as program general electives. Students who take POLS 117 cannot use POLS 114, 115 or 116as a general elective.

E.   Internal Program Coherence

This is the first full review for the Community Leadership Program, although minor revisions were made in both 2003 and 2010. In 2011 the name of the program was changed from Liberal Arts - Leadership Studies to Community Leadership.

F.   Revisions Since Last Audit

In 2003, the development of four new Political Science courses, allowed for minor revisions in the Liberal Arts - Leadership Studies option. POLS 211 - Local and State Government was supplanted by POLS 117 – Local and State Government and Politics, With Cases from Philadelphia and Pennsylvania. At the same time, POLS 211 was supplanted by POLS 114, 115 and 116, three one-credit Political Science courses that together are the equivalent of POLS 117. Recommended changes to the curriculum of the Leadership Studies Option in Liberal Arts were to delete POLS 211 in favor of the new course POLS 117 (or its parallel set, POLS 114, 115 and 116) as a core course choice for students pursuing the Leadership Studies Option. A correction showing that Leadership 114 has no prerequisite was also made.

In December 2010 it was proposed to change the name of both the Certificate and Degree programs. The Associate in Arts Liberal Arts-Leadership Studies Option was modified to give the program a clearer identity and emphasize community leadership. The primary audience for the revised program was determined to be for people who wish to take on the role of community leaders, make positive changes in their community and address social problems.   In addition, this revision created clear degree paths for students wishing to transfer to four year schools in fields such as social work, sociology, political science and urban studies. This revision recommended the development of a new Leadership course (LEAD 120) focusing on Conflict Resolution. Also, two courses from the English department-ENGL 117-Group and Team Communication and ENGL 118-Intercultural Communication were added to the revised program. Although the program retains elements of the Liberal Arts degree, this revision proposed that the program no longer be an option within Liberal Arts, but rather be considered a discrete program titled Community Leadership.   The degree remained an Associate in Arts (AA).

It was intended that these changes would strengthen the program and student skill development while broadening the student opportunity to choose appropriate electives for transfer and for interest.

G. Curricular Innovations and Departmental Organizational Changes

The description below was taken from the program revision document in 2010, which explains the latest curricular innovations.

This revision seeks to make clear to potential students that the Community leadership degree is for students who are interested in being community leaders and for students who are interested in pursuing four year degrees in fields such as social work, sociology, political science and urban studies. LEAD 104 and LEAD 114 remain as required courses. Electives have been expanded to include courses in Cultural Anthropology, Group Dynamics, and Social Psychology. Macroeconomics and Sociology have been added as required courses. These courses will give students greater insight into how communities and societies are organized, how people relate to one another, how resources and power are distributed, and how societies evolve and change. HIST 103- United States History: The 20th Century is being added because the 20th century saw several major movements for social change. Learning about these movements and having a sense of recent United States history will be beneficial for those seeking to promote change. GEOG 180- Urban Geography is also being suggested as a directed elective. Since many students will seek to affect change in an urban environment it will be useful for them to understand the physical, economic, and social patterns within urban areas. Further, all of the courses listed above are courses that are typically required by four year programs to which graduates are likely to transfer.

Leaders must engage people's minds and earn their trust. Hence the ability to communicate is essential for leaders. ENGL 115-Public Speaking will remain in the Program. In addition, three other communications courses are being offered as electives ENGL 116-Interpersonal Communication, ENGL 117 Group and Team Communication, ENGL 118 Intercultural Communication. (Note that previously students in the Liberal Arts Leadership Option were required to take ENGL 116-Interpersonal Communication. With the development of two new communications courses, it seems wise to give students a choice between ENGL 116, 117, and 118.) For an illustration of how the courses align with the program level outcomes, see the curriculum map following the student learning outcomes.

After discussions between the writers of this document and the English Department Head, it was agreed that the content of ENGL 125-Community Involvement is more closely related to Community Leadership than to English. The course will remain in the Program; however, it will be designated as LEAD 125 to better reflect the nature of the course. Also, the course will be revised to update the content and make it align better with the student learning outcomes for the Program.

LEAD 114- Leadership for Effective Organizations will be revised to align more closely with the student learning outcomes of the revised programs. It will continue to be required in both the Certificate and the Degree Program. In addition, LEAD 114 will be renumbered to LEAD 214 to indicate that it comes at the end of the Program and it is a 200-level course where students are expected to apply knowledge that they have learned in LEAD 104 to the topic of leading effective organizations. LEAD 111, 112 and 113 are one-credit courses that together are equivalent to LEAD 114. They will be revised and renumbered to 211, 212, and 213 and will together be equivalent to LEAD 214.

The science requirement is also changing with this revision. Previously, the program required two sciences in order to comply with the requirements of the options of the Liberal Arts

Curricula. With this revision, the program will require one science as required by the College's General Education Requirements.

H.   Departmental Organizational Changes

For the last several years the program has been tied to the Behavioral Health /Human Services program and served a niche of students in that academic area quite well. It is housed in the Division of Liberal Studies and so the program may be of interest to a wide variety of students, both degree and non-degree seeking. A new faculty member in Psychology hired in September of 2011 agreed to coordinate the program. Therefore, this year (2011/2012) is a transitional year for the Community Leadership program. Faculty members who helped create this program and teach some of its classes stated their willingness to continue to support the program. Therefore, it can safely be said that the program will have a certain amount of consistency and be able to build off of its history as well as incorporate new ideas and approaches. It is through this blending of history, experience, and new eyes that the program is heading into 2012.

I.   Future Directions in the Field/Program

The current Program Coordinator is hoping to create an advisory board, consisting of internal and external constituencies, as well as consult with other local educational institutions that have similar programs to develop new ways to market the program.

III. Faculty

A.   Profile of Faculty

The faculty teaching in this program are interdisciplinary, committed to fostering positive change in the Philadelphia community, and bring extensive experience to the program.   They combine practical experience in leadership positions in the College and in the greater Philadelphia community as well as appropriate academic credentials. The Community Leadership Program does not have any faculty exclusively dedicated to the program, the faculty listed below are those who have taught relevant courses within the program.

> Connie Watson, Psychology and Program Director
> Claudia F. Hearst Curry, Woman's Center Director
> Elise Freed-Fagan, Behavioral Health / Human Services
> Anne Greco, Director of Grants, Adjunct Leadership Studies.
> Sherilynn Johnson Kimble, Executive Director-Caring Center,
>   Adjunct Leadership Studies

Connie Watson, Program Director has worked in the areas of student, faculty, and staff leadership and holds a MS in Organizational Psychology. She started her career is Student Affairs and then moved into Staff Training and Development at Santa Clara University. She was the Director of Professional and Career Development at Central Michigan University where she developed their Leadership Excellence program. Connie then taught at Delta College as an Associate Professor of Psychology and assisted in the creation of the Center for Organizational Success which provides individual, team, and organization wide professional development activities and supports strategic initiatives. She is currently finishing her Ed.D. at Columbia University (focus: Learning & Leadership) while coordinating the Community Leadership

Program at the Community College of Philadelphia, where she is an Assistant Professor of Psychology.

Curriculum Vitae and biographical information for the remaining faculty can be viewed by referring to Appendix B.

B. Contributions to the Life of the College

The Community Leadership program curriculum supports many key concepts of the Community College of Philadelphia's Mission. For example, the Mission states that "The College serves Philadelphia by preparing its students to be informed and concerned citizens, active participants in the cultural life of the city…to help address broad economic, cultural and political concerns in the city and beyond." This statement is in direct alignment with the Community Leadership program's mission and student learning objectives. As a matter of fact, one of the main organizations the Community Leadership program plans to form a partnership with is the Philadelphia's Majors Office. One of the programs that aligns well CCP's leadership program is Mayor Michael Nutter's Leadership Investment program. "The Office of Leadership Investment" will develop a continuum of leadership and development opportunities within municipal government and provide these opportunities to young people in high school through post-graduate school as well as current city employees," (www.cityofphiladelphia.wordpress.com)

CCP's Mission Statement also list several student learning and development goals including:

- Greater insight into their strengths, needs, and aspirations, and greater appreciation of their own cultural background and experience;
- Increased awareness and appreciation of a diverse world where all are interdependent;
- Heightened curiosity and active interest in intellectual questions and social issues;
- Improved ability to pursue paths of inquiry, to interpret and evaluate what is discovered, and to express reactions effectively;
- Self-fulfillment based on service to others, preparation for future work and study, and enjoyment of present challenges and accomplishments.

IV. Outcomes and Assessment

Graduates

The Leadership Studies program has graduated 8 students: 2 in 2006, 2 in 2008, and most recently 4 in 2011 (Table 1). While this combined total averages slightly more than 1 graduate per year since 2006, the data is presented for informational purposes. The actual numbers are too small to provide any validity to any trend projections. Thus, no interpretive comments are made by the Auditor.

Table 1
Number of Program Graduates

2006	2007	2008	2009	2010	2011
2	0	2	0	0	4

V. Student Profile

Because the Leadership Studies program is so small, enrollment trends have varied throughout the semesters. There have been no significant trends in the data drawn from the College's Institutional Research website.

For the most part, there has been very few, and in some cases zero students enrolled in the Leadership Studies program each semester (Table 2). However, Spring 2010 to Fall 2011 the program experienced an upswing in credit headcount with 4, 3, 4 and 4 students respectively. FTE Credit Headcount mirrors this same data (Table 3). While the data does not imply a trend for either Credit Headcount or Credit FTE's, it could mean that knowledge of the LEAD Program is reaching the students and there may be interest. The actual numbers are too small to provide any validity to any trend projections. Thus, no comments are made by the Auditor. Continued monitoring of the headcount is needed before any conclusion can be drawn.

Table 2
Credit Headcount

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Program	1	1	1	0	0	0	1	4	3	4	4
College-wide	16,871	17,019	17,334	17,661	17,327	18,023	19,047	19,965	**19,503**	**20,170**	**19,756**

Table 3
Credit FTE Headcount

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Program	1	0	0	0	0	0	0	3	2	2	3
College-wide	11,523	11,296	11,881	11,823	11,883	12,128	13,362	13,786	13,697	13,863	13,685

Enrollment in the Liberal Arts – Leadership Studies program in terms of gender (Table 4) has varied throughout the past semesters. In Fall 2006 and Fall 2011, the program was 100% male, and in Fall 2009, the program was 100% female. There appears to be no significant trends. The actual numbers are too small to provide any validity to any trend projections. Thus, no comments are made by the Auditor.

Table 4
Program Enrollment by Gender as Compared to
College-wide Enrollment (Percent)

Gender		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Female	**Program**	0	0	0	0	100	50	33.3	50	0
	College	66.7	66.4	66.3	65.9	65.3	65.3	64.6	64.2	64.5
Male	**Program**	100.0	0	0	0	0	50	66.7	50	100
	College	32.3	32.32.8	32.8	33.1	33.7	33.9	34.8	35.3	35.1
Unknown	**Program**	0	0	0	0	0	0	0	0	0
	College	1	0.8	0.8	1	0.9	0.8	0.8	0.5	0.3

Table 5 indicates that there has been an upswing in terms of racial/ethnic background of students enrolled in the program. Since the Spring of 2010there has been a significant increase in the numbers of American Indians or Alaskan Natives, Black Non-Hispanic, Hispanic and White Non-Hispanic Students. Although

the actual numbers are too small to provide any validity to any trend projections, it may be said that this increase in program enrollment diversity may be seen as a program strength.

Table 5
Program Enrollment by Racial/Ethnic Background
as Compared to College-Wide Distribution (Percent)

Race		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Amer Indian or Alaskan Native	**Program**	0	0	0	0	0	0	0	0	25
	College	0.5	0.4	0.4	0.4	0.4	0.3	0.5	0.5	0.5
Asian	**Program**	0	0	0	0	0	0	0	0	0
	College	8.3	7.9	7.2	7.1	6.9	6.8	7.2	6.9	7.0
Black, Non-Hispanic	**Program**	0	0	0	0	0	100	33.3	25	50
	College	47.1	48	46.6	47.4	47.2	48	47.7	49.1	49.2
Hispanic	**Program**	0	0	0	0	0	0	33.3	25	25
	College	6.5	6.4	7	6.6	7	7.2	6.6	6.1	5.2
Other	**Program**	0	0	0	0	100	0	0	0	0
	College	26.1	25.5	26.1	25.4	25.4	24.4	24.8	24.4	24.9
Unknown	**Program**	0	0	0	0	0	0	0	0	0
	College	4.2	4.3	4.1	3.9	4.2	4.3	4	3.8	3.2
White, Non-Hispanic	**Program**	100	0	0	0	0	0	33.3	50	0
	College	7.4	7.5	8.4	9.2	9.1	8.8	9.2	9.1	9.9

Prior to Spring 2010 students enrolled in the program, for the most part, have been either between the ages of 22-29 or 40+. However, since the Spring 2010 semester, every age range in Table 6 is represented, with 50% of the students being between the traditional community college age of 22-40+. As with the Racial-Ethnic information in Table 5, the LEAD program is reaching a more age-diversified student.

Table 6
Enrollment by Age as Compared to
College-wide Enrollment (Percent)

Years		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
16-21	**Program**	0	0	0	0	0	25	0	0	50
	College	36.9	30.7	36.7	29.7	35.5	29.6	36	29.4	35.8
22-29	**Program**	0	0	0	0	100	0	66.7	25	25
	College	30.4	35.1	30.8	36.2	33	37.3	33.6	38.1	34.3
30-39	**Program**	0	0	0	0	0	0	50	0	0
	College	15.9	16.6	15.9	17.4	16.2	17.8	16.5	17.7	16.2
40+	**Program**	100	0	0	0	0	75	0	25	25
	College	13.8	14.6	14.3	14.6	13.7	14	12.6	13.7	12.7
Unknown	**Program**	2.5	2	2.4	2	0.8	0.2	0.5	0.2	0
	College	3	2.7	2.4	2.2	1.5	1.3	1.3	1.1	0.9

Table 7 shows the ratio of full-time to part-time students varying throughout the semesters. With the exception of fall 2010, there were more part-time students than full-time students. Although the actual

numbers are too small to provide any validity to any trend projections, it may be safe to say that that the typical LEAD student will be part-time.

Table 7
Program Full-time/Part-Time Enrollments as
Compared to College-wide Enrollments (Percent)

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
FT	**Program**	**0**	**0**	**0**	**0**	**0**	25	**66.7**	**0**	**25**
	College	32.8	29.2	32.7	30	35.3	32.2	34.2	30.5	31.2
PT	**Program**	**100**	**0**	**0**	**0**	**100**	75	**33.3**	**100**	**75**
	College	67.2	70.8	67.3	70	64.7	67.8	65.8	69.5	68.8

The above tables do not give a clear picture of the Leadership Studies student except to say that students tend to be part-time students. Demographically the student is as varied as the typical community college student.

A. Retention Data

Table 8 indicates that Leadership Studies students' fall to spring persistence is consistent for the years for which this data was obtained. Only in the fall does the data show a significant change in students returning to the LEAD Program. Fully 2/3 of those enrolled in the fall 2010 returned in the spring 2011. In two semesters (fall 2007 and fall 2009), 100% of the students enrolled in the fall semester did not return the subsequent spring semester.

Table 8
Students Who Returned to the Same Program or a
Different Program in the Subsequent Spring Semester (Percentage)

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Returned Same Program	**Program**	**0**	**0**	**0**	**66.7**
	College	64.2	64.6	66.8	66.9
Returned Different Program	**Program**	**0**	**0**	**0**	**33.3**
	College	5.2	5.1	4.8	4.9
Graduated Fall	**Program**	**0**	**0**	**0**	**0**
	College	2.1	1.8	2	2.2
Did not return Spring	**Program**	**100**	**0**	**100**	**0**
	College	28.6	28.5	26.4	25.9

Like the fall to spring persistence rates, students' fall to fall persistence (Table 9) is consistent for the years for which this data was obtained.

Table 9
Students who returned to the Same Program or a Different Program in the Subsequent Fall
Semester (Percentage)

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Returned Same	**Program**	**0**	**0**	**0**	**0**

Program	College	35	37.1	38.5	37
Returned	**Program**	**0**	**0**	**0**	**0**
Different	College	8.2	8.5	7.6	9.1
Program					
Graduated	**Program**	0	0	0	0
	College	8.1	8.3	8.1	8.5
Did not return	**Program**	**100**	**0**	**100**	**100**
Fall	College	48.8	46.1	45.8	45.3

As with much of the data obtained for the LEAD program, the actual numbers in Table 8 and Table 9 are too small to provide any validity to any trend projections. Thus, no comments are made by the Auditor.

B. <u>Academic Performance</u>

Students in the Leadership Studies program are academically successful, as evidenced by course completion, average GPA, academic standing, and success at departure (Tables 10, 11, and 12). Most students have been in good academic standing, and many experienced long term success at departure from the College.

Table 10
Course Completion and Average GPA

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
% of college-level credits attempted/ completed	**Program**						**100**	**75**	**66.7**	**50**
	College	88.8	87.8	89.9	89	88.5	87.7	88.8	87.7	85.8
Average GPA	**Program**						**3.5**	**2.42**	**2.67**	**2.00**
	College	2.65	2.63	2.69	2.68	2.66	2.64	2.67	2.63	2.54

Table 11
Academic Standing (percent)

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Good Standing	**Program**	**100**	**0**	**0**	**0**	**100**	**100**	**66.7**	**75**	**75**
	College	83.8	82.2	85	83	85.6	83.6	84.4	84.1	83.8
Dropped Insufficient Progress	**Program**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	College	1.7	3.2	2.2	3.3	0.7	0.9	1.1	1.1	1.3
Dropped Poor Scholarship	**Program**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	College	1.7	2.3	1.5	2.2	0.5	0.8	0.8	0.8	0.8
Probation FT Status	**Program**	**0**	**0**	**0**	**0**	**0**	**0**	**33.3**	**0**	**25**
	College	10.5	9.7	8.7	8.8	9.3	10.1	9.2	9.3	9.3
Provisional FT Status	**Program**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	College	1.2	1.7	1.5	1.4	0	0	0	0	0
Probation PT Status	**Program**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**25**	**0**
	College	1	0.8	1	1.3	4	4.7	4.5	4.7	4.8

Table 12
Success at Departure (percent)

Status		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009
Graduated	**Program**	0	0	0	0	0
	College	6.5	13.7	6	14.4	7.2
Long term success	**Program**	**100**	**0**	**0**	**0**	**100**
	College	34.2	36.1	35.9	35.5	36.9
Short term success	**Program**	0	0	0	0	0
	College	18.8	17.2	18.4	17.3	18.2
Unsuccessful	**Program**	0	0	0	0	0
	College	40.5	33	39.8	32.8	37.7

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

As with much of the data obtained for the LEAD program, the actual numbers in Tables 10, 11 and 12 are too small to provide any validity to any trend projections. However, it does appear that students taking LEAD courses are successful in completing the coursework.

C. Transfer Data

Tables 13 and 14 present available data on student transfers to four year colleges, and data on student perceptions of their preparation at CCP for transfer purposes. As with much of the data obtained for the LEAD program, the actual numbers in these two tables are too small to provide any validity to any trend projections. However, the information available is presented for informational purposes only.

Table 13
Percentage of Students Who Transfer Shortly After
Graduating From the College

	2005	2006	2007	2008	2009	2010
Program		50		100		
College	58.2	53.2	58	65.7	61.5	57.1

Table 14
Percent of Students Who Felt Their CCP Preparation for
Transfer Was Either Excellent or Good

	2005	2006	2007	2008	2009	2010
Program				100		
College	58.2	53.2	58	65.7	61.5	57.1

Table 15 presents interesting data on student enrollments and the number of LEAD sections offered over 10 semesters. One would expect the Fall enrollments to be higher than the Spring enrollments as is typical in higher education. The reverse appears to be true for the LEAD courses, The Spring enrollments in any academic year are significantly higher that the fall enrollments. In addition, the percent of seats filled in the sections offered, while not

particularly high, does remain solid across both academic years and individual semesters. Of special note is the spring 2010 semester which showed 93.1% of available seats in LEAD courses being filled. This clearly shows that by proper and scheduling of course offerings, the LEAD courses can and do attract students, even if the graduation rates in the LEAD program remain small. It is suggested that students do take LEAD courses to fill out their major in other programs.

Table 15
Sections and Enrollments in Leadership Studies

	Total Sections	Total Enrollments	Average Enrollments	Maximum Enrollments	% of Maximum
Fall 2007	4	75	18.75	112	67
Spring 2008	6	84	14	189	44.4
Fall 2008	2	32	16	72	44.4
Spring 2009	5	88	17.6	169	52.1
Fall 2009	2	67	33.5	72	93.1
Spring 2010	6	138	23	216	63.9
Fall 2010	3	72	24	108	66.7
Spring 2011	7	137	19.6	204	67.2
Fall 2011	2	46	23	72	63.9
Spring 2012	5	118	23.6	180	65.6

D. Summary of Student Surveys

Survey results and comments from former and graduated students are not available for this Audit. Seven current students in the Leadership Program were surveyed with mixed results. Of the seven students surveyed, not all answered all of the questions on the Survey Form, further reducing the validity of the results. As with other data obtained for the LEAD program, the survey results for these students are too small to provide any validity for any trend projections.   The survey information available presented in Appendix C is for informational purposes only.

VI. Resources

A. Facilities and Equipment

There is no specific equipment needed for the Community Leadership curriculum. The courses taught are classroom lecture style as well as in an online format. Since the courses meet in standard classrooms, there are no special facilities required. The instructors do, however, use available technology, including smart podiums (internet access and projection), allowing for the integration of the internet in course instruction. This same equipment is also available for student presentations. *MyCCP* provides the instructors with the ability to post both PowerPoint presentations supplied by publishers, as well as web links to current events.

B. What Future Needs Can Be Identified

Worth noting is that that the Program Director is currently identifying several potential directions for future growth:

1. Coordination between the program and Corporate Solutions.

2. Build on the momentum of students in the introductory class. As noted in Table 15 there are many of students that participate in courses, but do not continue with the program or declare Leadership Studies as a major.

3. The development of internal/external boards for the program.

VII. Demand and Need for the Program

A review of the literature shows that the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook (OOH) and the Dictionary of Occupational Titles (DOT) do not define Community Leadership as a discrete occupation with a DOT number. However, the OOH does include Social Worker, Human Services Worker and Psychologist, among others, as individuals who do work within their community to promote structured change through leadership skills.

Human Service workers with an Associate degree often perform entry level tasks. They spend most of their time interviewing new clients and managing details of cases. They help connect clients with appropriate resources and complete any required paperwork.

Most paid positions for Community Leaders require a Bachelor's degree and are in charitable non-profit organizations. According to the OOH (2011 – 2012) this includes positions as Executive Directors, Human Services Workers, Program Directors, Social Workers, Psychologists, Development Directors and Counselors, to name a few.

The program is listed as an Associate in Arts degree, a transfer degree by design, and not as a terminal degree. Thus, the goal of the program, by virtue of its transfer design, is not employment in the community upon graduation, but successful transfer to a bachelor's degree granting institution. The paramount question in this review then, is the success of the program towards the transfer goal. Therefore, the review needs to look more closely at transferability and less so at job placement. Should job placement upon graduation be the decided goal, the program should be restructured along the lines of the CCP Associate in Applied Science Degree and Certificate.

Table 16
Projections for Job Growth - National Employment Matrix*
Charitable Non-Profits
Human Services Workers

Title	Education	Median Salary	Employment 2010	Projected Employment 2020	Change 2010 – 2020 Number	Change 2010 – 2020 Percent
Executive "Directors of Non-Profits	BA	57,950	134,000	169,800	35,800	27
Human "Service Worker	ASSO	28,200	384,200	490,000	106,000	28
Social Workers	BA	42,480	650,000	811,200	161,200	25
Psychologists	MA/PH.D.	68,640	174,000	551,700	37,700	22

*Bureau of Labor Statistics/Occupational Outlook Handbook 2012

Locally, due to the sluggish economy the Philadelphia job market is in decline. It is unclear in this analysis by the Auditor whether this is true for employment in Community Leadership. While some jobs exist, a trend cannot be determined. According to the July 2010 report of the Quarterly Census of Employment and Wages of the United States Bureau of Labor Statistics, the Community Service positions dropped from July 2008 to July 2009. An Associate Degree in Community Leadership could provide opportunities for entry level positions such as Human Service Worker, or similar entry level positions. Organizations start new Associate degree employees at an entry level where the median salary is $28,200.

Without exception, opportunities for job seekers without the Bachelor's degree or higher are very limited beyond the entry level positions.

Another way to look at "Need" for the Community Leadership Program is to review "Demand" data. According to Table 15 on page 26, there are a significant number of students enrolling in LEAD courses. However, the number of students declaring Community Leadership as a major and graduating as same remains relatively small (Table 1, p. 20). The question remains: should Community Leadership continue to exist as a separate degree or certificate, or should the LEAD courses be offered as support and cognate courses to other, similar majors?

Based on the limited job opportunities for a graduate without an Associate Degree, the need for a Bachelor's Degree to obtain higher level employment, and the few graduates from the Community Leadership program, an AA Degree in Community Leadership may no longer be viable. The students who would select the Community Leadership AA Degree program may better benefit from selecting a program at the College that would prepare them for transfer to a baccalaureate program. If a student can successfully transfer the LEAD courses in the AA degree to a Bachelors level, then this can be accomplished.

VIII. Operating Costs and Efficiency

    A. Cost to Operate

    Data were not available separately for the Community Leadership Program.

IX. Findings and Recommendations

The Community Leadership curriculum leads to an Associate in Arts (AA) degree or Certificate. This curriculum provides a strong Liberal Arts background with special focus on leadership skills and self-analysis of leadership ability. The program provides instruction for leaders and potential leaders among current students and other citizens who are members of neighborhood, civic, and community organizations. The Community Leadership Program is appropriate for students who desire to study leadership issues and prepare to transfer to a baccalaureate degree-granting institution. This program is appropriate for those students interested in pursuing a baccalaureate degree in social work, sociology, political science social justice, global citizenship, or urban studies. While there are separate Learning Outcomes for both the Certificate and the Degree, it is not clear if the primary goal is transfer to a baccalaureate granting college, or to provide the student with sufficient skills to immediately enter the labor force in the community.   To this Auditor, the preference appears to be the former, while student surveys appear to favor the later.

Committed and dedicated faculty members are a strength of the program, as are the specific LEAD courses upon which the program is based. Faculty academic background and experience is appropriate for program instruction and the courses which serve as the spine of the Community Leadership program are essential for understanding the field. The content of the courses and the rigor demanded by the faculty allow for a strong preparation.

However, there are several specific areas that need closer examination and strengthening if the program is to continue to achieve its stated mission and goals. When the program was first developed and with its initial implementation, there were reasons to believe that the twin goals of immediate job placement and of transfer to seek a baccalaureate degree were highly prized, functional and appropriate. However, data from several sources including Student Surveys and course enrollments support the national focus on the baccalaureate degree at the requisite entry point.

While there is some interest by students to pursue the Community Leadership program at CCP, the number of new majors and the number of graduates continues to be few. This could be a concern to the faculty in the program and to the College at large. Should the College continue to support a discrete program with limited majors?

Course sequencing appears to be logical and appropriate, but suffers with few majors in the early course, and fewer in the more advanced LEAD courses. Unless non-majors continue to populate the courses this could affect whether subsequent and advanced level courses have sufficient enrollments to run. This is problematic to the few majors who need these courses and to the College as it addresses effective use of resources.

The emergence of a restructured curriculum makes the program more attractive for students who can successfully transfer and take the courses at the transfer institution resulting in a baccalaureate degree. The clear delineation of Community Leadership as distinct from a leadership program with a hierarchical business focus makes the program more attractive for majors in the other social sciences. This raises the

question as to whether or not Community Leadership should cease to exist as an stand alone AA degree program. This would provide greater flexibility for transfer.

With the national press for greater accountability and the emphasis of the Middle States Commission on Higher Education (MSCHE) for assessment at all levels, it is incumbent to review and refine Student Learning Outcomes as well as program outcomes and provide measurable assessments of the effectiveness of the program in meeting these outcomes if the College is to continue offering the program in any format.

Thus, the Community Leadership Program at CCP is at a major crossroads, faced with significant challenges and decisions that will affect the future direction of the program. Indeed, these challenges need to be addressed and decisions need to be made that affect the very existence of the program.

The Community Leadership Program at CCP is experiencing many pressures as defined in this audit with the most salient being:

- Low number of majors
- Lack of data for student success upon graduation
- LEAD courses not being required by other majors
- Preferred hiring of Baccalaureate degreed applicants by the local and national communities
- Lack of transfer agreements with accredited 4-year colleges

These and other pressures will have a major impact on the decisions that need to be made.

The defining question then becomes which direction should the CCP Leadership Program take:

- Continue as an AA program with both terminal and transfer goals in either its current department or in another.
- Eliminate the Community Leadership program as a distinct degree and offer the courses as a Certificate only.
- End the program altogether but continue to run the courses.

Recommendations

Based on the findings and observations of this audit report for the Community Leadership program, the Auditor makes the following seventeen recommendations:

1. The first recommendation deals with the continued existence of the program. With such small enrollment, is there truly a need for a separate degree and/or certificate program in Community Leadership? The Dean of Liberal Studies and the Program Director and Department Chair should evaluate whether continuing to pursue both a degree and a certificate in community leadership is viable. Would the students be better served (in terms of transfer and future employment opportunities) by pursuing already existing degrees? To assist with this decision, the Director for Academic Assessment and Evaluation will provide additional data about the Community Leadership Certificate. This should be accomplished by the end of the 2012-13 academic year.

2. If it is decided that the program should continue, the program needs to delineate the roles for the Degree and Certificate programs. If, as stated, transfer is the main goal for the Degree program, then steps must be taken to shore up transferability of the AA. There is a less clear role, at the moment for the certificate program. Is it ,minor' for other degree seeking students? Or is it a credentialing program for

individuals working in community organizations? The program coordinator, Dean, and Department Head should reevaluate and rewrite as needed the Goals and the Student Learning Outcomes for any Community Leadership Program that they choose to have move forward by the end of Fall 2013.

3. Only once these are articulated, can steps need to be taken to cultivate an enrollment management plan. This would need to include several very important components: the development of transfer articulation agreements, obtaining student feedback about the courses (from students who take the initial leadership course but do not pursue the degree or certificate) and the program (from students who start the program and do not complete it), and the development of a marketing plan to enroll more students in the program. This plan should be completed end of Spring 2014 for implantation by Fall 2014.

Comments from Student Surveys

Current Students

NOTE: Surveys for current students were collected via US Mail and electronically through Survey Monkey. To view the complete reports for all cohorts please contact the Office of Academic Assessment and Evaluation. Not every individual who responded to the questionnaires responded to all the questions.

Survey Results – Current Students
N = 7

1. When did you enter the Liberal Arts – Leadership Studies Option Program?			
Fall 2010	Spring 2009	Fall 2009	Fall 2010
1	1	1	1

2. Are you currently attending CCP full-time or part-time?		
Answer Options	Response Percent	Response Count
Full-time	33.3%	2
Part-time	66.7%	4

3. Which of the following reasons were important to you when you enrolled in the Liberal Arts - Leadership Studies Option Program at CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
To earn a certificate	0.0%	0
To earn an Associate degree	100.0%	7
To prepare for transfer to a four year college	71.4%	5
To learn skills needed to enter the job market immediately after CCP	57.1%	4
To improve my skills for the job that I now have	0.0%	0
Other (please explain)	0.0%	0

4. How well is the CCP Liberal Arts - Leadership Studies Option Program preparing you for transferring to another college?		
Answer Options	Response Percent	Response Count
Preparation is excellent	16.7%	1
Preparation is good	50.0%	3
Preparation is fair	0.0%	0
Preparation is not helpful	16.7%	1
Not planning to transfer	16.7%	1
Please explain. We would appreciate your comments on your Liberal Arts - Leadership Studies Option courses as well as your other general education courses.		1

Number	Please explain. We would appreciate your comments on your Liberal Arts - Leadership Studies Option courses as well as your other general education courses.
1	I still don't really know what the major consist of. when I enrolled in class I had no guidance as to what classes i should take towards my major. Because of this I am thinking of changing my major.

5. How well is the CCP Liberal Arts - Leadership Studies Option Program preparing you for a future career?		
Answer Options	Response Percent	Response Count
Preparation is excellent	33.3%	2
Preparation is good	33.3%	2
Preparation is fair	16.7%	1
Preparation is not helpful	0.0%	0
Not sure	16.7%	1
Please explain. We would appreciate your comments on your Liberal Arts - Leadership Studies Option courses as well as your other general education courses.		0

6. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes, fully	50.0%	3
Yes, partly	50.0%	3
No	0.0%	0
Please comment		2

Number	Please comment
1	I thought that the leadership option was going to be more about leading and managing in organizations. But, I found that a lot of it is about non-profit organizations.
2	I would to be taking more classes, but I am unable to pay for more than one class a semester.

7. What do you think are the strengths of the Liberal Arts - Leadership Studies Option Program?	
Number	Response Text
1	not sure
2	I can pursue my career with confidence
3	Good classes with interesting instructors.
4	This class helps students who and in leadership position as well for students who preparing to move into a leadership position
5	Liberal arts studies help me strengthen my grammar.

8. What do you think needs to be changed or added to the Liberal Arts - Leadership Studies Option Program in order to improve the program?	
Number	Response Text
1	not sure. I just started.
2	No comment
3	I'm not sure if I am taking full advantage of the program.
4	not sure at this time
5	It all up to the student how far the student wants to go

9. Are you satisfied with the instruction you are receiving?		
Answer Options	Response Percent	Response Count
Yes	85.7%	6
No	14.3%	1

10. Are you satisfied with the support you are receiving from the program faculty?		
Answer Options	Response Percent	Response Count
Yes	57.1%	4
No	42.9%	3

10a. If yes, please give an example of the type of support you are receiving.	
Number	Response Text
1	All of the courses I am taking I am able to incorporate these courses with the education I am receiving (in my major) to increase my skills in leadership
2	my instructor is available when need it.
3	Help on how to write in tense

10b. If no, what type of support are you looking for and are not receiving?	
Number	Response Text
1	When I found out that the leadership 114 was cancelled for the 15 week fall 2010 session, I emailed the person I was told to contact with a concern that I had about the course being changed to a 10 week course and the person never emailed me back.
2	I need support on what classes I should be taken. It was never made clear who I talk to and where I could find someone to talk to
3	I have not had any interaction with them
4	No one from the department has contact me about the program

11. What is your current job title and what type of work you do in your primary job?	
Number	Response Text
1	Court Administrative Officer. I work for the City of Philadelphia in the Prothonotary Department. I handle civil lawsuits, judgments, etc.
2	I'm unemployed right now.
3	Trainer, I train people on our computer system and do analysis.
4	Tech Advisor at IBC. I take sup calls, support with staff and other duties

12. Is this job directly related to the field of Leadership?		
Answer Options	Response Percent	Response Count
Yes	40.0%	2
No	60.0%	3

13. Was your enrollment in the Liberal Arts - Leadership Studies Option Program helpful to you in getting this job?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	4

14. How could your Community College of Philadelphia education be more useful to you in performing your job?	
Number	Response Text
1	If I obtain a degree I will have advancement opportunities.
2	The classes that I am receiving help me better understand what goes on at the work place how they go about making decision.

15. How many hours per week on average do you work in this job?	
Number	Response Text
1	40
2	45
3	37.5 reg and ot

16. If you are not employed now, is this employment status by your choice?		
Answer Options	Response Percent	Response Count
Yes	100.0%	3
No	0.0%	0

APPENDIX B

FACULTY CURRICULUM VITAE

and

BIOGRAPHICAL INFORMATION

SHERILYNN JOHNSON KIMBLE
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EDUCATION

Arcadia University	Early Childhood Leadership	2011
Delaware State University	B.S., Early Childhood Education	1975

Certificates

Bryn Mawr College	Non Profit Executive Leadership Certificate, 2007
Temple University	Event and Meeting Management Certificate, 2001
LaSalle University	Non Profit Management Certificate, 1988 and 1998
Villanova University	Fundamentals of Fundraising Certificate, 1996

EMPLOYMENT HISTORY

The Caring Center   Philadelphia, PA
Executive Director   1982 – 2012

Served as the Executive Director of the independent, multi-site, not for profit organization formed by parents and professional staff to deliver exemplary early childhood education and promote family and community development. Increased enrollment to 220 children, directly supervised 6 managers, indirectly supervised 60 employees, with a total operating budget of $2.6 million. The Center was one of the first five institutions in the Delaware Valley to meet the rigorous, voluntary accreditation standards of the National Association for the Education of Young Children's (NAEYC) Early Childhood Academy and recently received reaccreditation for another five years.   The Caring Center achieved Four Stars (the highest designation) in Pennsylvania's "Keystone Stars" Early Childhood Learning Initiative. Since 1993, 9 Caring Center teachers won the prestigious Tylenol & Terri Lynne Lokoff Child Care Foundation National Child Care Teacher Award. In 2003, the Caring Center was a recipient of   "Best Place to Work Award" from the Delaware Valley Association for the Education of Young Children. Facilitated the successful acquisition of the affiliate license from United Way of Southeastern Pennsylvania for the Raising a Reader Program. The Caring Center will assist local programs interested in improving and supporting early literacy through this national book lending program.

YMCA of Philadelphia & Vicinity   2008 - present
Facilitator /Trainer/Instructor.   PQAS # CI-0471000

Delaware Valley Association for the Education of Young Children (DVAYEC)
 Facilitator / Trainer/Consultant   1996 – 2003
State Certification to provide training to early childhood management and teaching staff through the Pennsylvania Quality Assurance System and Pennsylvania Keys to Professional Development.

Rutgers University Center for Children and Childhood Studies
Early Childhood Studies Training Consultant   2002 – present

Community College of Philadelphia

Adjunct Faculty Member   1999 – present
Delaware Valley Association for the Education of Young Children (DVAYEC)
 Director's Management Seminar   1998 – 2004

Created and facilitated a monthly comprehensive approach to management training, networking and leadership development for local early childhood directors. The participants were supported through interactive training, technical assistance and team problem solving. Established a speaker series for directors, program managers and volunteers.

AFFILIATIONS

Board Memberships
- The Career Wardrobe Advisory Board – 2007-present. Appointed to the Advisory Board after serving as a volunteer and fundraiser since 1996. The Career Wardrobe provides training, clothing and support to women entering the workforce. Assisting with the formulation and implementation of organization's strategic plan.
- Smith Playground – 2011 – present.
- Southeast Regional Key Community Engagement Group – 2006-2009.
- The Enterprise Center Board Member – 2006-2007. Founded in 1989 by the Wharton Small Business Development Center, The Enterprise Center provides access to capital, building capacity, business education and economic development opportunities to high-potential, minority entrepreneurs.
- Community College of Philadelphia Early Childhood Education Advisory Board – 1996-2007. Local Advocate for the college's Early Childhood Education Department.
- National Academy of Early Childhood Programs Professional Development Council –2001-2004.
- LaSalle University Non Profit Management Development Center Advisory Panel – 1999-2003. Served as advocate encouraging early childhood programs to seek professional business development training offered by the Nonprofit Management Center.
- Delaware Valley Child Care Council Board Member and Volunteer – 1988-2001. Nonprofit organization designed to link business and child care to improve the lives of children.
- Delaware Valley Association for Education of Young Children Board – 1989-1992. Nonprofit organization that works to improve educational opportunities for young children in Southeastern Pennsylvania through provision of professional development, technical assistance and advocacy.
- School of the Holy Child Board – 1992-1994.
- Friends Select School Parent Volunteer/Coordinator – 1991 – 2003.

Professional Service

- United Way of Southeastern Pennsylvania (UWSEPA), 2009. Philadelphia's Promise to Young Children Panel.
- The Philadelphia Early Childhood Collaborative, 2008. Training Consultant.
- UWSEPA – Speakers Bureau, 2005-present.
- University of Pennsylvania, 2000   Consultant to Business Service Department.
- The Links, Incorporated- President, local woman's volunteer service organization.
- Alpha Kappa Alpha Sorority, Incorporated- Past President, local woman's volunteer service organization.

Awards:

- University Of Pennsylvania MLK Committee – Judith Rodin Community Education Award 2011
- International Caucus of Women of African Diaspora – 2007 Chisholm Unsung Shero Award for dedication and commitment to children and community.
- Phi Delta Kappa International – Early Childhood Leadership 2006
- PACCA Child Care Excellence 2006

- The Career Wardrobe – 10th Anniversary, Story of a Suit Award 2006: 10th anniversary of Career Wardrobe, community organization empowering women as they return to the workforce, elected as one of ten women in the Greater Delaware Valley providing community service.

ANNE GRECO

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PROFESSIONAL COMPETENCIES

Seventeen years' experience in teaching Art History I, Art History II, Art Appreciation, and Leadership at the postsecondary level.

EDUCATION

Master of Science, Art Administration, Drexel University, Philadelphia, PA
Bachelor of Arts, English, Minor in Art History, Saint Joseph's University, Philadelphia, PA

PROFESSIONAL TEACHING EXPERIENCE

Adjunct Lecturer, Community College of Philadelphia (2008 – present)
- Teach courses in Leadership
  - Leadership 113 – Effective Organizations: Funding, Budgeting and Grant Writing
  - Leadership 114 – Leadership for Effective Organizations

Adjunct Lecturer, Camden County College (1994 – 2008)
- Taught courses in Art History I
  - This course studied the relationship of the visual arts to the society from which they come. Prehistoric, Greek, Indian, African, Asian and other cultures were studied in addition to Western art and why art looks the way it does. First semester ended at the 17th century.
- Taught courses in Art History II
  - This course was a study of art as history and philosophy and as an extension of culture from the 18th century to the present day. Various art movements and specific artists were studied. Emphasis was placed on Western art.
- Taught courses in Art Appreciation
  - This course started with cave art and surveyed art through the 20th century. Tribal African and Asian art were included. Women as mainstream artists were discussed. This was an art survey course.

Adjunct Lecturer, Gloucester County College (1995 to 2008)
- Taught courses in Art History I
  - Art History I surveyed Western art from humankind's first efforts to the Renaissance with an emphasis on historical continuity and effects of social change.
- Taught courses in Art Appreciation
  - This was an introductory course directed toward a better understanding of past and present painting, sculpture, and architecture.

Adjunct Lecturer, Burlington County College (1995 – 1996)
- Taught courses in Art Appreciation at the Main Campus and Fort Dix.

PROFESSIONAL EMPLOYMENT EXPERIENCE
Director of Grants, Community College of Philadelphia (2000 – present)
Major Responsibilities:
- Plan, implement, and monitor a $9+ million grants program.
- Provide leadership to faculty in grant development, budget management, and compliance.
- Represent areas of responsibility within the College and with area colleges, universities, school districts, and non-profit grant partners.
- Serve as liaison between the College and funding agencies.

Claudia F. Hearst Curry, Ed.D.

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PROFESSIONAL EXPERIENCE

Original Director, Women's Center
Community College of Philadelphia **2002 to Present**
Hired to develop and implement an advocacy, referral, and resource center focused on the needs of diverse women students.

Responsibilities:
* Promote a safe and caring environment for students, faculty and staff regardless of race, gender, national origin, and sexual orientation or ability.
* Provide necessary consultation and advocacy as a strategy for empowering students to persist and utilize resources.
* Determine student programming needs by conducting surveys, forming focus and support groups, benchmarking best practices, and analyzing program assessments.
* Plan, implement and assess programs and activities that complement the College's strategic goal to encourage student success and persistence on all campuses.
* Develop collaborative programs with faculty, staff and community organizations that promote and support student achievement.
* Build relations among various student groups and collaborate on future programs and implementation.
* Participate in New Student Orientation with faculty and staff members; advise students on classroom expectations and time management strategies.
* Select, recruit, train and supervise administrative staff, work study students, and Student Ambassadors.
* Oversee the departmental budget totaling nearly $100,000.

Accomplishments:
* Formed the Women's Center Advisory Board and guided the development of a vision statement.
* Initiated and developed an internal audit that helped determine the needs, interests, and concerns of diverse women students.
* Developed and implemented the *"Survival Skills for the Adult Learner Symposium."*
* Formed the "It's a 40+ Thing!" support group for adult women students.
* Initiated and coordinated three student-focused conferences: *Women of Color and Allies Summit* (2005); Emerging *Leaders Summit*: *An Exploration of Leadership Styles and Useful Practices* (2007; and *Hunger, Homelessness & Poverty: The Impact on College Students* (2011).
* Managed the CCAMPIS (Child Care Access Means Parents in Schools) budget totaling $254,000 annually as Project Director during the grant period 2005 to 2010.
* Developed and implemented programs that facilitated achievement and retention of CCAMPIS participants.
* Retained 90% of CCAMPIS student-parents from semester to semester during the grant period.
* Develop and implement student-focused diversity dialogues at the request of the Office of Diversity & Equity

Executive Director
Philadelphia Martin Luther King, Jr. Association for Nonviolence, Inc. **2000-2002**

Responsibilities:
* Managed the daily operations of the organization.
* Managed organizational budgets and ensured the fiscal stability of the organization.
* Managed administrative staff, part-time student workers, and volunteers.
* Coordinated and implemented the Annual Martin Luther King, Jr. Awards Luncheon.
* Represented the President at community and special events.
Claudia F. Hearst Curry, Ed.D. 2

Accomplishments:
* Co-authored the College for Teens proposal that generated a $250,000 grant from the Commonwealth of Pennsylvania for a pilot program on the campus of Cheyney University summer 2001.
* Restructured the Annual Freedom Ride and raised $35,657 for the summer 2001 event.
* Revived the Annual Peace Fair that brought together 25 peace groups in June 2001.
* Restructured organizational systems and procedures to ensure efficient operations of the organization.
* Developed operational goals and an action plan designed to strengthen and expand the agency to include programs that educated, advocated, and promoted Dr. King's principles.

Original Director, Urban League Leadership Institute
Urban League of Philadelphia **1987-2000**
Hired to develop and implement a leadership development program for established and emerging leaders.

Responsibilities:
* Recruited, trained and retained 45 to 50 current and emerging leaders per year.
* Designed and implemented an annual nine-month leadership development curriculum and a comprehensive project team process.
* Developed grant proposals and managed a programmatic budget totaling $125,000 annually.
* Developed procedures and standards for ensuring programmatic and student success.
* Managed two administrative staff.

Accomplishments
* Graduated nearly 500 participants of the Leadership Institute including the City of Philadelphia's current Mayor, Michael Nutter.
* Wrote grant proposals to major funding institutions that included the Philadelphia Foundation, PEW Charitable Trust, Samuel S. Fels Fund, and the Commonwealth of Pennsylvania which resulted in grants totaling $165,000.
* Negotiated with Cheyney University to award CEU Credits to graduates of the Institute.
* Designed and implemented a three-month CBO Institute that provided technical assistance training for the leadership of 27 community-based organizations.

EDUCATION
2006, Ed.D., Wilmington University, New Castle, DE, Educational Innovation and Leadership
1998, MBA, Eastern University, St. Davids, PA, Business Administration
1995, B.A., Eastern University, St. Davids, PA, Organizational Management

TEACHING EXPERIENCE
Adjunct Instructor, Community College of Philadelphia
Courses Taught:
Spring 2008, Fall 2008 - Introduction to Leadership Studies (Spring 2008, Fall 2008)
Spring 2009, Spring 2010 - Leadership for Effective Organizations (Spring 2009, Spring 2010)
Spring 2011, Fall 2011 - Freshman Orientation Seminar (FOS)
Claudia F. Hearst Curry, Ed.D. 3

COMMUNITY ACTIVITIES
* Board Member, Valley Youth House, 2012-Present
* Board Member, Women's Way, 2011-Present
* Board Member, YWCA Philadelphia, 2006-2008
* Board Member, American Association of University Women/Philadelphia Branch (AAUW), 2005-2010
* Founding Board Member, Discovery Charter School, 2003; Board Vice Chair 2003-2006
* Chair, AAUW/Philadelphia Branch, Diversity and Gender Equity Committee, 2004-2008

AWARDS/HONORS (SELECTED)
* Sigma Gamma Rho *Golden Rose Award,* 2010
* Woman of Wisdom Award, New Choices/New Options, 2009
* Outstanding Dedication to the Academic Achievement of Urban Youth Award, Urban Education Foundation, 2008
* 100 Black Influential Women in Philadelphia Award, Philadelphia NAACP, 2008
* Professional Achievement Award, National Association of Negro and Professional Business Women's Clubs,
Inc. / Philadelphia and Vicinity, 2007

GRANTS/PROPOSALS
Community College of Philadelphia Foundation Grants:
* Hunger, Homelessness & Poverty: Impact on College Students, 2010 ($3,500)
* Emerging Leaders Summit: An Exploration of Leadership Styles and Useful Practices, 2007 ($2,000)
* Women of Color and Allies Summit. 2005 ($2,000)

PROFESSIONAL ACTIVITIES (SELECTED)
* National Association of Student Personnel Administrators (NASPA), 2010-Present
* Pennsylvania College Personnel Association (PCPA), 2010-Present
* American Association for Women in Community Colleges/Philadelphia (AAWCC/P), Co-Founder and Vice President-Elect, 2008-2010; President 2010-Present
* American Association for Women in Community Colleges (AAWCC), 2006-Present

ACADEMIC SERVICE (SELECTED)
* Member, Student Affairs Standing Committee of the President's Governance Council, 2011-Present
* Member, Academic Integrity Work Group, 2010-Present
* Member, Capital Campaign Steering Committee, 2008-Present
* Chair, President's Diversity Council Campus Civility Committee, 2006-2007 and 2009-2010
* College Liaison, Child Development Center, 2005-Present
* Advisor, New Leadership Pennsylvania Summer Institute, Chatham College, Pittsburgh, PA, 2005
* Strategic Planning Committee, 2004-2008
* Chair, Enrollment Management Retention/Persistence Work Group, 2004
* Chair, Judicial Hearing Process, 2003-Present
* Chair, Women's Center Advisory Board, 2003-Present
* Member, New Student Orientation Team, 2003-Present
* Member, Scholarship Selection Committee, 2003-Present
* Member, President's Diversity Council, 2003 to 2007; 2009-Present
Claudia F. Hearst Curry, Ed.D. 4

WORKSHOPS/CONFERENCE PRESENTATIONS (SELECTED)
* Curry, C. (2012). Encourage the Heart. Workshop presented during the Community College of Philadelphia

LEADS Student Leadership Society Week.

* Curry, C. (2011) This Thing Called…*Leadership*. Keynote presented at the Helen O. Dickens Auxiliary of the Abington Health Foundation Leadership Conference.

* Curry, C. and Greene, D. (2010). Student Affairs Personnel as Agents of Change. Workshop presented at the Pennsylvania College Personnel Association (PCPA) 29th Annual Conference, West Chester, PA

* Curry, C. (2011) Building Effective Teams…a journey toward organizational growth and development. Workshop presented at the Temple University Inclusive Leadership Conference, Philadelphia, PA; (2009) Workshop presented at the American College Personnel Association (ACPA) 85th Annual Conference, National Harbor, MD; (2004) Workshop presented at the 86th Annual NASPA Conference, Denver, CO; and

(2003) Workshop presented at the National Conference on Leadership Diversity, University of Central Florida, Orlando, FL.

* Curry, C. (2008). Empowerment: An Inward and Outward Journey for Today's Youth. Keynote presented at the Montgomery County Community College Reach One-Teach One Conference, Blue Bell, PA.

* Curry, C. (2008). Leaders as Agents of Change. Keynote presented at the United Parcel Service Metro Philadelphia First Annual Women's Leadership Conference, Philadelphia, PA.

* Curry, C. (2007). College Is for Adult Learners. Keynote presented at the Children's Hospital of Philadelphia S.T.R.I.V.E. Academy, Philadelphia, PA.

* Bojar, K. and Curry, C. (2007). A Model for Supporting the Whole Student: Integrating the Women's Center into the Learning Process. Workshop presented during the Community College of Philadelphia Professional Development Week.

PUBLICATIONS

*Curry, C. (2011), Taking Matters Into My Own Hands: Strategies for Surviving the Culture of Academia.

Contributing chapter authorized for publication in *Making our voices heard: Women of color in academia*.

Nova Science Publishers Inc. (2012 publication date to be announced)

* Curry, C. (2008) *Understanding the Empowerment Phenomenon: Effects of a pilot women's empowerment program on female college students*. Verlag: Saarbrucken, Germany (Doctoral Dissertation)
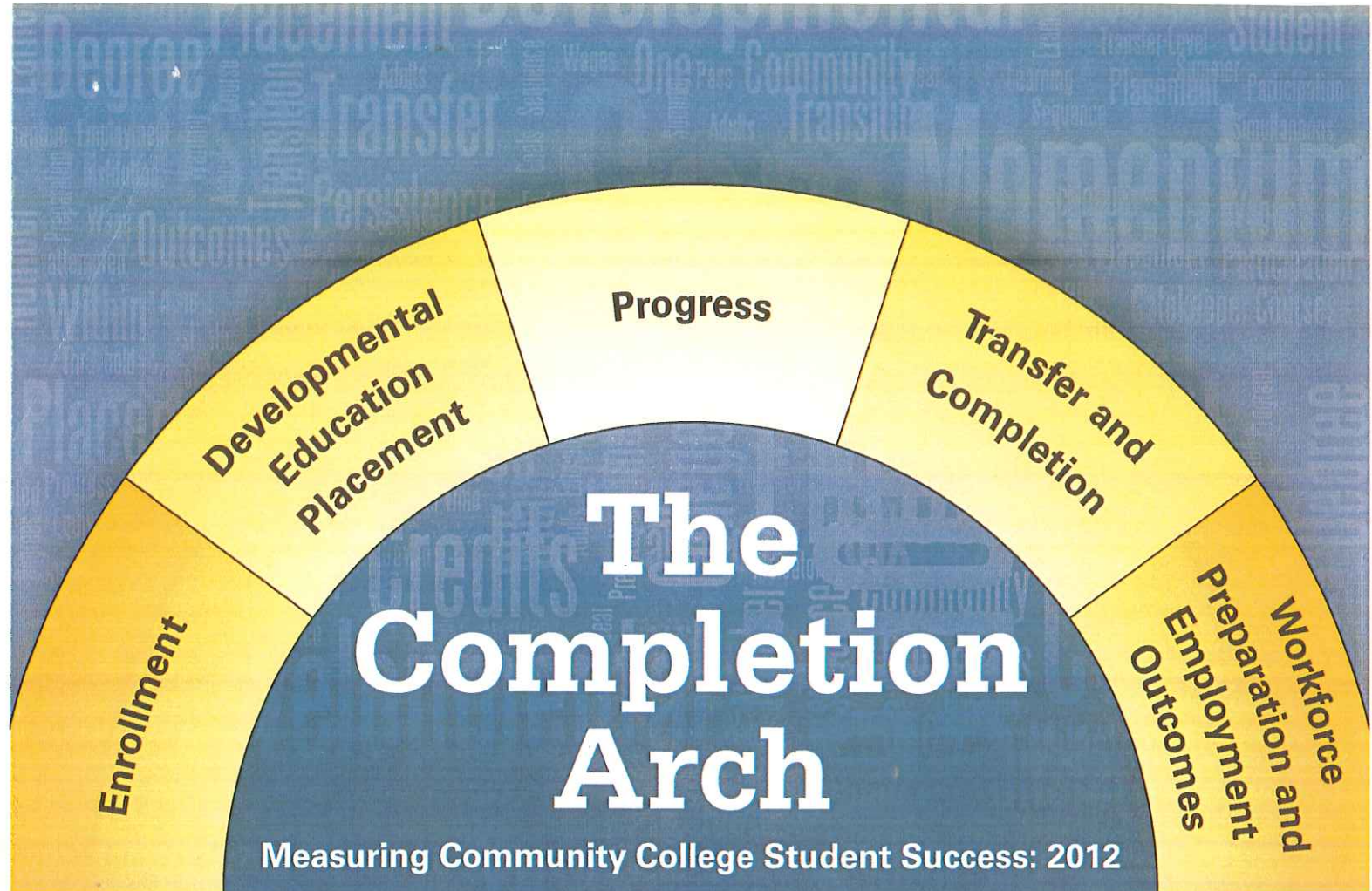
* Curry, C. (2008). Pilot Women's Empowerment Program. *Journal About Women in Higher Education*, vol. 1, issue 1, pp 223-224

* (2004) Leading Teams: A Concrete Approach for Success. *Women in Higher Education,* vol. 13, issue 6, pp 21-22, (written by Editor Mary Lou Santovec based on workshop presentation at the 86th Annual NASPA Conference, March 2004)

Biographical Data

Elise Freed-Fagan

Elise Freed-Fagan, Ph.D. is an associate professor in Behavioral Health/Human Services. Since she began at CCP in 1989, her passions have included developing human service professionals to facilitate groups, co-creating "Introduction to Women's Studies which has now become a curriculum and supporting the creation of the Leadership certificate. Dr. Elise has been working with the non-profit community to develop their leadership capacity since 1984. She believes that leadership begins with understanding one's own style and how that style intersects with others. She encourages leadership development by engaging students in receiving feedback and making a commitment to their own ongoing process. Dr. Elise's courses are practice-based, therefore, students can expect to be actively involved in working on skills in the classroom and the community. She continues to be delighted by the creativity of her students and the way she is challenged by their questions.

Enrollment

Developmental Education Placement

Progress

Transfer and Completion

Workforce Preparation and Employment Outcomes

The Completion Arch

Measuring Community College Student Success: 2012

CollegeBoard
Advocacy & Policy Center

MPR
ASSOCIATES, INC.

Executive Summary

It is widely acknowledged that more Americans need to acquire postsecondary degrees for the United States to remain competitive in the global economy. The Obama administration and several influential philanthropic, nonprofit and state-led organizations, including the College Board, have set ambitious goals to increase the share of young adults who hold postsecondary credentials. Taken together, these goals translate to increasing by at least 50 percent the proportion of 18- to 26-year-olds who hold "high-quality" postsecondary credentials (by 2020 or by 2025, depending on the organization). These goals cannot be met without the sustained and significant participation of community colleges, which enroll more than 40 percent of U.S. undergraduates.

Essential to tracking student success at community colleges is the availability of solid data and commonly defined metrics that go beyond measuring the traditional (and limited) enrollment and graduation rates that these colleges report to the federal government. In particular, what is needed are metrics that illuminate what happens to students between the starting and the ending points: Where do they make p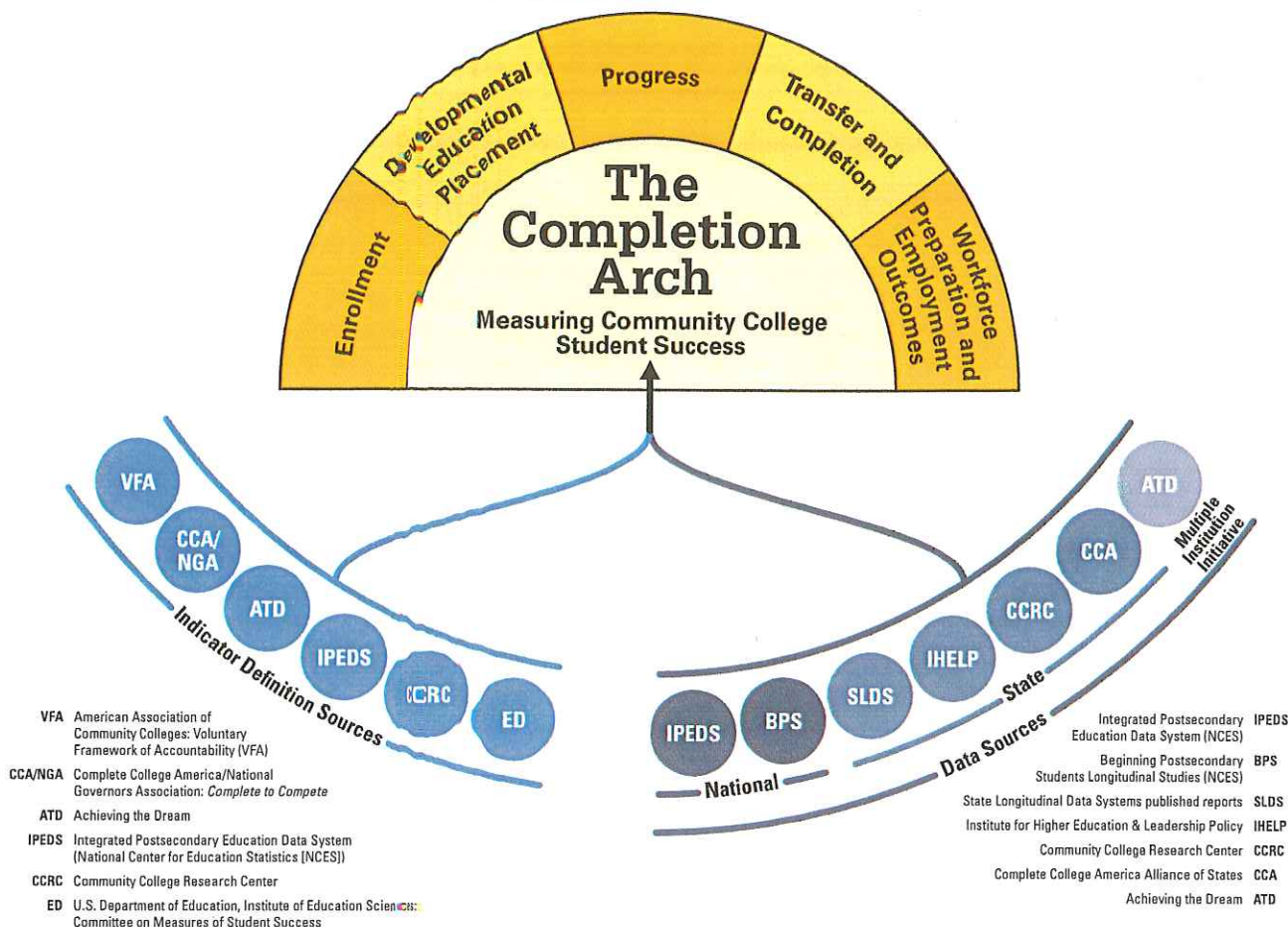rogress? Where do they falter? Do they achieve interim milestones? These types of metrics can help community colleges and states more quickly evaluate whether specific programs and policies are leading to successful interim outcomes and also to determine where interventions may be necessary to aid students who lose momentum or show signs of failure.

Prominent initiatives, researchers and associations have made it their prerogative to define and report such metrics as well as to redefine completion to include more types of students who attend community colleges — part-time students; those who first enroll in winter, spring and summer; and students who do not start in a certificate or degree program. Some of the key organizations leading the data reform effort include Achieving the Dream (ATD), Complete College America (CCA), Community College Research Center (CCRC) and Voluntary Framework of Accountability (VFA). While the missions of these groups differ, ranging from data-driven program improvement (ATD), to college accountability (VFA and the U.S. Department of Education), to state policy reform (CCA), they have much in common in terms of the metrics they have defined and, in some cases, the data they collect and report.

The Completion Arch was conceived to consolidate the efforts of these initiatives by compiling a set of common metrics and summarizing the statistics in the form of national-, state- and initiative-level indicators of student progress and success. These metrics and summary statistics are presented in a newly developed website (http://completionarch.collegeboard.org) that allows researchers, educators, policymakers and others to access the full range of publicly available data addressing community college student progress and success. The Completion Arch also provides in-depth information concerning important parameters of each metric (e.g., What is measured? Who is counted? What are the advantages and the limitations of the data?). In presenting the broad range of metrics associated with student success in community colleges, The Completion Arch will aid state and national initiatives in their efforts to increase student completion rates and highlight the multiple missions of community colleges.

As illustrated in the figure on the next page, we organized The Completion Arch metrics into a five-part framework spanning the community college experience from first enrollment to entry into the workforce after college.

Framework

The Completion Arch — Measuring Community College Student Success

Indicator Definition Sources

VFA	American Association of Community Colleges: Voluntary Framework of Accountability (VFA)
CCA/NGA	Complete College America/National Governors Association: *Complete to Compete*
ATD	Achieving the Dream
IPEDS	Integrated Postsecondary Education Data System (National Center for Education Statistics [NCES])
CCRC	Community College Research Center
ED	U.S. Department of Education, Institute of Education Sciences: Committee on Measures of Student Success

Data Sources

Integrated Postsecondary Education Data System (NCES)	IPEDS
Beginning Postsecondary Students Longitudinal Studies (NCES)	BPS
State Longitudinal Data Systems published reports	SLDS
Institute for Higher Education & Leadership Policy	IHELP
Community College Research Center	CCRC
Complete College America Alliance of States	CCA
Achieving the Dream	ATD

Between these beginning and end points are indicators that summarize students' advancement through their education programs, including "Developmental Education Placement," "Progress," and "Transfer and Completion." The figure also displays the sources for metric definitions and the primary data sources.

Each of the five areas encompasses multiple measures. A *measure* is a conceptual definition of student progress within the general topical area. For example, as shown in the table on page xii, Enrollment consists of two measures: fall enrollment and unduplicated annual enrollment. Progress, however, is a much larger area, including pre-college and college milestones and indicators signaling momentum.

Each measure further consists of one or more *indicators* reported at the national, state and initiative levels. An indicator is a specific operational definition of a measure and its results. Each indicator may have a slightly different outcome, population or time frame. The details — which include what precisely is being measured, which students are being counted and for what time period — are reported with the indicator. One of the most important functions of *The Completion Arch* is to explain the data underlying each indicator so that users of this resource will understand how indicators differ.

Within each area, we also identify indicators for future additions to *The Completion Arch*. Some indicators have data available (e.g., simultaneous enrollment in more than one institution listed under "Transfer and Completion"), others do not, but data are anticipated in the future (e.g., student learning outcomes listed under "College Milestones").

The Completion Arch presents more than 150 unique indicators of student progress and success, and hundreds of national and state variations. Many are summarized in this report and all are shown in detail on the website. Ideally, each indicator would be reported by

every state in a comparable manner. In practice, however, with the exception of Integrated Postsecondary Educational Data System (IPEDS) and CCA indicators, many are reported by only a few states, and they differ in meaningful ways. In some cases, data are scarce and the indicators are limited in what they can tell us, but we hope the information they convey leads to better-defined metrics in the future. Whenever possible, results are broken out by important student characteristics such as gender, race/ethnicity, socio-economic status (income and parents' education), full-time or part-time enrollment, age, and fields of study.

In addition to presenting data regarding community college student success in a comprehensive but easy-to-use format, *The Completion Arch* will regularly highlight important empirical trends gleaned from the contributions of initiatives participating in this project. In this inaugural report, we highlight such trends from indicators in each of the five areas:

- **Enrollment:** Nearly 11 million students were enrolled in community colleges nationwide in 2009-10 over the fall, winter, spring and summer terms; this number is 53 percent higher than the enrollment for fall 2009 alone, reflecting the large share of community college students who enroll in terms other than fall.

- **Developmental Education Placement:** Three-fifths of students attending ATD colleges (more than two million first-time students at 160 colleges) were referred to developmental math, 30 percent to courses two levels below college math and 17 percent to courses one level below college math.

- **Progress (College Milestones):** Some 44 percent of community college students nationwide completed a gatekeeper math course within six years. Younger students (age 18 or younger at first enrollment) were more successful in doing so than their older counterparts age 24 or older.

- **Progress (Momentum):** More than half (54 percent) of North Carolina community college students who enrolled for the first time in 2004 completed at least 80 percent of their course credits attempted in their first year.

- **Transfer and Completion:** About one-third of community college students nationwide attained a degree or certificate within six years (between 2004 and 2009). When students who transferred to a four-year college but did not attain a credential during this period (11 percent) are counted as completers, the six-year completion rate rises to 46 percent.

- **Workforce Preparation and Employment Outcomes:** The average salary for Oklahoma State System graduates in 2005-06 who earned an Associate in Applied Science degree (A.A.S.) was higher than that of their peers who earned a bachelor's degree (B.A./B.S.) one year after graduation.

MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, November 28, 2012– 9:00 A.M.

Present: Mr. Jeremiah White, Jr., presiding; Mr. Matthew Bergheiser, Ms. Suzanne Biemiller, Ms. Jennie Sparandara, Stella Tsai, Esq., Lydia Hernandez Velez, Esq., Dr. Stephen M. Curtis, Dr. Thomas R. Hawk, Mr. Gary Bixby, Dr. Mary Anne Celenza, Mr. Todd Murphy, Mr. James P. Spiewak, Dr. Sharon Thompson, Jill Garfinkle Weitz, Esq.; and representing TIAA-CREF: Mr. John Seifried, Mr. Michael Collins; and Ms. Ellyn Korzun and Ms. Laura Allen *via* teleconference

AGENDA – PUBLIC SESSION

(1)   Overview of 2013-14 West Building Renovation Projects (Information Item):

Dr. Hawk provided an overview of the components of the current Main Campus project. The Main Campus construction effort required a series of sequential steps under which new space was constructed, programs and staff were relocated to the new space; and then the vacated space was renovated for new purposes. The Main Campus construction project, as approved by the Board and PDE, include renovations to several spaces in the College's West Building to address critical programmatic needs. The West Building projects were primarily scheduled for the final (seventh) phase of the construction which will be completed over the next twelve months.

Included in the final phase of the project in the West Building are the following: (1) construction of the new suite of classrooms, laboratories and offices for the Architecture, Design and Construction programs in the former Counseling Center and Allied Health Program staff offices; (2) consolidation of the Math, Science and Health Careers Division into one integrated suite of spaces for the Division's academic department heads, curriculum coordinators, and administrative and support staff; and (3) construction of three new labs—engineering technology, process control, and multi-function science. These projects were consolidated into the final project phase because of logistical issues associated with the phasing of the projects, and a decision to modify the original designs of several of the program labs. Development of new space for the Architecture, Design and Construction (ADC) Programs was originally scheduled in an earlier construction phase; but was deferred because of concerns about space limitations associated with the original architectural design and timing issues which made it impossible to complete the ADC space in an earlier phase without serious disruptions to the delivery of the ADC programs.

Dr. Hawk noted that the revised programmatic space designs for the West Building will simplify the construction requirements and expand instructional space for the ADC programs; will create a multi-discipline science lab that provides far more flexibility for future programmatic use than was incorporated in the original one-purpose lab design; and will provide a Process Control Program lab that can support student

learning needs for employment in a broad cluster of manufacturing industries. Dr. Thompson and Dr. Celenza provided an overview to the Committee of the current and future programmatic opportunities which the renovated space will provide to the College.

Completion of the final phase of the Main Campus project will require an expenditure of approximately $2.4 million. The originally-approved Main Campus construction project budget included the potential use of College cash resources to complete the project. However, based upon current low borrowing rates and the desire to preserve institutional liquidity, staff will recommend to the Committee at a later meeting that a short-term (5 to 10 year loan) be used to finance this final phase of the project rather than using College cash resources. Staff will present the specific financing plan to the Committee at an early Spring meeting.

(2) **College Investment Guidelines and Recent Investment Performance Results (Information Item):**

Dr. Hawk provided the Committee with an overview of the current Investment Guidelines for operating cash. Attachment A contains the College's current Investment Guidelines. The College's Investment Guidelines were prepared by a committee composed of College finance staff and several College Board and Foundation Board members who possess significant investment management expertise. Mr. Al Murphy, a former Board member and currently a Foundation Board member, collaborated with College staff to prepare the final draft of the current Investment Guidelines. There are several major goals which guide the approach taken in the management of the College's operating cash. These include:

(1) Preservation of liquidity at all times.
(2) Preservation of principal.
(3) Diversification of investments with a relatively low risk.
(4) Selection of instrument maturities tied to College cash needs.

In developing the guidelines, a multi-year analysis was undertaken of College cash utilization. College operating cash usage was divided into three categories: (1) working capital cash needed on a daily or a weekly basis to address the College's payroll and other bill paying requirements; (2) contingency cash needed occasionally during the course of the fiscal year, but not needed on a daily or weekly basis; and (3) core cash, long-term cash resources that are not needed during the course of a year, but should be invested in a sufficiently liquid strategy that, if an unexpected need for cash arose, could be made available. Currently the College's core cash investment is approximately $15 million, contingency cash investments are $5 million, and the remainder of operating cash is treated as working capital.

The Investment Guidelines identify allowable assets. The guidelines require fixed-income, high-grade instruments to be used as the College's investment instruments. Staff noted that the Foundation cash assets were invested using different investment guidelines, and the Foundation's Guidelines permitted a more aggressive investment strategy including a large percentage of the funds being invested in equities.

The College's operating cash and the Foundation investments are not comingled and are managed separately.

Attachment B contains a summary of 2011-12 investment results as well as results for the first four months of 2012-13. Mr. Murphy reviewed the results for the past 16 months. As shown in Attachment B, the College's working capital dollars are invested in money market and short-term CDs. For the past 16 months, investment returns on operating working capital balances have been below 100 basis points. The Commonfund Multi-Strategy Bond Fund has had rates of returns that have averaged between one and two percent. Greater returns were received from the TIAA-CREF investment portfolio and the Intermediate Fund managed by the Commonfund. Total investment earnings for the 2011-12 year were $1,098,141.

(3)   TIAA-CREF Investment Management Presentation (Information Item):

As noted above, the College's core cash, operating cash not anticipated to be needed during the course of a fiscal year, is invested in high-grade, longer-term fixed-income instruments. The Common Fund and TIAA-CREF are each currently used to manage a portion of the College's core cash. Effective May 2011, TIAA-CREF began management of College funds in the amount of 10 million dollars.

Mr. John Seifried, Wealth Management Advisor; Mr. Michael Collins, Director, Investment Product Sales; Ms. Laura Allen, Senior Portfolio Manager, Private Asset Management; and Ms. Ellyn Korzun, Senior Director, Portfolio Manager, from TIAA-CREF reviewed the investment performance of funds managed by TIAA-CREF and discussed how current market conditions are expected to impact on the 2012-13 fiscal year investment performance. Attachment C contains the presentation materials that were used by the TIAA-CREF representatives.

Mr. Collins provided a brief history of the TIAA-CREF organization. TIAA-CREF has a long history of providing investment services to higher education, both to faculty and staff in the management of individual investment portfolios; and, more recently, with the creation of the TIAA-CREF Trust, in the management of higher education investment pools. Currently, TIAA-CREF manages investments for 200 colleges and universities and has $14 billion of funds under investment management. TIAA-CREF uses a total return approach to management. Investment portfolios are actively managed to maximize opportunities for return. Fixed-income investment instruments are generally intermediate length with averages around 5 to 7 years. The long end of the fixed-income curb is avoided because of the greatest possibility for larger swings in unit values. Barclays Intermediate Government Index is used as the performance standard against which the portfolio is assessed. As shown in Attachment C, over the period of time that TIAA-CREF has managed the College's portfolio, the investment return rate has exceeded the performance index.

The TIAA-CREF presentation team described the nature of the corporate bonds that are included in the portfolio and the reasons for shifting investments among different industry groups. Based upon existing market conditions, the College's portfolio

is currently over-allocated to high-grade corporate bonds as opposed to U.S. treasury securities.

The team provided a summary of TIAA-CREF's perspectives on the economy and its impact on fixed-income investments. The first two slides of <u>Attachment C</u> summarized the observations which were made. It was noted that the present Federal Reserve Bank procedures are very favorable to the bond market. Inflation is not expected to be a major concern for fixed-income investments over the next year. A key challenge is managing the portfolio to maintain yields in an environment where there will be a tendency toward rising interest rates. In discussing the impact of the economic uncertainty associated with European countries, it was noted that the recent actions taken by the European Central Bank to stabilize market conditions have reduced the threat that there will be a break-up of the Eurozone.

Mr. White noted that all TIAA-CREF staff were remunerated on a salary basis. This eliminates the potential financial incentives for frequent trades and provided a strong basis for confidence that the portfolio is managed in a way that is in the College's interest, not the traders. This factor was an important consideration in the Board's decision to utilize the services of TIAA-CREF.

(4)   <u>Next Meeting Date</u>:

The next regularly scheduled meeting of the Committee will occur on Wednesday, January 23, 2013 at 9:00 A.M. in the Isadore A. Shrager Boardroom, M2-1.

TRH/lm
Attachments
BAC\BUSINESS AFFAIRS COMMITTEE MEETING MINUTES NOVEMBER 28, 2012.PDF

ATTACHMENT A

COMMUNITY COLLEGE OF PHILADELPHIA
INVESTMENT GUIDELINES

Community College of Philadelphia
Statement of Policies and Procedures, Objectives and Guidelines for Investing Operating Funds

INTRODUCTION

This statement outlines the investment policies and procedures, objectives and guidelines for the operating funds for Community College of Philadelphia (CCP). Part I has two purposes: (1) to define and assign responsibilities of the parties involved; and (2) to establish a clear understanding of the investment goals and objectives for operating funds and a basis for evaluating investment results.

Part II provides guidelines and limitations to all investment managers, including college managers, regarding the investment of the College's operating funds.

Operating funds for the purpose of these Investment Procedures and Guidelines are defined as dollars which are available to the College as part of the normal course of college operations. Primary sources of operating dollars are City and State appropriations, students' tuition and fee payments and investment income. Not included in this definition of operating funds are dollars received for restricted purposes, and quasi and true endowment funds.

PART I - OVERSIGHT POLICIES AND PROCEDURES AND INVESTMENT OBJECTIVES

Responsibilities of the Board of Trustees and College Management

The Board of Trustees is responsible for adopting and maintaining investment policies that are consistent with the Board's role as stewards of public dollars and the collective philosophy of the Board with respect to investment asset risk and liquidity. The CCP management team is responsible for the investment of operating funds under the policies established by the Board of Trustees. No person may engage in an investment transaction except as provided under the terms of policy. Specific responsibilities include:

1. The Board will establish and maintain reasonable and consistent investment objectives, polices and guidelines which will direct the investment of the operating funds

2. College management will prudently and diligently identify and recommend to the Board qualified investment professionals, including investment management consultant(s), custodian(s), and trustee(s),

3. College management will regularly evaluate the performance of the investment managers to assure adherence to policy guidelines and monitor investment objective progress.

4. The Board will monitor the investment strategies and rates of return to ensure compliance with Board-established Guidelines.

Requirements and Responsibilities of the Investment Manager

Investment managers must be a registered investment advisor under the Investment Advisors Act of 1940, or a bank. Each investment manager must acknowledge in writing its acceptance of responsibility as a fiduciary. Specific responsibilities of the investment managers include:

1. Discretionary investment management including decisions to buy, sell, or hold individual securities while observing and operating within all policies, guidelines, constraints and philosophies as outlined in this statement. Any deviation requires written approval from CCP management

2. Monthly reporting on a timely basis of account valuations and investment performance results

3. Communicating any major changes to economic outlook, investment strategy, or changes within the investment management organization, or any other factors which affect implementation of investment process or their progress toward investment objectives.

4. Complying with any legislative or regulatory statutes and stipulations.

Community College of Philadelphia General Investment Objectives

The general investment objective is to maintain significant liquidity and maximize annual income for the College while avoiding excessive risk. CCP believes that the achievement of investment returns should be viewed in a long-term context. Furthermore, CCP recognizes that rates of return are volatile on a year-to-year basis and that investment returns will not progress uniformly over time. Thus volatility will be tolerated in as much as it is consistent with the volatility of a comparable market index. Specific objectives include the following:

1. Maintain sufficient liquidity to meet anticipated cash needs.

2. Preservation of principal is of equal importance to total return. CCP recognizes that it may be necessary to forego opportunities for potential large gains to achieve a reasonable risk posture.

3. Understanding that risk is present in all types of securities and investment styles, CCP recognizes that some risk is necessary to produce long-term investment results that are sufficient to meet CCP's objectives. However unnecessary levels of risk taking are to be avoided.

4. Diversification, in so far as it reduces portfolio risk, is required.

5. Operating funds shall be invested with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the investment of a fund of like character and with like aims.

6. Conformance with applicable Federal, State, City, and other legal requirements.

Specific Investment Goal

Each manager is expected to meet or exceed the market index/benchmark selected and agreed upon while displaying an overall level of risk consistent with the risk associated with their benchmark.

PART II - INVESTMENT GUIDELINES

1. <u>Investment Approach</u>

   The College's operating fund balances will be divided into three categories for investment purposes:

   A. <u>Core Cash</u> – Funds, which based upon the College's financial history, are not required for operating purposes at any point during the fiscal year. Funds in this category can be invested in long-term fixed-income investments as well as shorter-term instruments as market conditions warrant.

   B. <u>Contingency Cash</u> – Funds, which based upon the College's financial history, are rarely required for operating purposes. Longer-term investments of these funds is desirable, but with assurance of liquidity if operating circumstances require their use.

   C. <u>Working Capital (Liquidity)</u> – Cash balances required on a continuous basis to meet payroll and other operating purposes. Funds in this category are to be invested in short-term fixed-income instruments where there will be no fluctuations in asset values.

Given the volatility of cash flows throughout the fiscal year, the policy portfolio is assigned a range of percentages for each liquidity level while also maintaining a rolling 12 month average annual target percentage:

Range	Target	Description
25 - 60%	40%	Liquidity assets
5 - 50%	30%	Contingent assets
0 - 40%	30%	Core assets

These percentages will be reviewed annually so as to correspond with expected budget and cash flow requirements including debt service, operating cash requirements, and plant expenditures.

2. Policy Benchmarks

The overall portfolio has an average annual return objective of the 3 month Treasury bill yield plus 100 basis points. The portfolio will also attempt to maintain or exceed a Strategic Policy benchmark that matches the liquidity classification of the underlying assets to the following benchmarks:

40% Liquidity assets: 3 month Treasury bill yield,
30% Contingent assets: Merrill Lynch 1 to 3 year treasury index,
30% Core assets: Lehman Aggregate Bond Index

Performance will be measured based on the Policy Portfolio asset level and percentage of assets designated to each liquidity classification.

3. Allowable Assets

Allowable Assets are limited to Cash Equivalents and Fixed Income Securities as follows:

A. Working Capital (Liquidity) Cash
- Treasury Bills
- Money Market Funds
- Commercial Paper
- Banker's Acceptances
- Repurchase Agreements
- Certificates of Deposit
- Common Fund Short-Term Fund (or equivalent)

B. Contingency and Core Cash
- U.S. Government and Agency Securities
- Corporate Notes and Bonds
- Mortgage Backed Bonds

- Asset Backed Bonds
- Floating Rate Securities
- Yankee Notes and Bonds
- Common Fund Intermediate Fund (or equivalent)
- High Quality Bond Fund
- Multi Strategy Bond Fund
- All Items Listed Under Working Capital Investments

4. Requirements for Cash Equivalents and Fixed Income Securities Investments

   a. The maximum investment in any one sector is limited as follows:

Sector	Maximum%
U.S. Government and Agency	100%
Asset Backed Bonds	25%

   b. No more than 5% of the total investments of a manager's portfolio may be invested in the securities of a single issuer with the exception of the United States Government and Agency obligations.

   c. No more than 5% of the total investments of a manager's portfolio will be investment in Rule 144A securities. These securities must be issued with registration rights, have a minimum issue size of $250 million and must meet all other existing guidelines.

   d. Individual security holdings of eligible government agencies may not exceed 30% of the portfolio.

   e. Operating funds may be invested in commercial paper rated A1/P1 (or equivalent) or better.

   f. Repurchase agreements must be backed by U.S. Treasury or Agency securities having at all times determined on a daily basis a market value of at least equal to 102% of the amount invested.

   g. Banker's acceptances and certificates of deposit must be issued by a bank which has, or whose parent holding company has, combined capital and surplus of $100 million and a rating on unsecured senior debt of A or higher from Moody's or Standard & Poor's.

5. Prohibited Investments

    Prohibited investments are any investments that are not specifically authorized within this statement. These include but are not limited to the following:

    a. Equity Securities
    b. Commodities and Futures Contracts
    c. Private Placements (Except as detailed in item 10 under Guidelines for Fixed Income)
    d. Options
    e. Venture Capital
    f. Tangible Personal Property
    g. Direct Real Estate
    h. Art/Precious Metals
    i. Margin Transactions
    j. Oil and Gas Payments /Drilling Partnerships
    k. Instruments issued in any country where such investments are prohibited by City, State, or Federal policies.

6. Safekeeping and Custody

    Investment securities purchased for CCP will be delivered by either book entry or physical delivery and held in third-party safekeeping by a Federal Reserve member financial institution or its affiliated trust company designated as CCP's depository and custodian. CCP shall execute a Safekeeping/Custody Agreement with each bank or trust company prior to using the depository's services.

7. Contractual Arrangement with Investment Managers

    Contractual arrangements with organizations providing investment services will be short-term with the College reserving the right to terminate the relationship without financial cost other than that paid for services to date.

8. Board Review of Guidelines and Performance

    At least annually, the Board will review the Investment Guidelines and performance to determine any appropriate revisions.

9. Change in Status of Investment

    The guidelines, outlined above, apply at the time of purchase. CCP recognizes that subsequent market valuation changes may cause an investment, which was allowable at the time of purchase to subsequently fall outside of these stated guidelines. In those instances, it is expected

that the investment manager will either reduce the investment so that it is allowable under the guidelines or obtain written approval from CCP management to continue the investment.

10.   Risk Monitoring

Rather than focusing on maturities of underlying assets, the portfolio will attempt to match the appropriate risk characteristics and volatility commensurate with the benchmarks for Liquidity, Contingent, and Core assets noted above. The risk categories to be used in accessing the overall portfolio risk as well as the risk to specific asset classes may include: an analysis of the standard deviation, Sharpe ratio, and/or risk of principal loss to the underlying assets. For instance, the following chart lists the target risk levels based on the benchmark risk profiles for each classification of assets:

Index	Asset Classification	Standard Deviation	Maximum Drawdown
3-month Treasury Bill Index	Liquidity	0.50%	0.00%
Merrill Lynch 1-3 year Treasury Index	Contingent	1.53%	-1.06%
Lehman Aggregate Bond Index	Core	3.56%	-3.55%

The risk measurements above are 10 year average annualized values as of December 31, 2006.

Because risk will be evaluated at the portfolio level, Community College of Philadelphia will make use of some commingled funds such as fixed income mutual funds and The Commonfund. Consequently, some funds may incorporate strategies such as hedging, option swaps, risk arbitrage, or other non-traditional techniques. However, the overall risk of these commingled funds will be evaluated as part of the overall policy portfolio and adhere to the risk profiles of the relevant benchmark. Furthermore, specific security investments purchased by Community College of Philadelphia will not include equities, options, or interest rate swaps.

BOARD APPROVED: FEBRUARY 7, 2008

BAC\INVESTMENT GUIDELINES BOARD APPROVED FEBRUARY 7 2008

ATTACHMENT B

COMMUNITY COLLEGE OF PHILADELPHIA
SUMMARY OF INVESTMENT RESULTS
FOR 2011-12 AND FIRST FOUR MONTHS OF 2012-13

COMMUNITY COLLEGE OF PHILADELPHIA

INVESTMENT PERFORMANCE SUMMARY ANALYSIS

JULY 1, 2011 - JUNE 30, 2012

	July 2011	August 2011	September 2011	October 2011	November 2011	December 2011
Commonfund						
Multi-Strategy Bond Fund	1.38	1.08	-0.72	1.30	-0.81	0.85
Barclays Capital U.S. Aggregate Bond Index	1.59	1.46	0.73	0.11	-0.09	1.10
Balance	$5,156,140	$5,212,004	$5,125,010	$5,191,565	$5,149,288	$5,143,994
Intermediate term fund (Annualized Total return)	6.36	-1.30	-1.34	-2.59	-5.23	1.65
Benchmark: 3-month Treasury Index	3.18	4.36	-1.70	-1.06	0.61	0.59
Balance	$2,417,645	$2,415,035	$2,399,369	$2,404,591	$5,378,343	$5,355,182
TIAA-CREF						
Monthly Rate of Return	3.33	3.26	3.31	3.27	3.26	3.24
Money Market Funds	202,800	271,990	178,734	277,162	331,600	348,348
U.S. Treasury Obligations	3,152,184	3,181,451	3,696,316	3,682,972	3,676,477	3,700,877
U.S. Government Agencies	1,911,463	1,919,346	1,559,854	1,558,247	1,541,141	1,547,036
Corporate & Foreign Bonds	4,885,311	4,830,883	4,783,123	4,743,255	4,692,154	4,734,540
Cash	-	41,288	-	(5,315)	-	-
Balance	$10,151,758	$10,244,958	$10,218,027	$10,256,321	$10,241,372	$10,330,801
National Penn Bank						
Municipal Flex Money Market Fund	0.50	0.30	0.30	0.30	0.30	0.25
Balance	$1,113,886	$1,114,224	$1,114,499	$1,114,783	$1,115,058	$1,115,328
Wells Fargo Bank						
High Performance Money Market Fund	0.40	0.40	0.40	0.40	0.40	0.40
Balance	$235,432	$235,497	$235,560	$15,236,446	$8,240,674	$4,242,268
Concentration Account	0.25	0.25	0.25	0.25	0.25	0.25
Balance	$15,324,201	$12,832,486	$12,288,698	$11,513,805	$11,250,111	$13,477,073
PNC Bank						
Business Premium Money Market Fund	0.15	0.15	0.10	0.10	0.10	0.10
Balance	$32,784	$32,764	$32,742	$32,720	$32,698	$32,674
Valley Green Bank						
Business Premium Money Market Fund	0.75	0.75	0.75	0.50	0.50	0.50
Balance	$252,085	$252,192	$252,296	$252,403	$252,507	$252,614
Certificate of Deposit (6 Months) matures 09/08/2011	0.90	0.90				
Balance	$5,063,980	$5,063,980				
Certificate of Deposit (6 Months) matures 03/07/2012			0.90	0.90	0.90	0.90
Balance			$5,086,757	$5,086,757	$5,086,757	$5,086,757
Certificate of Deposit (6 Months) matures 09/06/2012						
Balance						
TOTAL BALANCE INVESTED	$39,747,911	$37,403,140	$36,752,958	$51,089,391	$46,746,808	$45,036,691
Less: Quasi Endowment	($1,743,728)	($1,743,728)	($1,743,728)	($1,743,728)	($1,743,728)	($1,743,728)
AVAILABLE BALANCE	$38,004,183	$35,659,412	$35,009,230	$49,345,663	$45,003,080	$43,292,963

YTD Realized & Unrealized Gain (Loss)
YTD Interest Income
Grand Total

COMMUNITY COLLEGE OF PHILADELPHIA

INVESTMENT PERFORMANCE SUMMARY ANALYSIS

JULY 1, 2011 - JUNE 30, 2012

	Jan 2012	February 2012	March 2012	April 2012	May 2012	Jun 2012
Commonfund						
Multi-Strategy Bond Fund	1.51	0.67	-0.27	1.00	-0.11	-0.11
Barclays Capital U.S. Aggregate Bond Index	0.88	-0.02	-0.55	1.11	0.90	0.90
Balance	$5,221,816	$5,257,023	$5,193,776	$5,245,842	$5,240,043	$5,227,306
Intermediate term fund (Annualized Total return)	15.19	5.41	3.89	4.99	-2.12	-2.12
Benchmark: 3-month Treasury Index	1.41	-1.76	-0.71	2.56	0.47	0.47
Balance	$5,424,480	$5,447,672	$5,454,775	$5,477,392	$5,467,651	$5,470,918
TIAA-CREF						
Monthly Rate of Return	3.15	3.03	2.95	2.97	2.67	2.67
Money Market Funds	379,605	444,073	447,171	520,640	486,733	489,536
U.S. Treasury Obligations	3,715,575	3,674,538	3,678,180	3,578,212	3,742,951	3,837,929
U.S. Government Agencies	1,555,130	1,542,134	1,640,649	1,771,353	2,001,397	2,003,958
Corporate & Foreign Bonds	4,785,790	4,953,487	4,629,466	4,868,872	4,292,738	4,185,074
Cash	-	(169,597)	-	(250,046)	-	38,405
Balance	$10,436,100	$10,444,635	$10,395,466	$10,489,031	$10,523,819	$10,554,902
National Penn Bank						
Municipal Flex Money Market Fund	0.25	0.25	0.25	0.25	0.25	0.25
Balance	$1,115,565	$1,115,786	$1,116,022	$1,116,251	$1,116,482	$1,116,706
Wells Fargo Bank						
High Performance Money Market Fund	0.40	0.40	0.40	0.40	0.40	0.40
Balance	$4,243,683	$244,139	$25,247,806	$18,254,922	$5,257,555	$258,058
Concentration Account	0.25	0.25	0.25	0.25	0.25	0.25
Balance	$9,605,688	$9,813,960	$9,462,760	$5,685,390	$7,310,420	$9,873,255
PNC Bank						
Business Premium Money Market Fund	0.10	0.10	0.10	0.10	0.10	0.10
Balance	$32,653	$32,624	$32,595	$32,566	$32,537	$32,508
Valley Green Bank						
Business Premium Money Market Fund	0.50	0.50	0.50	0.50	0.50	0.50
Balance	$252,721	$252,822	$252,929	$253,033	$253,140	$253,244
Certificate of Deposit (6 Months) matures 09/08/2011						
Balance						
Certificate of Deposit (6 Months) matures 03/07/2012	0.90	0.90				
Balance	$5,086,757	$5,086,757				
Certificate of Deposit (6 Months) matures 09/06/2012			0.75	0.75	0.75	0.75
Balance			$5,109,636	$5,109,636	$5,109,636	$5,109,636
TOTAL BALANCE INVESTED	$41,419,463	$37,695,418	$62,265,765	$51,664,063	$40,311,283	$37,896,533
Less: Quasi Endowment	($1,743,728)	($1,743,728)	($1,743,728)	($1,743,728)	($1,743,728)	($1,743,728)
AVAILABLE BALANCE	$39,675,735	$35,951,690	$60,522,037	$49,920,335	$38,567,555	$36,152,805

YTD Realized & Unrealized Gain (Loss)	$494,710
YTD Interest Income	$603,431
Grand Total	$1,098,141

COMMUNITY COLLEGE OF PHILADELPHIA

INVESTMENT PERFORMANCE SUMMARY ANALYSIS

JULY 1, 2012 - JUNE 30, 2013

	July 2012	August 2012	September 2012	October 2012
Commonfund				
Multi-Strategy Bond Fund	1.70	0.61	0.97	0.22
Barclays Capital U.S. Aggregate Bond Index	1.38	0.07	0.14	0.20
Balance	$5,316,172	$5,348,730	$5,355,928	$5,367,720
Intermediate term fund (Annualized Total return)	8.24	5.30	5.11	2.12
Benchmark: 3-month Treasury Index	2.83	0.12	0.00	-0.59
Balance	$2,501,395	$2,512,527	$2,513,961	$5,518,544
TIAA-CREF				
Monthly Rate of Return	2.56	2.48	2.48	2.31
Money Market Funds	465,649	503,323	514,729	579,340
U.S. Treasury Obligations	3,917,176	3,591,924	3,591,241	3,583,876
U.S. Government Agencies	2,013,774	2,233,957	2,229,061	2,158,021
Corporate & Foreign Bonds	4,267,996	4,358,000	4,367,374	4,388,710
Cash	-	-	-	-
Balance	$10,664,595	$10,687,204	$10,702,405	$10,709,947
National Penn Bank				
Municipal Flex Money Market Fund	0.25	0.25	0.25	0.25
Balance	$1,116,942	$1,117,179	$1,117,408	$1,117,644
Wells Fargo Bank				
High Performance Money Market Fund	0.40	0.40	0.40	0.40
Balance	$258,116	$5,259,063	$5,260,772	$13,263,414
Concentration Account	0.25	0.25	0.25	0.25
Balance	$17,444,322	$11,526,571	$5,855,073	$9,744,525
PNC Bank				
Business Premium Money Market Fund	0.10	0.10	0.10	0.10
Balance	$32,480	$32,452	$32,423	$32,395
Valley Green Bank				
Business Premium Money Market Fund	0.50	0.50	0.50	0.50
Balance	$253,352	$253,460	$253,564	$253,656
Certificate of Deposit (6 Months) matures 09/06/2012	0.75	0.75		
Balance	$5,109,636	$5,109,636		
Certificate of Deposit (6 Months) matures 03/07/2013			0.75	0.75
Balance			$5,128,780	$5,128,780
TOTAL BALANCE INVESTED	$42,697,010	$41,846,822	$36,220,314	$51,136,625
Less: Quasi Endowment	($1,914,234)	($1,914,234)	($1,914,234)	($1,914,234)
AVAILABLE BALANCE	$40,782,776	$39,932,588	$34,306,080	$49,222,391

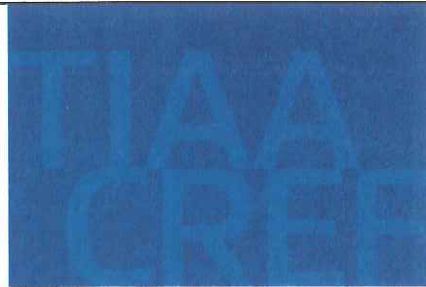*YTD Realized & Unrealized Gain (Loss)*
YTD Interest Income
Grand Total

ATTACHMENT C

TIAA-CREF INVESTMENT MANAGEMENT PRESENTATION

TIAA CREF
Financial Services

Community College of Philadelphia
Investment Review
November 28, 2012

Ellyn Korzun
Senior Director, Fixed Income
TIAA-CREF Trust Company, FSB

Laura J. Allen, CFA
Senior Portfolio Manager
TIAA-CREF Trust Company, FSB
Investment Management & Fiduciary Services

Economic Review

- **Real GDP** rose at a 2% annual rate in the third quarter of 2012 compared to 1.3% in the second quarter. Consumer spending, residential investment, and defense outlays were the primary contributors, while lower capital spending, exports and inventories subtracted from growth in the quarter.

- **Labor market** conditions continued to improve but at an uneven rate. Payrolls increased further year to date through October, with the unemployment rate remaining below 8%. Consumer confidence measures have advanced in recent months and are above year ago levels.

- **US housing** activity gradually improving. Boosted by record low mortgage rates, existing home sales were up 11% in October compared to a year ago. Inventories continued to drop, representing about five months of supply. Median existing home prices rose 11% from a year ago, supported by fewer distressed sales.

- **Manufacturing** activity started the year on a solid note but contracted in the third quarter. Industrial production rebounded in September and fell modestly in October, due in part to the impact of Hurricane Sandy.

- **Core inflation**, excluding food and fuel costs, rose at a 2% annual rate in October. Headline inflation, as measured by the CPI, edged higher with rising food prices, increasing at a 2.2% annual rate. Wage pressures remain contained, with average hourly earnings rising at a record low 1.6% annual rate in October.

Percent Change in Real GDP
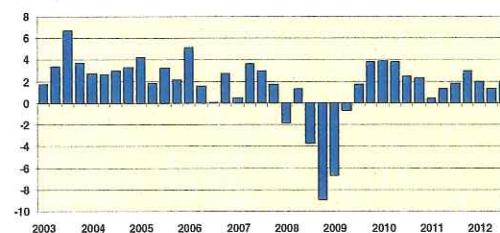
Change in Payroll Employment (000)
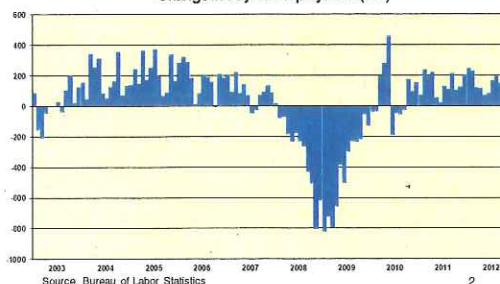
Source, Bureau of Labor Statistics

2

## Economic Outlook
Continued Sluggish Growth

- **Real GDP** is expected grow at a modest pace in the 2H12, supported by positive consumer spending, moderate gains in capital investment, and better manufacturing activity. While fiscal policy will be a restraint to growth in 2013, monetary policy is expected to remain highly accommodative both here and abroad.

- **Corporate profit** growth decelerated in the second and third quarters, impacted by the slowdown in global economic activity and a higher US dollar. Cash flows for US corporations remain healthy and should support improved business spending and job growth.

- **Consumer** expenditures are expected to continue to expand assisted by gains in employment and firming home prices. Volatile energy costs and reductions in federal, state and local budgets are potential constraints.

- **Core inflation** is expected to be relatively tame. The Federal Reserve and investors remain focused on the trend in inflation expectations.

- **Key risks** include flaring of the European sovereign debt crisis, a deepening Eurozone recession, slowing growth in China, and the direction of US fiscal policy in 2013.

Real GDP (Annualized Quarterly Change) around Business Cycle Troughs
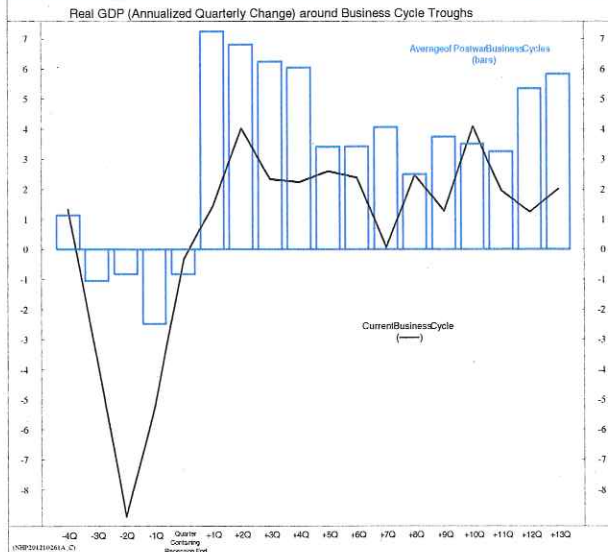
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Capital Markets Review
Period Ending October 31, 2012

|	One Month	Year to Date	One Year
Equity Markets			
S&P 500 Index	-1.9%	14.3%	15.2%
Russell Mid-Cap	-1.0%	12.8%	12.1%
Russell 2000	-2.2%	11.8%	12.1%
MSCI EAFE	0.8%	11.0%	4.6%
MSCI Emerging Markets	-0.6%	11.3%	2.6%
Fixed Income Markets			
Barclays Capital Aggregate	0.2%	4.2%	5.3%
Barclays Government Bond	-0.2%	1.9%	3.5%
Barclays US TIPS	0.9%	7.2%	8.0%
BofA/Merrill Lynch Corporate Master	1.3%	10.5%	10.5%
BofA/Merrill Lynch High Yield Master	0.8%	12.8%	13.2%

One Year Equity Returns

One Year Bond Returns

4
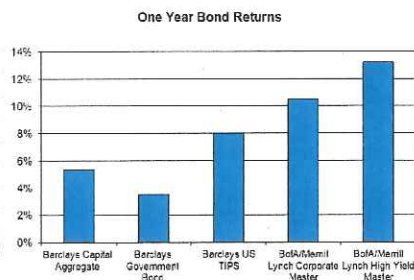
Community College of Philadelphia
Asset Summary

Asset Class	10/31/2012 Market Value	10/31/2012 % of Assets	Index*	Allowable Range	
				Minimum	Maximum
Cash Equivalents	**$579,284**	**5.3%**			
GS Prime Obligations Fund	579,284	5.3%	0.0%	0.0%	25.0%
Fixed Income	**$10,130,364**	**94.7%**			
US Treasuries	3,583,633	33.5%	56.9%	28.5%	100.0%
US Government Agencies	2,158,021	20.2%	15.3%	7.6%	30.5%
US Corporate Bonds	4,388,710	41.0%	27.8%	13.9%	55.7%
Total Portfolio	**$10,709,648**	**100.0%**			

*Barclays Capital Intermediate Government/Credit Index
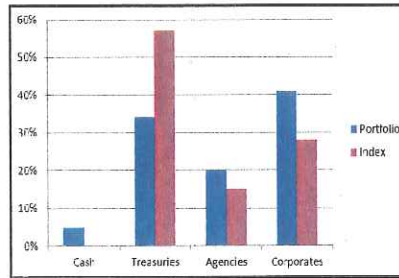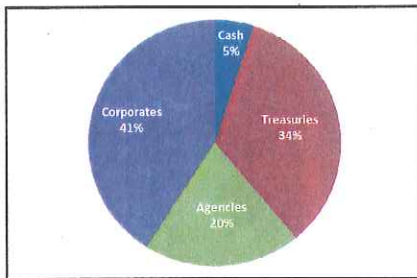
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Community College of Philadelphia
Corporate Bond Sector Allocation

Sector	Portfolio	Index*
Financial	16.8%	10.5%
Utility	0.0%	2.4%
Consumer	9.3%	7.3%
Technology	5.6%	1.4%
Energy	2.8%	1.8%
Telecom	4.1%	2.3%
Transportation	2.4%	0.4%
Total Corporate Bonds	**41.0%**	**26.1%**

*Barclays Capital Intermediate Government/Credit Index
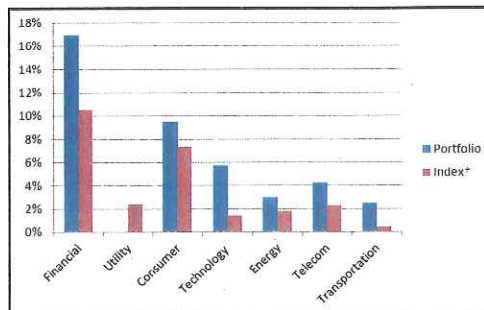
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Community College of Philadelphia
Investment Returns as of October 31, 2012

	Latest 3 Months	June Fiscal YTD	Calendar YTD	One Year	Since 5/31/11 Inception
Total Assets	0.5%	1.6%	3.9%	4.7%	5.1%
*Blended Index**	0.6%	1.5%	3.5%	4.1%	4.7%
Total Fixed Income, Excluding Cash	0.5%	1.7%	4.1%	5.0%	5.4%
Barclays Intermediate Govt/Credit Index	0.6%	1.6%	3.7%	4.2%	4.8%
Cash and Cash Equivalents	0.0%	0.0%	0.1%	0.1%	0.1%
MFR All Taxable Index	0.0%	0.0%	0.0%	0.0%	0.0%

All returns include the effects of all principal change and income, and returns for longer than one year are annualized

Total Account Blended Index: Monthly average asset mix allocations, Report period average asset mix allocation detailed below
05/31/11 - 10/31/12 93.58% BC Inter Gv/Cr, 6.42% MFR All Taxable

7

TIAA CREF

Financial Services

tiaa-cref.org

MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, January 23, 2013– 9:00 A.M.

Present: Mr. Jeremiah White, Jr., presiding; Mr. Matthew Bergheiser, Ms. Suzanne Biemiller, Ms. Jennie Sparandara, Stella Tsai, Esq., Dr. Thomas R. Hawk, Mr. Gary Bixby, Mr. Todd Murphy, Mr. James P. Spiewak, Jill Garfinkle Weitz, Esq., and representing PNC Bank, Mr. Jeffrey T. Hutchinson, Vice President, Public Finance and Ms. Lindsey Richards

AGENDA – PUBLIC SESSION

(1) **Financing Plan for West Building Construction Project and Refinancing of Remaining Series 1999 Revenue Bonds (Action Item):**

a. **Financing Plan for West Building Projects (Action Item):**

Discussion: As reviewed with the Committee at the November 28, 2012 meeting, the final phase of the current Main Campus Construction project will require borrowing an additional 2.4 million dollars in order for the projects to be completed. This money will be used to complete the following West Building projects: 1) construction of the new suite of classrooms, laboratories and offices for the Architecture, Design and Construction programs in the former Counseling Center and Allied Health Program staff offices; (2) consolidation of the Math, Science and Health Careers Division into one integrated suite of spaces for the Division's academic department heads, curriculum coordinators, and administrative and support staff; and (3) construction of three new labs—engineering technology, process control, and multi-function science.

Four banks were asked to submit proposals for providing the $2.4 million bank loan. The most competitive proposal was received from PNC Bank who will lend the $2.4 million to the College at a rate of 1.845% for a seven year loan. Attachment A contains the amortization schedules. The schedules in Attachment A show the slight variances in interest payments which will occur depending upon the date of the execution of the loan. The date of the loan will depend upon the time required to complete the loan procedures including the refunding of the Series 1999 Revenue Bonds. (See part b.)

b. **Proposed Refunding of Series 1999 Revenue Bonds (Action Item):**

Discussion: Dr. Hawk explained that the College's oldest debt, the Series 1999 Revenue Bonds, has two remaining payments on June 30, 2013 and June 30, 2014 at interest rates of 4.80% and 4.85% respectively. These bonds can be refunded and the remaining principle financed by a PNC bank loan at a rate of 1.15%. This will result in estimated present value savings of approximately $62,000. Because this transaction can be undertaken in conjunction with the above seven year loan, there will be no significant issuance costs associated with this transaction. The present value savings will be used to help fund current capital projects.

Attachment A contains the financial details for the recommended refunding of the 1999 Revenue Bonds. The amount of the savings from the refinancing will depend upon the date that the required refunding and lending procedures can be completed. Mr. J.T. Hutchinson, Vice President, Public Finance, PNC Bank, briefly provided an overview for the transactions. Mr. Hutchinson noted that a 30 day notice for the tender offer for the outstanding bonds was required. The tender offer should not be made until the financing commitments from PNC are fully executed. The anticipated date for completing the two transactions is March 15, 2013.

Attachment B contains a Board resolution prepared by Kevin Scott, Esq., Fox, Rothschild, LLP, in support of these recommended financial transactions. The Committee was asked to recommend this resolution to the full Board.

Action: Ms. Tsai moved and Ms. Biemiller seconded the motion that the Committee recommend to the full Board the enactment of the attached Resolution which authorizes staff to refinance the remaining 1999 Series Revenue Bonds and undertake borrowing of $2.4 million from PNC Bank to complete the West Building Renovation Projects. The motion passed unanimously. Mr. Bergheiser recommended that the financing plan be briefly described to the full Board at the time of Board action on the consent agenda.

(2)   Affordable Care Act Update (Information Item):

Jill Garfinkle Weitz, Esq., College General Counsel, provided the Committee with an update on the Affordable Care Act (ACA) and how it will impact the College. The ACA is being phased in over several years. The College was required to implement one change in September 2010. This was the extension of health care benefits to dependents of employees up until the age of 26. Two new changes will go into effect as of January 1, 2014. A new fee per covered life of $63 will be put in place to address the financial impact to insurance carriers caused by the requirement to provide health care coverage for pre-existing conditions. The College has approximated 2,500 covered lives so the cost for the College of this provision will be $150,000 in calendar year 2014. A potentially more significant change for the institution will occur with the change in the provision to provide health care coverage to certain categories of part-time employees.

Effective January 1, 2014, the ACA will require large employers (defined as employers with 50 or more FTE employees) to provide health care coverage for all of their full-time employees (or pay a penalty). An employee is considered to be "full-time" if he or she works 30 hours or more per week. Therefore, for current employees as of January 1, 2014, the College will be required to provide healthcare coverage for any part-time employee who worked an average of 30 hours or more per week in the 2013 calendar year.

Ms. Weitz commented on a variety of strategies were possible to address the financial implications of the Affordable Care Act. Dr. Hawk noted that the ACA cost issue was one of many that was being addressed in the current budget development planning for the 2013-14 year. The budget plan presented to the Committee in May and the

Board in June will include a plan to address the financial requirements associated with the Affordable Care Act.

Ms. Weitz commented briefly on the part-time faculty issues associated with the Affordable Care Act. She noted that the regulatory responsibility for implementing this portion of the Act had been given to the Internal Revenue Service. The Internal Revenue Service has not provided specific regulations; but, in general, has asked colleges and universities to be reasonable with respect to consideration of part-time teaching hours. In general, the requirement is to provide health care benefits if the part-time faculty assignment is 75 percent of the full-time workload or greater. The College's current definition of a full-time faculty member workload is 12 credit hours per semester. The College's current contractual definition of part-time faculty, which is a workload less than the equivalent of 9 credit hours, keeps the part-time faculty members below the standard of a 75 percent workload, the point at which the family health-care coverage is to be provided.

(3)   Landscape Change Order - A. Biddle, $121,330 (Action Item):

Discussion: Dr. Hawk and Mr. Bixby provided the Committee with an update on current efforts to develop a comprehensive Landscape Master Plan for the Main Campus. The landscaping effort for the current Main Campus construction projects includes three areas: (1) the courtyard area in front of the Bonnell Building on the east side of 16th Street; (2) the courtyard area in front of the Gym, and beside the Winnet and Pavilion Buildings on the west side of 17th Street; and (3) the corner of 18th and Spring Garden Streets, a pocket park area which will become the site for the College's Public Art Project. Attachment C contains graphic displays prepared by the architect team showing preliminary design concepts for the developments of each of these areas.

Dr. Hawk noted that as a part of the landscape planning process, a comprehensive Landscape Master Plan had been developed for all green areas on the College's Main Campus. Mr. Bixby stated the College had received tremendous support from the Philadelphia Water Department and the Streets Departments in its efforts to develop the Landscape Master Plan. As part of its green initiatives, the College has undertaken a comprehensive stormwater management effort to manage a large percentage of the stormwater coming onto the Main Campus on both sides of 17th Street. In addition to managing stormwater for the new construction and the site, the enhanced stormwater management approaches have also diverted stormwater from some existing building areas that previously had gone into the sewers, and moved the stormwater into newly-constructed stormwater management basins on the Main Campus site. This, in turn, will result in credits to the College in terms of its water cost, and is encouraging the Philadelphia Water Department to give a grant to the College associated with the overall Landscaping Plan which will allow comprehensive traffic calming measures to be put in place along 17th Street.

The College's Landscape Master Plan involves the comprehensive use of sustainable design principles to demonstrate effective use of sustainable landscape in an urban environment. One of the goals will be to have a significant variety of low-maintenance plant specimens that thrive in an urban environment. The College is

supporting both the Spring Garden Greenway Project and the Viaduct Green Project, both of which have the potential to significantly increase the quality of green space areas adjacent to the College's Main Campus and help demonstrate the College's commitment to green design strategies in an urban environment.

Dr. Hawk stated that, in conjunction with the ongoing development of the Master Landscape Planning process and the Philadelphia Water Department Stormwater Management Program, a scope increase is required to address the second phase of the landscaping plan for the Bonnell side of 17th Street, the Bonnell Plaza. The original Bonnell Plaza Landscape Plan was not fully developed pending a collaborative resolution of stormwater management issues with the Philadelphia Water Department. The landscape effort to be undertaken by the funds from this change order will include: the enhancements to outdoor student spaces, additional walkways, provisions for future lighting/camera fixtures, grading for proper stormwater controls, and completion of all the green areas. Belgian blocks, salvaged during the project's demolition phase, will be reused and will become an accent feature in multiple tiers for student seating spaces and wall-type seating. An outdoor dining area will be created to complement the recently-opened Starbucks Coffee Express in the ground floor of the Bonnell Building. The successful bidder for the landscape portion of the Main Campus project was A. Biddle. The firm has already successfully completed the first phase of the landscape effort. To complete the second phase, a change order in the amount of $121,330 is required to be issued to A. Biddle. This change order can be accommodated within the approved project budget. Additional landscape features including trees, benches, lighting systems and security cameras will be introduced at a later date using the services of other contractors.

Action: Mr. Bergheiser moved and Ms. Sparandara seconded the motion that the Committee recommend to the full Board approval of the landscape change order to A. Biddle in the amount of $121,330 for the completion of the second phase of the Bonnell Plaza landscaping effort. The motion passed unanimously.

(4) West Building Change Orders (Action Item):

(a) Apex Electrical Services - $166,000
(b) Ernest Bock & Sons - $78,000

Discussion: At the time the Main Campus construction project was bid, the successful bidders for electrical and general trades work were Apex Electric and Ernest Bock and Sons respectively. When the decision was made to delay the West Building projects until the current year, the value of the West Building construction was deducted from the Apex and Bock contracts. Change orders are required to be approved by the Board to reinstate the portions of the contracts required for the completion of the West Building. These change orders are for the portion of the project on the 2nd floor in the space allocated for the Math, Science and Health Careers Divisional Office Suite.

Mr. Bixby noted that as final cost proposals are developed for each component of the West Building projects, change orders in excess of $50,000 will be presented to the Board for approval.

Action: Mr. Bergheiser moved and Ms. Sparandara seconded the motion that the Committee recommend to the full Board the following West Building change orders required to complete the Math, Science and Health Careers Divisional Office Suite:

(a) Apex Electrical Services - $166,000
(b) Ernest Bock & Sons - $78,000

The motion passed with Ms. Tsai and Ms. Biemiller abstaining.

(5) Main Campus Construction Update (Information Item):

Mr. Bixby provided the Committee with an update on the recent progress on the construction projects currently underway at the Main Campus. The new Micro/Biotechnology laboratory on the third floor of the West Building opened successfully for the Spring 2013 term. The 17th Street crosswalk has been completed and planning is underway to complete all of the traffic calming measures to be installed on 17th Street. Both the Math, Science, and Health Careers Divisional Suite and the Architecture, Design and Construction Programs Suite are planned for completion by mid-May 2013.

(6) Next Meeting Date:

The next meeting of the Committee is scheduled for Wednesday, February 20, 2013 at 9:00 A.M. in the Isadore A. Shrager Boardroom, M2-1.

TRH/lm
BAC\BUSINESS AFFAIRS COMMITTEE MEETING MINUTES JANUARY 23, 2013.PDF

ATTACHMENT A

**PNC DEBT SERVICE
AMORTIZATION SCHEDULES
AND LOAN INFORMATION FOR THE PLANNED
BORROWING OF $2.4 MILLION TO COMPLETE
THE WEST BUILDING PROJECTS AND THE
REFINANCING OF THE REMAINING SERIES
1999 REVENUE BONDS**

Community
College
of Philadelphia

Thursday, January 17, 2013

PNC

The analysis below shows that based on today's indicative rates, it will cost the college about $4,300 per month, or approximately $142 per day to wait on the closing of the Series 2013A&B Notes. Please note that there is a 30 day redemption notice requirement to the trustee to refund the bonds. In order to close by March 1, 2013, notification will have to be issued by January 31, 2013.

Funding Date:	Series 2013A: Initial Interest Payment (11/01/2013)	Series 2013B: Refunding Savings	Cumulative Cost to Wait
March 1, 2013	$26,106	$62,600	N/A
April 1, 2013	$22,812	$54,961	($4,345)
April 30, 2013	$19,636	$47,582	($8,548)

Series 2013A Amortization Schedules and Series 2013B Refunding Analysis. Three Series 2013A schedules were run assuming a closing date of March 1, April 1, and April 30. In addition, pages 6-8 contain three separate refunding analyses that also assume a closing date of March 1, April 1, and April 30.

$2,400,000

Series 2013 Capital Improvement Note - 7 yr March 1, 2013

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
03/01/2013	-	-	-	-	-
11/01/2013	277,517.95	-	26,106.53	303,624.48	-
05/01/2014	-	-	19,579.90	19,579.90	-
06/30/2014	-	-	-	-	323,204.38
11/01/2014	286,689.29	1.845%	19,579.90	306,269.19	-
05/01/2015	-	-	16,935.19	16,935.19	-
06/30/2015	-	-	-	-	323,204.38
11/01/2015	292,027.95	1.845%	16,935.19	308,963.14	-
05/01/2016	-	-	14,241.23	14,241.23	-
06/30/2016	-	-	-	-	323,204.37
11/01/2016	297,466.03	1.845%	14,241.23	311,707.26	-
05/01/2017	-	-	11,497.11	11,497.11	-
06/30/2017	-	-	-	-	323,204.37
11/01/2017	303,005.38	1.845%	11,497.11	314,502.49	-
05/01/2018	-	-	8,701.88	8,701.88	-
06/30/2018	-	-	-	-	323,204.37
11/01/2018	308,647.88	1.845%	8,701.88	317,349.76	-
05/01/2019	-	-	5,854.60	5,854.60	-
06/30/2019	-	-	-	-	323,204.36
11/01/2019	314,395.46	1.845%	5,854.60	320,250.06	-
05/01/2020	-	-	2,954.31	2,954.31	-
06/30/2020	-	-	-	-	323,204.37
11/01/2020	320,250.06	1.845%	2,954.31	323,204.37	-
06/30/2021	-	-	-	-	323,204.37
Total	**$2,400,000.00**	**-**	**$185,634.97**	**$2,585,634.97**	**-**

Yield Statistics

Bond Year Dollars	$10,246.53
Average Life	4.269 Years
Average Coupon	1.8116867%
Net Interest Cost (NIC)	1.8116867%
True Interest Cost (TIC)	1.8098267%
Bond Yield for Arbitrage Purposes	1.8098267%
All Inclusive Cost (AIC)	1.8098267%

IRS Form 8038

Net Interest Cost	1.8116867%
Weighted Average Maturity	4.269 Years

PNC

Community College of Philadelphia

$2,400,000

Series 2013 Capital Improvement Note - 7 yr April 1, 2013

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
04/01/2013	-	-	-	-	-
11/01/2013	280,400.00	-	22,812.20	303,212.20	-
05/01/2014	-	-	19,553.31	19,553.31	-
06/30/2014	-	-	-	-	322,765.51
11/01/2014	286,300.00	1.845%	19,553.31	305,853.31	-
05/01/2015	-	-	16,912.19	16,912.19	-
06/30/2015	-	-	-	-	322,765.50
11/01/2015	291,631.42	1.845%	16,912.19	308,543.61	-
05/01/2016	-	-	14,221.89	14,221.89	-
06/30/2016	-	-	-	-	322,765.50
11/01/2016	297,062.11	1.845%	14,221.89	311,284.00	-
05/01/2017	-	-	11,481.49	11,481.49	-
06/30/2017	-	-	-	-	322,765.49
11/01/2017	302,593.94	1.845%	11,481.49	314,075.43	-
05/01/2018	-	-	8,690.07	8,690.07	-
06/30/2018	-	-	-	-	322,765.50
11/01/2018	308,228.78	1.845%	8,690.07	316,918.85	-
05/01/2019	-	-	5,846.66	5,846.66	-
06/30/2019	-	-	-	-	322,765.51
11/01/2019	313,968.55	1.845%	5,846.66	319,815.21	-
05/01/2020	-	-	2,950.30	2,950.30	-
06/30/2020	-	-	-	-	322,765.51
11/01/2020	319,815.20	1.845%	2,950.30	322,765.50	-
06/30/2021	-	-	-	-	322,765.50
Total	**$2,400,000.00**	-	**$182,124.02**	**$2,582,124.02**	-

Yield Statistics

Bond Year Dollars	$10,034.79
Average Life	4.181 Years
Average Coupon	1.8149267%
Net Interest Cost (NIC)	1.8149267%
True Interest Cost (TIC)	1.8134200%
Bond Yield for Arbitrage Purposes	1.8134200%
All Inclusive Cost (AIC)	1.8134200%

IRS Form 8038

Net Interest Cost	1.8149267%
Weighted Average Maturity	4.181 Years

$2,400,000

Series 2013 Capital Improvement Note - 7 yr April 30, 2013

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
04/30/2013	-	-	-	-	-
11/01/2013	283,178.55	-	19,636.16	302,814.71	-
05/01/2014	-	-	19,527.68	19,527.68	-
06/30/2014	-	-	-	-	322,342.39
11/01/2014	285,924.69	1.845%	19,527.68	305,452.37	-
05/01/2015	-	-	16,890.02	16,890.02	-
06/30/2015	-	-	-	-	322,342.39
11/01/2015	291,249.12	1.845%	16,890.02	308,139.14	-
05/01/2016	-	-	14,203.25	14,203.25	-
06/30/2016	-	-	-	-	322,342.39
11/01/2016	296,672.70	1.845%	14,203.25	310,875.95	-
05/01/2017	-	-	11,466.44	11,466.44	-
06/30/2017	-	-	-	-	322,342.39
11/01/2017	302,197.28	1.845%	11,466.44	313,663.72	-
05/01/2018	-	-	8,678.67	8,678.67	-
06/30/2018	-	-	-	-	322,342.39
11/01/2018	307,824.73	1.845%	8,678.67	316,503.40	-
05/01/2019	-	-	5,838.99	5,838.99	-
06/30/2019	-	-	-	-	322,342.39
11/01/2019	313,556.97	1.845%	5,838.99	319,395.96	-
05/01/2020	-	-	2,946.43	2,946.43	-
06/30/2020	-	-	-	-	322,342.39
11/01/2020	319,395.96	1.845%	2,946.43	322,342.39	-
06/30/2021	-	-	-	-	322,342.39
Total	$2,400,000.00	-	$178,739.12	$2,578,739.12	-

Yield Statistics

Bond Year Dollars	$9,830.13
Average Life	4.096 Years
Average Coupon	1.8182776%
Net Interest Cost (NIC)	1.8182776%
True Interest Cost (TIC)	1.8170837%
Bond Yield for Arbitrage Purposes	1.8170837%
All Inclusive Cost (AIC)	1.8170837%

IRS Form 8038

Net Interest Cost	1.8182776%
Weighted Average Maturity	4.096 Years

$2,565,615

Series 2013B- March 1, 2013

Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
06/30/2013	1,233,336.34	1,233,336.34	1,295,922.50	62,586.16
06/30/2014	1,352,564.99	1,352,564.99	1,352,565.00	0.01
Total	$2,585,901.33	$2,585,901.33	$2,648,487.50$	62,586.17

PV Analysis Summary (Net to Net)

Net PV Cashflow Savings @ 1.150%(Bond Yield)	62,600.55
Net Present Value Benefit	$62,600.55
Net PV Benefit / $2,525,000 Refunded Principal	2.479%
Net PV Benefit / $2,565,615 Refunding Principal	2.440%

Refunding Bond Information

Refunding Dated Date	3/01/2013
Refunding Delivery Date	3/01/2013

$2,575,769

Series 2013B - April 1, 2013

Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
06/30/2013	1,241,042.17	1,241,042.17	1,295,922.50	54,880.33
06/30/2014	1,352,564.99	1,352,564.99	1,352,565.00	0.01
Total	$2,593,607.16	$2,593,607.16	$2,648,487.50$	54,880.34

PV Analysis Summary (Net to Net)

Net PV Cashflow Savings @ 1.150%(Bond Yield)	54,961.92
Net Present Value Benefit	$54,961.92
Net PV Benefit / $2,525,000 Refunded Principal	2.177%
Net PV Benefit / $2,575,769 Refunding Principal	2.134%

Refunding Bond Information

Refunding Dated Date	4/01/2013
Refunding Delivery Date	4/01/2013

$2,585,584

Series 2013B - April 30, 2013

Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
06/30/2013	1,248,472.65	1,248,472.65	1,295,922.50	47,449.85
06/30/2014	1,352,564.99	1,352,564.99	1,352,565.00	0.01
Total	$2,601,037.64	$2,601,037.64	$2,648,487.50$	47,449.86

PV Analysis Summary (Net to Net)

Net PV Cashflow Savings @ 1.150%(Bond Yield)	47,582.42
Net Present Value Benefit	$47,582.42
Net PV Benefit / $2,525,000 Refunded Principal	1.884%
Net PV Benefit / $2,585,584 Refunding Principal	1.840%

Refunding Bond Information

Refunding Dated Date	4/30/2013
Refunding Delivery Date	4/30/2013

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ATTACHMENT B

BOARD RESOLUTION FOR PROPOSED REFUNDING OF SERIES 1999 REVENUE BONDS AND ISSUANCE OF NOTES FOR THE COMPLETION OF THE WEST BUILDING RENOVATON PROJECTS

FEBRUARY 7, 2013

COMMUNITY COLLEGE OF PHILADELPHIA BOARD RESOLUTION
TO REFINANCE REMAINING 1999 SERIES REVENUE BONDS AND UNDERTAKE BORROWING TO COMPLETE WEST BUILDING RENOVATION PROJECTS

FEBRUARY 7, 2013

WHEREAS, the Board has previously approved a Project (the "Capital Project"), consisting generally of the completion of the final phase of the West Building renovations and other improvements to the College's main campus;

WHEREAS, the College has previously issued through a municipal authority its College Revenue Bonds, Series of 1999 (the "1999 Bonds"), of which $2,525,000 currently remain outstanding;

WHEREAS, the College desires to refund the 1999 Bonds to reduce its debt service payments with respect to the 1999 Bonds (the "Refunding Project");

WHEREAS, the College desires to finance the Capital Project and the Refunding Project by issuing tax-exempt notes (the "2013 Notes") in one or more series, directly to a financial purchaser;

WHEREAS, PNC Bank, N. A. (the "Purchaser") submitted a proposal for the purchase of the 2013 Notes (the "Proposal") in an aggregate amount not to exceed $5,500,000 at fixed rates of interest and the College has determined that it is in its best interests to accept the Proposal and proceed with the sale of the 2013 Notes to the Purchaser pursuant thereto.
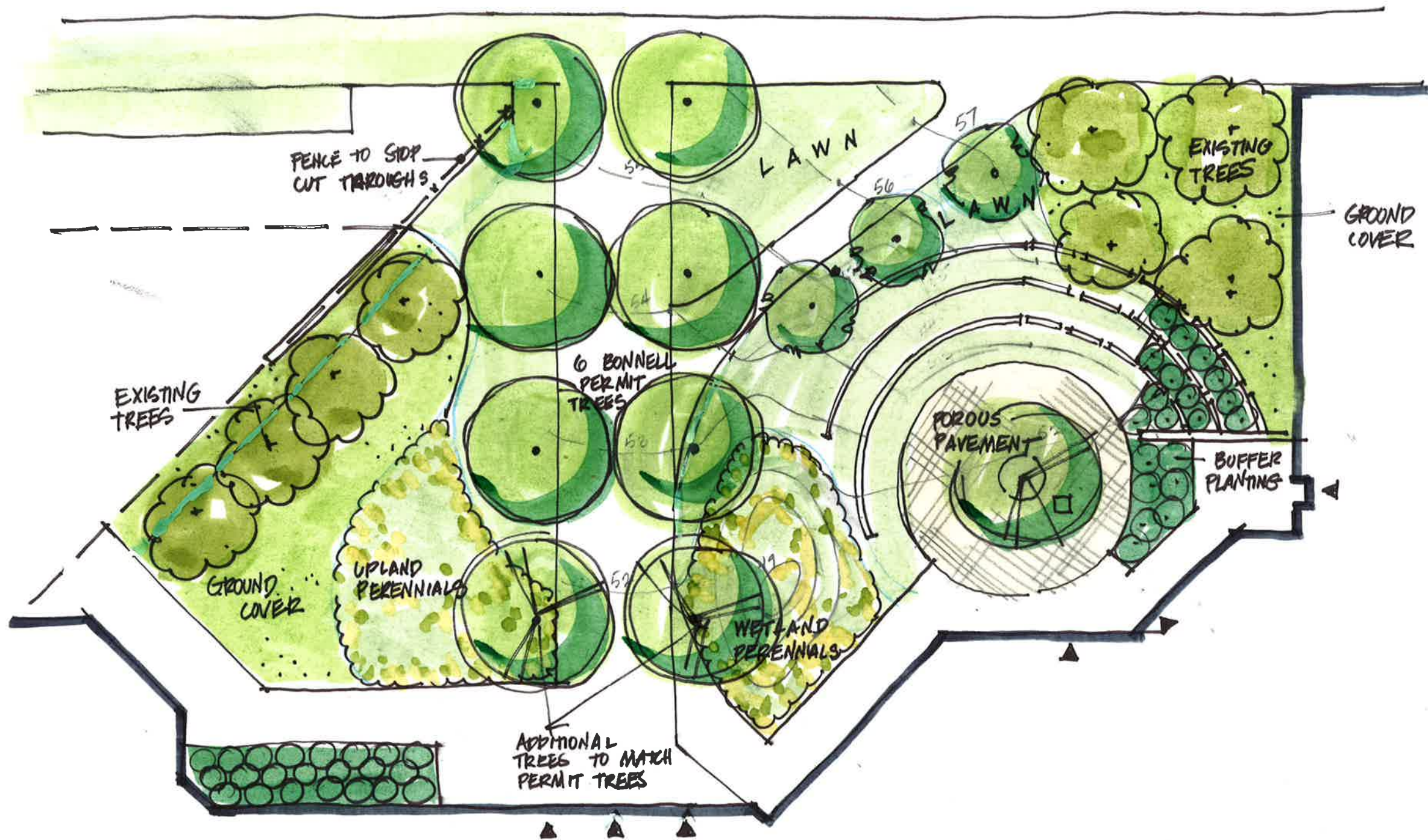
NOW THEREFORE, BE IT RESOLVED, THAT:

1.   The College hereby authorizes the issuance of up to $5,500,000 of tax-exempt notes to finance the Refunding Project and the Capital Project directly to the Purchaser in accordance with the Proposal.

2. .   The President of the College is hereby delegated the power, consistent with the general terms of this Resolution, to approve the final terms of the 2013 Notes, including, without limitation, the principal amount (limited to $5,500,000) thereof, the rates of interest, dates of maturity and redemption, security for the 2013 Notes and other provisions thereof.

3.   The President of the College is hereby delegated the power, consistent with the general terms of this Resolution, to approve the final terms of the forms of loan agreement, bond and other documents required in connection with the financing and the President and any other authorized officer be and hereby are authorized and directed to execute and deliver, as appropriate, such documents.

4.   The College may apply its general funds to pay Capital Project expenditures pending the issuance of the 2013 Notes with the expectation that amounts so advanced will be reimbursed from the proceeds thereof.

5.   The President and any other authorized officer be and hereby are authorized and directed to execute and deliver any and all other documents and to do any and all other things necessary or desirable in the opinion of such officers to complete the Capital and Refunding Projects and consummate the transactions contemplated by these Resolutions.

ATTACHMENT C

PRELIMINARY LANDSCAPE DESIGNS FOR THREE CAMPUS AREAS:

- **The Courtyard Area in Front of the Bonnell Building on the East Side of 16th Street**

- **The Courtyard Area in Front of the Gym, and Beside the Winnet and Pavilion Buildings on the West Side of 17th Street**

- **The Corner of 18th and Spring Garden Streets, Which Will Become the Site for a Pocket Park and the College's Public Art Project**

FENCE TO STOP
CUT THROUGHS

LAWN

57

56

EXISTING
TREES

GROUND
COVER

EXISTING
TREES

GROUND
COVER

6 BONNELL
PERMIT
TREES

LAWN

POROUS
PAVEMENT

BUFFER
PLANTING

UPLAND
PERENNIALS

WETLAND
PERENNIALS

GROUND
COVER

ADDITIONAL
TREES TO MATCH
PERMIT TREES

CCP BONNELL PLAZA
REFINED CONCEPT   9/24/12   1"=20'

ANNOUNCE CCP

LUSH LANDSCAPING

PRIVATE SEATING

MAJOR SCULPTURE

SHADY RETREAT

COMMEMORATIVE FEATURES

ENTRY PORTAL