

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

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

Presiding: Ms. Stacy Holland
Present: Ms. Helen Cunningham, Dr. Stephen Curtis, Ms. Varsovia Fernandez,
Dr. Judith Gay, Dr. Samuel Hirsch, Dr. James Roebuck, Ms. Lydia
Hernández Vélez
Guests: Dr. Mary Anne Celenza, Ms. Sally Rensch, Ms. Deborah Rossi,
Mr. Brian Seymour, Dr. Sharon Thompson

(1) Executive Session

No Executive Session was held.

(2) Public Session

(a) Approval of the Minutes of November 3, 2011

The minutes were accepted.

**(b) Academic Program Audit: Liberal Arts – Honors Option Program
(Action Item)**

Dr. Thompson and Mr. Seymour gave an overview of the Liberal Arts – Honors Option Program. The Honors Program became a curriculum in 2006. The goals are to expand the program by offering it at other sites and to increase persistence to graduation. Among the unique aspects of the program are: students who have not traditionally been thought of as “honors” students become successful in the program; the program has an emphasis on getting students to communicate effectively, both in writing and orally; students can participate in the program part-time after a full-time semester; students who are not in “honors” can take an honors section of some courses.

There was a discussion about what is necessary to increase enrollment and persistence to graduation. Mr. Seymour mentioned marketing as one important need. He believes the program creates a learning community within the College that is appealing to students and that can be marketed to potential students. The program uses high impact practices. Enrollment is now at about 120 students. Enrollment is actually at capacity for the current main campus

facility. They have tried to expand the program to the Northeast Regional Center but have not been successful. Four year colleges sometimes make attractive offers to students before they graduate. We need to give students a reason to stay. Recently a student club and an alumni club were started.

Action: The Student Outcomes Committee of the Board agreed to recommend the following to the Board of Trustees: Accept the academic program audit for the Liberal Arts – Honors Option Program and approve the Program for five years.

(c) Modified Academic Program Audit: Diagnostic Medical Imaging Audit (Action Item)

Dr. Celenza gave an overview of the program which she described as excellent. The Program provides a quality education and is careful in monitoring and supporting students. She cited the exceptional certification exam results for graduates, the strong advisory committee and the fact that the program has had an assessment plan in place since 2003. The one issue of concern is student retention. A unique aspect of the College's program is that we do not just teach x-ray. Students learn a broad range of imaging modalities.

Ms. Fernandez asked if the College has a relationship with St. Christopher's Hospital. Ms. Rensch said that St. Christopher's has its own program. The College uses Children's Hospital of Philadelphia (CHOP).

Ms. Fernandez asked whether the College has formed any partnerships such as with General Electric (GE) to get equipment. Ms. Rensch stated that the College has tried to get off line equipment in the past but has not been successful. The College has used Perkins funding to obtain equipment. Currently the program does not have a desperate need for equipment.

There was a discussion of new avenues for the program. Currently they are interested in CT and MR training. According to Ms. Rensch, there are jobs in the area of women's imaging. The advisory committee suggested that this is a good area for growth. Dual certification may be possible for some students. Each modality requires another certification exam, however. Ms. Rensch also mentioned that as of 2014, people will need an associate's degree to work in the field.

Ms. Fernandez asked to have a tour of the facility. The Dean will make the arrangements.

Action: The Student Outcomes Committee of the Board agreed to recommend the following to the Board of Trustees: Accept the modified program audit for

the Diagnostic Medical Imaging Program and approve the Program for five years.

Next Meeting

The next meeting of the Student Outcomes Committee is scheduled for **Thursday, January 5, 2012** at **1:30 p.m.** in M2-34.

Attachments

Minutes of November 3, 2011
Liberal Arts – Honors Option Program Audit
Diagnostic Medical Imaging Audit

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

MINUTES

Thursday, November 3, 2011

1:30 p.m. – M2-34

Presiding: Ms. Stacy Holland

Present: Dr. Stephen Curtis, Dr. Judith Gay, Dr. Samuel Hirsch, Mr. Chad Lassiter, Ms. Dorothy Sumners Rush

(1) Executive Session

There was no executive session.

(2) Public Session

(a) Approval of Minutes of October 6, 2011

The minutes were accepted.

(b) Honorary Degree Process & Guidelines

The Committee reviewed the Honorary Degree Guidelines, criteria and nomination procedure. It was agreed that education needs to be explicitly stated in the criteria. A few individuals were named as possible nominees. Ms. Holland agreed to a having a call for nominations sent to the full Board with a deadline to have nominations returned by November 30, 2011.

(c) Enrollment Management Plan – 2010-11 Progress Report

Dr. Hirsch provided background information on the development of the Enrollment Management Plan. He stated that as the Plan enters the final year approximately 75% of the strategies have been fully implemented. Dr. Hirsch reviewed the 2010-11 Milestones in each of the Plan's four sections: Recruitment, Marketing, Retention, and Student Enrollment Services. The Plan's four Key Performance Indicators were distributed and discussed. Ms. Sumners Rush commented that over time student services have improved. Ms. Holland asked about the significance relative to FTE versus headcount enrollment data. Dr. Curtis responded that while headcount enrollment is important for calculating areas such as classroom and service needs, FTE's are used to calculate revenue for the College.

(d) Measuring Student Outcomes

Ms. Holland began the discussion by providing an overview of the various data sets, metrics, and performance indicators that the Committee reviews over time. The information is usually provided within the context of an audit, planning outcomes or college key performance indicators. Ms. Holland suggested that for the Student

Outcomes Committee to be as effective as possible it would be helpful that the student outcomes that are provided be somehow put in an overall context and be connected so that it fits more coherently. She also stated that at times it would be important to highlight to the full Board important information that is embedded in the Board's consent agenda. Dr. Curtis agreed. It was decided that Ms. Holland would present the Enrollment Management Plan Key Performance Indicators to the Board at its December meeting.

The meeting was adjourned.

(3) Next Meeting

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

Attachments

Minutes of October 6, 2011

Honorary Degree Guidelines

Enrollment Management Plan 2008-12 – Progress Report for 2010-11

Enrollment Management Plan Key Performance Indicators for 2010-11

Community College of Philadelphia

Academic Program Audit: Liberal Arts – Honors Option Program

Division of Liberal Studies

Authors:

Brian Seymour
Michelle T. Williams
Linda Hansell

11-15-2011

Table of Contents

I. Executive Summary.....	3
II. Program	3
III. Faculty.....	13
IV. Outcomes and Assessment	14
V. Facilities and Equipment.....	24
VI. Demand and Need for the Program.....	24
VII. Operating Costs and Efficiency.....	25
VIII. Findings and Recommendations.....	25
Appendices.....	29

I. Executive Summary

The Liberal Arts- Honors Option Program (Honors) is a select program designed to serve students who plan to advance into professional life through demanding undergraduate and graduate programs in competitive colleges and universities. The curriculum, housed in the Department of History, Philosophy and Religious Studies within the Division of Liberal Studies leads to the Associate Degree, Liberal Arts: Honors Option. Typically students in the Liberal Arts – Honors Option complete two full time semesters (15 credits each). Alternatively, students may select one-15 credit block and 12 additional Honors designated courses to equal the required 27 credits in Honors designated courses out of the overall 61 credits required to qualify for the Associate in Arts (A.A.) degree in Liberal Arts-Honors. All Honors courses are linked (or blocked) to facilitate an interdisciplinary approach to teaching and learning.

One of the program's major strengths is its interdisciplinary approach, which is reflected in the course offerings associated with the program. Additionally, the program's other strengths include: a high level of student satisfaction with the program, and its instructors. Moreover, the program produces students who are more likely than not to succeed in transfer to a four year institution after their departure from the College.

Recommendations emphasize focusing on student recruitment and retention at Regional Centers, and increasing graduation rates. Other recommendations include exploring external collaboration, and continuing the implementation of the program level and course level assessment plans.

II. Program

Educational Mission of the Curriculum

The mission of the curriculum is to enable students to transfer to undergraduate programs that will further their academic skills and allow them to advance to graduate or professional school.

The Honors curriculum is a learning community where faculty and students work together in an active collaborative learning environment. Learning communities group students together in interrelated courses that aim at building group cohesion. These communities build a culture of achievement that is a powerful incentive to personal growth, behavioral change and academic excellence. Rather than building a community around co-curricular activities, the Honors curriculum builds the learning community into the classroom.

The curriculum is designed to encourage students to be self-reflective about their own intellectual processes and to become more aware of the requirements of different academic discourses in the humanities and social sciences. The interdisciplinary approach and instructional methods are designed to socialize students into academic culture to best

prepare them for the path ahead in undergraduate and then graduate and professional degree programs.

Major Goals of the Program

As previously stated, the mission of the Honors curriculum is to prepare students for transfer to baccalaureate programs and then graduate and professional schools after study at Community College of Philadelphia. Major goals associated with this mission include:

- Providing a sustained program for honors students that will both encourage academic growth and enhance transfer prospects
- Immersing students in a learning community with dedicated faculty and engaged students to increase retention and graduation rates
- Preparing students to become self-reflective in their academic processes, encouraging ongoing reflection and self-evaluation to better assimilate the norms of academic culture

The faculty teaching Honors Curriculum courses has defined the following Student Learning Outcomes for successful completion of the Honors curriculum:

- Articulate and demonstrate an understanding of the role of theory in academic discourse.
- Apply strategies for interpretation of texts within and across disciplines.
- Use academic modes of reading, writing and speaking to interpret texts and participate in academic discourse.

The Honors Curriculum is consistent with the College's *Mission* in that it is designed as a "program of study in the liberal arts and sciences....and [teaches] basic academic skills [that] provide a coherent foundation for college transfer." Students gain "a greater insight into their strengths, needs, and aspirations, and greater appreciation of their own cultural background and experience" and an "increased awareness and appreciation of a diverse world where all are interdependent" through an organized introduction to the humanities and social sciences and through an intellectual history approach to the major intellectual problems of the 21st century.

Students also gain a "heightened curiosity and active interest in intellectual questions and social issues" and "improved ability to pursue paths of inquiry, to interpret and evaluate what is discovered, and to express reactions effectively" by the seminar approach to learning and the two semesters of required writing in the Honors Curriculum. Both of these key elements of the program emphasize high level reading and interpretation, high level writing in the disciplines and across-the-curriculum, and high level thinking in verbal presentations.

The Honors curriculum helps support accomplishment of the following priorities outlined in the College's Strategic Plan 2008-2012:

- Provide a more student-centered culture: The learning environment created by the faculty is very supportive. Students have multiple opportunities to interact with faculty outside of class in informal study groups, on field trips and at special lectures and events. The heart of the program is an inter-disciplinary approach to teaching and learning.
- Develop and implement assessment of student learning at the classroom level. A hallmark of the program is the cooperative efforts of the faculty who meet each week to plan and review. In this way, the faculty guides the principal learning activities of the semester by reflecting on material covered and student participation. By noticing particular student involvement, the faculty is engaging in assessment of student learning on a continual basis.

Brief History of the Program

The Honors curriculum is based upon the former Honors Program which was founded at the College in 1979. The original Honors Program was designed as transfer program in the humanities, but it was founded on a cultural literacy model. The program and its practices evolved significantly over 25 years, and while it moved away from the cultural literacy model, the initial pedagogy remains in place in the new curriculum. It uses a cultural induction model, rather than a deficit model of education. The deficit model of education sees students as empty vessels to be filled with information. The cultural induction model sees students as having cultural practices that may be at variance with the academic discourse community. Cultural change is fostered in the Honors curriculum by cultural immersion and participation in at least one full-time semester, which provides not simply more courses, but a total environment that is aimed at immersing students in high level academic discourse.

The curriculum was written in collaboration with over a dozen faculty members from the humanities and the social sciences and proposed to the College in 2005. It was approved and officially launched in fall 2007.

All courses in the Honors curriculum are taught in blocks, either fifteen-credit full-time blocks or six-credit part-time blocks. The first five years of the curriculum featured two full-time cohorts and two part-time cohorts in any one semester. However, fall 2010 saw an expansion of the curriculum to include three full-time cohorts and two part-time cohorts, while spring 2011 saw an expansion to four full-time cohorts. With the expansion, course schedules were realigned to create full time morning and afternoon blocks which increase opportunities for students to enroll in a full time semester. In a similar attempt to serve more students, one full-time block and one part-time block were scheduled for Fall 2011 at the Northeast Regional Campus but failed to enroll enough students to run.

Description of the Curriculum

The Honors curriculum is a select curriculum designed to serve students who plan to advance into professional life through demanding undergraduate and graduate programs

in competitive colleges and universities. Honors prepares its graduates to be exemplary students at their transfer institutions by training them to excel in their mastery of intertextual interpretation, and to understand the role of theory in academics, including knowledge of a range of standard theoretical orientations in the Liberal Arts. Honors courses in the curriculum stress practice in formal academic presentation, both spoken and written, and practice in the conventions of academic discourse and behavior. The Honors curriculum is designed to encourage students to be self-reflective about their own intellectual processes and to become aware of the requirements of different types of inquiry and analyses in the humanities and social sciences.

The courses in the Honors curriculum are designed to be transferable to other colleges and universities. The Honors Curriculum meets the major academic requirements of the National Collegiate Honors Council as they apply to two year colleges. (See Appendix B) The specific courses to be designated Honors were chosen because they serve as introductions to the humanities and social sciences and are typically taken by most liberal arts students in their first and second semesters. The courses in the full-time semester are chosen for the ways in which they allow for interdisciplinary connections. For example, History 297H/298H, History of Philosophy 297H/298H, History of Art 104H, Humanities 101H, Interdisciplinary Studies 297H/298H and World Literature 297H/298H are all organized chronologically, providing for an intellectual history approach to the humanities and social sciences.

Honors courses must be written and approved as Honors or “H” designated courses. They are usually, but not required to be, based on existing courses. For example, Art 104H was based on the existing course Art 104. The courses must be designed to be consistent with the pedagogical practices of Honors. All such courses would be first developed and approved by the Department involved, then approved by the coordinator of the Honors curriculum, in consultation with the current faculty teaching Honors designated courses, and finally go through the normal course development process at the College.

Faculty college-wide are encouraged to develop new Honors courses in their disciplines. All such courses would be developed and approved by the Department involved and the courses would go through the normal course development process at the College.

Liberal Arts: Honors is a select curriculum. Students entering the College for the first time are required to be English 101 ready, demonstrated on the College’s placement examination or approved as comparable experience displayed on transcripts from another institution. Students who enter the Honors Curriculum after completing some college work must have at least a 3.0 GPA in humanities and social science courses. Students may be recommended by faculty members, or counselors, based on their performance at Community College of Philadelphia or another college. In all cases, entry into the Honors Curriculum requires an interview with the Honors faculty.

Entry into the full-time semester is limited to students who have been accepted into the Honors Curriculum. However, students outside the Honors Curriculum that is students who do not change their major to Liberal Arts: Honors Option (LAHO), who meet the minimum requirements for acceptance into the Curriculum, may take the six credit Honors links. This makes an Honors experience open to a wider number of students. It

also allows students to take Honors courses part time before they make up their minds about committing to the Curriculum, thus encouraging students to try out the Curriculum.

In order to receive an LAHO degree, students are required to complete twenty seven Honors designated courses. A typical student usually enters the full time program enrolling in a fifteen credit block in her first semester and then returns for a second fifteen credit semester. In an ideal situation, she would then complete the general education requirements in her remaining two semesters at the College to complete the LAHO degree. In the event that a student is not able or ready to enroll in courses full time, she may enroll in one Honors six credit block per semester. However, at some point she would have to enroll in one full time fifteen credit block in order to qualify for the LAHO degree.

Honors uses a cultural induction model, rather than a deficit model of education. The deficit model of education sees students as empty vessels to be filled with information. The cultural induction model sees students as having cultural practices that are at variance with the academic discourse community. The best way of encouraging cultural change is by cultural immersion that the full-time semesters provide

There are several additional advantages to a full-time semester over a part-time semester. The full-time semester mixes first semester full-time students in the same class with second semester students. This allows second semester students to mentor first semester students. Since students will be taking their full load in the Honors Curriculum, they will have the same students in all of their courses, encouraging friendships and allowing for the development of study groups (which faculty encourage) that will enhance learning. Faculty have found that they can demand more of full-time students in the current Honors program and can more easily mentor those students who have a full-time commitment to Honors courses. Students who make a full-time commitment to linked courses are also less likely to withdraw from their classes, since they would have to drop out of all of their classes.

There are a wide range of disciplines represented in the full-time semester; so, students can more readily make connections among disciplines. There is also a mentoring component in the full-time semester that engages students in thinking about their academic futures. Thus, the full-time semester is much more powerful than a series of part-time experiences. This type of experience is necessary because of the type of students who are attracted to an honors program at the Community College of Philadelphia. If these students are to reach their potential, it is necessary to provide a stronger coordinated learning experience than that found in three credit courses and six credit links.

All Honors courses in the Curriculum are taught as linked courses. The linking of courses allows faculty to concentrate on student processes in ways that are not possible in unlinked courses. Students can learn the relationships among disciplines because faculty from various disciplines are working together to build these interconnections into their courses, rather than relying on students to make connections among independently taught

courses. All Honors Curriculum links are designed to include learning activities in a seminar format. -This cannot be included in individual 3-credit classes because Honors seminars are taught by 2 faculty members with differing perspectives. Linked courses allow faculty to set a single set of standards of behavior and expectations, which is difficult across individual courses because the instructors are not necessarily in contact with one another and are not teaching the same set of students. Writing is central to each of the Honors links (many but not all Honors six credit part-time links includes a writing course) and since the links are cross-disciplinary, it is possible to offer cross-disciplinary writing assignments. This can mean, as with seminar and writing courses, that there are at least two faculty members present in each class meeting, but more importantly it reflects that all teaching faculty work together to design syllabi and weekly schedules; choose texts; assess student work; and generally share responsibility for the progress of the fifteen credit block of courses.

The core of Honors pedagogy revolves around the activities in seminar and writing. Seminars in the current Honors Program meet twice weekly for two hours each and are taught by two faculty members ideally from different disciplines to insure an interdisciplinary approach to the material and so that one faculty member can pay closer attention to the interactions among students and the rhetorical agenda, while the other can focus on the intellectual agenda. Seminars are designed to introduce students to academic conversations. Often, students cannot distinguish the rules of conversation in academic discourse from those of informal conversation. They do not know what types of remarks are expected and what types are prohibited by the norms of academic discourse. Faculty members guide students to an understanding of these norms through a discussion of academic texts related to the overall themes of the semester.

Texts for seminars are chosen for their ability to generate certain types of conversation. Some texts have multiple possible interpretations, some texts have a surface and a deeper interpretation, some texts raise issues about audience and what the author is trying to accomplish with that audience, some texts exhibit a complexity that can profitably be worked out through discussion, and some just have an interesting feature that is likely to provoke discussion. Two students are assigned to lead the seminar as “commentators.” These students are expected to be able to present a five to ten minute analysis of the text that will begin discussion and are expected to be a central part of the discussion that follows. After the end of the seminar, faculty members “de-brief” the commentators, discussing how well they performed their task and how they could improve in the future. For most students, this is the first time they have ever been asked to make a sustained presentation in class. The commentary process is designed to prepare students for this type of activity in future college and professional life.

The writing courses in Honors – ENGL 101H, ENGL 102H, ENGL 195H, ENGL 196H - are structured around a set of writing assignments that ask students to engage in interpretive analysis of texts that can be seen as having multiple incompatible interpretations. Students practice writing on a weekly basis in a required four hundred word on line forum post and additional supplementary on line forums. In addition, students complete a writing assignment that spans the term and will be completed in three

drafts. This assignment develops a hermeneutical problem by outlining a number of possible interpretations and, at the same time, showing how each of the interpretations has some inadequacies. Students are encouraged to defend one interpretation as being more adequate than others or to develop and defend their own interpretation. Student drafts are then shared with the class and one or more of them are used as the basis for discussion in faculty writing class. The writing class is not intended as advice sessions for the authors. Rather, students are encouraged to treat the essay as they would a published paper: they are expected to interpret it rhetorically. Students attempt to understand what the author is doing in the paper relative to an audience. The paper is analyzed as a response to the writing assignment, i.e., as a comment in an ongoing conversation. In subsequent drafts of their papers, students are expected not only to develop their own ideas, but to respond to other student papers. The process thus follows the model of professional academic debate, where authors respond to published essays.

PROGRAM OF STUDY AND GRADUATION REQUIREMENTS:

To qualify for the Associate in Arts (A.A.) degree in Liberal Arts-Honors, a student must complete a minimum of 61 credit hours as prescribed (27 credits of which must be in Honors designated courses) and maintain a 3.0 GPA.

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101 - English Composition I or (ENGL 101H)		3	ENGL 101
Humanities Elective		3	Humanities
MATH 118 - Intermediate Algebra or higher		3	Mathematics
CIS 103 - Applied Computer Technology		3	Tech Comp
Lab Science Elective		4	Natural Science
SECOND SEMESTER			
ENGL 102H - The Research Paper or ENGL195H - Writing in the Humanities and Social Sciences I		3	ENGL 102, Info Lit
PHIL 297H - Philosophy in the Context of Intellectual History: Ancient and Medieval	ENGL 297H , HIST 297H , IDS 297H	3	

HIST 297H - Intellectual History: Ancient and Medieval	ENGL 297H , PHIL 297H , IDS 297H	3	Social Sciences, Am/ Global Diversity
---	---	---	---

ENGL 297H - Literature in the Context of Intellectual History: Ancient and Medieval	PHIL 297H , HIST 297H , IDS 297H	3
---	---	---

IDS 297H - Seminar in the Humanities and Social Sciences: Ancient and Medieval	ENGL 297H , HIST 297H , PHIL 297H	3	Interpretive Studies
--	--	---	-------------------------

THIRD SEMESTER

ENGL 196H - Writing in the Humanities and Social Sciences II		3	Writing Intensive
---	--	---	----------------------

PHIL 298H - Philosophy in the Context of Intellectual History: Modern	ENGL 298H , HIST 298H , IDS 298H	3
---	---	---

HIST 298H - Intellectual History: Modern	ENGL 298H , PHIL 298H , IDS 298H	3
---	---	---

ENGL 298H - Literature in the Context of Intellectual History: Modern	PHIL 298H , HIST 298H , IDS 298H	3
---	---	---

IDS 298H - Seminar in the Humanities and Social Sciences: Modern	ENGL 298H , HIST 298H , PHIL 298H	3
--	--	---

FOURTH SEMESTER

Science Elective (non-lab or lab)		3/4
-----------------------------------	--	-----

Humanities Elective		3
---------------------	--	---

General Elective*		3
-------------------	--	---

General Elective*		3
-------------------	--	---

General Elective*		3
-------------------	--	---

Minimum Credits Needed To Graduate: 61

Program Entry Requirements:

This program is open to interested students who have demonstrated appropriate Honors program placement on the College's writing and reading comprehension examinations. Students who enter the Honors curriculum after completing some college work must have at least a 3.0 GPA in humanities and social science courses. Acceptance into the Honors curriculum requires an informational session with the Honors faculty.

General Education Requirements:

All General Education requirements are met through required courses (as indicated above). View the courses that fulfill all degree requirements and receive a more detailed explanation of the College's general education requirements to help in your selection.

Typically students in the Liberal Arts – Honors Option complete two full time semesters (15 credits each) as indicated above. Alternatively, students may select one-15 credit block and 12 additional Honors designated courses to equal the required 27 credits in Honors designated courses.

Internal Program Coherence

The curriculum provides a coherent sequence of coursework and activities designed to help students achieve expected learning outcomes. All Honors courses in the Curriculum are taught as blocked or linked courses. The blocking of courses allows faculty to concentrate on student processes in ways that are not possible in unlinked courses. Students learn the relationships among disciplines because faculty from various disciplines are working together to build interconnections into their courses, rather than relying on students to make connections among independently taught courses. All Honors Curriculum links are designed to include seminars taught by two faculty members with differing perspectives. Linked courses allow faculty to establish consistent expectations and standards for student behavior. In addition, linked courses allow for cross-disciplinary writing assignments.

Extra/Co-curricular Activities

Each semester students are given the opportunity to participate in field trips to one local and one New York City museum with Honors faculty. Site visits are chosen to align closely with topics covered during the semester.

In addition, faculty regularly invites guest speakers to campus to address the students. For off-campus events, faculty post a list of lectures related in some way to the current semester's coursework and encourage students to attend.

Revisions Since Inception of Program

The initial curriculum document was written in 2004. There have been two minor revisions to the curriculum since then. The first revision was submitted in January of 2007. This revision allowed students to enter the program in their first semester at the

College. The revision was proposed to address the needs of students who for various reasons did not wish to wait until their second semester to enroll full time in Honors.

The second revision was submitted in December of 2010. This revision addressed the need for more flexibility in the offering of courses. The revision allows for the option to have different courses offerings in the 15-credit full-time block. Initially when the program was designed, the course offering were limited to a block of five specific courses. This revision requires only two specific courses, Honors Writing (either ENGL 101H, ENGL 102H, ENGL 195H, or ENGL 196H) and Honors Seminar (either IDS 297H or IDS 298H), and leaves the other 9 credits to be recommended by Honors faculty. This revision recognized the possibility that courses from disciplines other than the original grouping of History, Philosophy, and Literature could also allow for worthwhile interdisciplinary connections.

In addition as part of this same revision, six-credit part-time blocks were permitted to be linked with any other Honors course rather than exclusively with Honors writing (either ENGL 101H, ENGL 102H, ENGL 195H, or ENGL 196H) as it was written in the original curriculum document. In addition to allowing more flexibility in the makeup of the six-credit blocks, this revision allows students to take six-credit blocks at any point during their course of study.

Program Enhancements and Organizational Changes

A recent innovative practice in the writing process of the Honors Curriculum is a new blended learning approach, a combination of online writing in a shared public online forum and in-class discussion. In an online course shell set up in Webstudy as a companion to the full time honors block, students are required to contribute a four hundred word forum post essay once a week to an online forum. The topic of the forum is connected to the reading in the Seminar. This is a public example of the student writing that involves two core practices, writing and seminar. There are additional supplementary forums for students to continue to practice writing. Two of the obvious benefits, is that digital forums offer the ability to generate text easily and to reproduce and distribute them widely, and the simultaneous availability of text to larger audiences, in this case across the learning community, and the opening up of new cognitive forms.

The original curriculum document called for an oversight committee. While departments are charged with monitoring Honors courses using appropriate departmental processes, it was believed that a body was needed to see that the courses are consistent with Honors criteria across departments. In 2007 the Honors oversight committee was disbanded. Decisions assigned to the Honors oversight committee in the original curriculum document were taken over by the Curriculum Coordinator of the Honors curriculum in close consultation with Honors faculty.

To meet the increase in demand, course offerings have been expanded, more convenient schedules have been offered, and the curriculum is now offered at Regional Centers. New courses continue to be developed in an effort to offer more options to students, e.g. Sociology 101H, Art History 103H, and Humanities 102H.

In 2009, the Honors Alumni Club was founded. This allowed former Honors students to stay in touch with one another and the program and to schedule social/intellectual activities in cooperation with Honors faculty and current students. For example, at the request of the members of the Honors Alumni Club, in the fall of 2010, Honors faculty helped to hold a seminar as a social activity. A reading was assigned and students recreated their experience as Honors students.

Future Directions in the Field/Program

In an attempt to complement the existing high impact educational practices in Honors like seminar, learning communities, and writing intensive courses, we plan to incorporate new types of collaborative assignments and projects in the spring semester for students to participate in outside of the classroom. An example of such a project would be to have students attend a public lecture in Philadelphia as small assigned groups and then structure a discussion in an online forum to connect their experience with existing coursework. Each semester faculty already post a list of lectures related in some way to the current semester's coursework and encourage students to attend, this will formalize an existing activity and help students to make connections and practice initiating interdisciplinary discussions.

III. Faculty

Faculty who teach students enrolled in the various Liberal Arts curricular options reside in their appropriate academic department. All full time and part time faculties must meet the minimum educational and experiential requirements defined by the individual department/discipline. Each academic department has an approved faculty evaluation plan guiding both developmental and summative evaluation – helping to ensure that faculty remain current in their discipline.

Recently, Honors has benefited from the addition of new faculty, including a more diverse faculty with the addition of two female faculty members, and a Latino male. In addition, the Honors Curriculum has grown under the leadership of Brian Seymour as the new coordinator. The following is a list of faculty currently teaching in the full time Honors program:

- Mr. Osvil Acosta-Morales, Assistant Professor of Philosophy
- Dr. Ralph Faris, Professor of Sociology
- Dr. Frank Fritz , Assistant Professor of English
- Ms. Monica Hahn, Assistant Professor of Art History
- Ms. Suzanne Lang, Assistant Professor of English
- Mr. Michael Loughran, Assistant Professor of English
- Mr. Brian Seymour, Assitant Professor of Art History
- Dr. Evan Seymour, Professor of English
- Dr. Martin Spear, Professor of Philosophy

- Mr. Henry Swezey, Associate Professor of History
(For CVs see Appendix C)

Honors has a coordinator, whose duties include overseeing weekly program activities and running weekly faculty meetings. Due to the interdisciplinary nature of the full time program the coordinator acts as a point person to keep the scheduling of lectures and assignments on track with the planned syllabus and to manage the progress of the semester in order to meet key assessment goals like: holding seminar commentary reviews, collecting grades on assignments and formatting data from attendance sheets into a collective spreadsheet for easy access by all Honors faculty , facilitating mid-semester evaluations and group grading sessions. In a typical semester, there are up to ten faculty teaching in the full-time sections and up to four teaching part-time links, the coordinator in addition to the duties already mentioned, plans and chairs professional development activities for faculty. Professional development workshops for Honors faculty are scheduled monthly during the semester and typically during the summer. Past professional development workshops have featured topics like: Considering Seminar Strategies, Writing Exam Questions, Blended Learning in Honors, and Revisiting Honors Activities and Practices. These workshops are run by teaching Honors faculty and are designed to strengthen and reinforce best practices. Additionally, the coordinator hosts open sessions to introduce the curriculum and its pedagogy to potential new Honors faculty members.

All faculty teaching in Honors participate in advising students on courses at the College, on transfer possibilities, participate in assessing learning outcomes, and in recommending needed changes to the curriculum. The coordinator is responsible for scheduling these activities (open information sessions for potential students, faculty presence at the College's open houses on all campuses, first interviews with prospective students, etc.) by means of weekly faculty meetings and constant communication by email and within Webstudy.

IV. Outcomes and Assessment

Assessment of Student Learning

Due to the interdisciplinary nature of the program, students achieve the learning outcomes in coursework that spans the entire block of courses. For example, the major student writing assignment, completed in a series of three drafts throughout the semester, draws on material from all lectures, not just Honors writing (either ENGL 101H, ENGL 102H, ENGL 195H, or ENGL 196H)class. Likewise, the weekly forum posts, while centered on readings assigned in seminar draw on lectures and readings from all other content areas. All Honors exams are interdisciplinary and span the entire block of courses.

Student work is assessed in a number of ways.

1. Each week during faculty meetings, the faculty teaching the curriculum in a given semester meet and discuss individual student progress and as a group devise strategies to help students to achieve expected learning outcomes. This indirect form of assessment is vital form of communication between faculty.
2. Three times a semester, students have the opportunity to lead a seminar discussion in a commentary role. Following each commentary performance, students receive extended feedback from two teachers who assess their progress in seminar and in the Honors Program more generally, and make recommendations for further development and growth.
3. At mid-semester, students have the opportunity to schedule a review session with a team of two faculty members who are charged with reviewing the student's progress in the program. Faculty present to students the collective insight of the faculty, and students are expected to be prepared to answer reflective questions on their academic progress. This ongoing assessment of learning helps students understand strengths and identify areas for further development.
4. More traditional assessment of student work is accomplished by faculty grading of weekly forum posts, three assigned papers, and two scheduled exams.

Assessment Plan

The current assessment plan for Honors calls for assessment of one program level outcome and one course level outcome each semester, beginning in the fall semester 2011.

The program learning outcomes for Honors are:

Upon completion of this program graduates will be able to:

- Articulate and demonstrate an understanding of the role of theory in academic discourse.
- Apply strategies for interpretation of texts within and across disciplines.
- Use academic modes of reading, writing and speaking to interpret texts and participate in academic discourse.

In consultation with honors faculty it was agreed that the first program level student learning outcome will be assessed by a combination of mechanisms.

- 2) The first course level outcomes to be assessed will be IDS 297H and IDS 298H during 2011-2012.

Graduates

The number of graduates in the Liberal Arts – Honors Option program has remained fairly small. The first degrees awarded were in 2009 at 11. Over the past two years there have been 8 and 5 graduates respectively. However, a number of structural impediments have been identified that are contributing to low graduation numbers that are currently being addressed. This involves revisions to the curriculum which were not properly

updated in the Banner system. Recently, students with enough credits to graduate were not approved due to a lack of communication regarding recent revisions to the curriculum. These revisions will be addressed in fall semester of 2011 as a means to increase the number of students graduating from the curriculum.

Number of program graduates

				2009	2010	2011
				11	8	5

Student Profile

Students enrolled in the Liberal Arts – Honors Option major reflect the demographic of the College. Enrollment data drawn from the College’s Institutional Research website indicates that students are predominantly under the age of 30 attending the College full-time.

Additionally, there was an increase in enrollment in fall 2006 could be a result of a curriculum revision that allowed students to enter the program in their first semester at the College.

Credit Headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	18	34	46	38	43	49	53	70	72	88
College-wide	16,236	16,978	16,871	17,019	17,334	17,661	17,327	18,023	19,047	19,965

Credit FTE headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	18	33	43	36	42	45	50	66	66	81
College-wide	11,017	11,329	11,523	11,296	11,881	11,823	11,883	12,128	13,361	13,784

The following table indicates that the ratio of female to male students has varied throughout the semesters. The largest gap between female students and male students came in Spring 2008, where the program enrolled 22.4% more females than males. The Liberal Arts – Honors Option Program has consistently enrolled a higher percentage of male students than the College as a whole, over the last nine semesters.

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

Gender		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Female	Program	55.9	50.0	44.7	46.5	61.2	58.5	57.1	52.8	55.7
	College	66.5	66.5	66.8	66.6	66.4	66.3	65.8	65.3	65.3
Male	Program	44.1	47.8	55.3	53.5	38.8	41.5	41.4	45.8	42.0
	College	32.2	32.3	32.1	32.3	32.7	32.9	33.1	33.8	33.9

Unknown	Program	0	2.2	0	0	0	0	1.4	1.4	2.3
	College	1.2	1.2	1.1	1.1	.9	.9	1.1	.9	.8

The following tables indicate that White students represent the largest racial/ethnic group in the Liberal Arts – Honors Option Program. On average, over the last nine semesters, the percentage of White students in the program is 24.3 percentage points greater than the percentage in the College as a whole. There has been a decrease in the percentage of Hispanic students enrolled in the program between 2006 and 2010.

Program Enrollment by Racial/Ethnic Background

Race	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	0	1	1	0	0	0	0	1	0
Asian	1	3	3	3	2	0	2	0	1
Black, Non-Hispanic	8	8	6	10	11	13	15	19	22
Hispanic	1	4	2	2	2	3	4	3	4
Other	3	2	1	3	4	2	3	2	4
Unknown	3	4	3	5	5	5	9	17	22
White, Non-Hispanic	18	24	22	20	25	30	37	30	35

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

Race		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	Program	2.2	2.6	0	0	0	0	1.4	0	0
	College	.6	.5	.4	.5	.4	.4	.4	.4	.3
Asian	Program	6.5	7.9	7.0	4.1	0	2.9	0	1.1	2.9
	College	7.3	7.7	8.1	8.2	7.8	7.2	7.0	6.8	6.7
Black, Non-Hispanic	Program	17.4	15.8	23.3	22.4	24.5	21.4	26.4	25.0	23.5
	College	47.8	46.9	47.4	46.8	47.6	46.4	46.9	46.8	47.6
Hispanic	Program	8.7	5.3	4.7	4.1	5.7	5.7	4.2	4.5	2.9
	College	5.8	6.1	6.2	6.5	6.4	7.0	6.6	6.9	7.2
Other	Program	4.3	2.6	7.0	8.2	3.8	4.3	2.8	4.5	8.8
	College	4.8	4.6	4.6	4.2	4.4	4.1	3.9	4.2	4.4
Unknown	Program	8.7	7.9	11.6	10.2	9.4	12.9	23.6	25.0	8.8
	College	6.5	6.8	6.9	7.8	7.9	9.0	9.9	9.9	9.7
White, Non-Hispanic	Program	52.2	57.9	46.5	51.0	56.6	52.9	41.7	39.8	52.9
	College	27.3	27.4	26.3	26	25.4	25.9	25.3	25.1	24.1

The majority of students in the Liberal Arts – Honors Option program are in the age groups of 16-21 and 22-29. The program generally enrolls a lower percentage of 40+ year old students than the College as a whole.

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

Years		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
16-21	Program	50.0	38.2	50.0	39.5	41.9	40.8	45.3	35.7	47.2	29.5
	College	33.8	28.3	35.8	30.0	36.9	30.7	36.6	29.7	35.5	26.9
22-29	Program	33.3	41.2	34.8	47.4	34.9	36.7	39.6	38.6	27.8	51.1
	College	30.2	33.6	30.0	34.2	30.3	35.1	30.7	36.1	33.0	37.3
30-39	Program	5.6	11.8	4.3	7.9	7.0	10.2	11.3	20.0	18.1	13.6
	College	17.2	18.1	16.2	17.4	15.9	16.8	15.9	17.4	16.2	17.8
40+	Program	5.6	2.9	6.5	5.3	14.0	10.2	3.8	4.3	5.6	4.5
	College	14.6	15.6	14.2	14.9	13.8	14.6	14.3	14.6	13.7	14.0
Unknown	Program	5.6	5.9	4.3	0	2.3	2.0	0	1.4	1.4	1.1
	College	4.1	4.4	3.8	3.6	3.1	2.8	2.5	2.2	1.6	1.3

Liberal Arts – Honors Option students are predominantly full-time students. An average of 85.1% of students are full-time students over the last 10 semesters. The program consistently enrolls more full-time students than the College as a whole, because of the program design.

Credit Headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	18	34	46	38	43	49	53	70	72	88
College-wide	16,236	16,978	16,871	17,019	17,334	17,661	17,327	18,023	19,047	19,965

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

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
FT	Program	94.4	88.2	80.4	84.2	88.4	83.7	84.9	85.7	79.2	81.8
	College	31.8	30.0	33.3	29.0	32.8	29.2	32.7	30.0	35.3	32.2
PT	Program	5.6	11.8	19.6	15.8	11.6	16.3	15.1	14.3	20.8	18.2
	College	68.2	70.0	66.7	71.0	67.2	70.8	67.3	70.0	64.7	67.8

Retention Data

Generally, Liberal Arts – Honors Option students enrolled in the Fall semester are more likely to return to the same program in the Spring compared to the College as a whole. Students who returned to the Same Program or a different program in the subsequent Spring Semester.

Community College of Philadelphia
Division of Mathematics, Science and Health Careers

Modified Academic Program Audit

Diagnostic Medical Imaging

Authors: Francesca DiRosa

Sally Rensch

November 7, 2011

TABLE OF CONTENTS

I	DESCRIPTION OF PROGRAM.....	Page 3
II	MISSION AND GOALS.....	Page 3
III	PROGRAMMATIC STUDENT LEARNING OUTCOMES.....	Pages 3-4
IV	PROGRAM RESTRUCTURING (1998-1999; 2004).....	Page 4
V	PREVIOUS AUDIT RECOMMENDATIONS.....	Pages 4-6
VI	2002 REAPPROVAL.....	Pages 6
VII	2010 REAPPROVAL.....	Page 6
VIII	PROGAM EFFECTIVENESS.....	Pages 7-8
IX	PROGRAM ALLIANCES.....	Page 8
X	OPERATING COSTS AND FUNDING.....	Pages 8-9
XI	CLINICAL AFFILIATIONS.....	Page 9
XII	CONCLUSION.....	Page 9
	APPENDIX A: ASSESSMENT PLANS AND OUTCOMES (2003-2010)	Page 10-46
	APPENDIX B: QUALITY-VIABILITY INDEX.....	Pages 47-50
	APPENDIX C: ADVISORY COMMITTEE (2011-2012).....	Pages 51-53

I. DESCRIPTION OF THE PROGRAM

The Diagnostic Medical Imaging Program (DMI) provides students with the entry-level skills needed to use ionizing radiation in both diagnostic radiographic and fluoroscopic procedures. The Diagnostic Medical Imaging curriculum accepts a new cohort of students once a year at the start of the late Summer Session (July). DMI is a 24 month, 8 consecutive semester program of study for a minimum of 76 credits. The Program combines classroom/laboratory components at the College with Clinical Education courses at area affiliate hospitals. In the Clinical Education components, the student-radiographer is supervised by College faculty and clinical staff while interacting with the patient in the general radiographic/fluoroscopic setting, the emergency room, the operating room, the CT suite, doing mobile (portable) x-rays, and in the angiographic/interventional radiology suite.

Accreditation: The Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), and graduates are eligible to take the national certifying examination administered by the American Registry of Radiologic Technologists (ARRT).

II. MISSION AND GOALS

The Diagnostic Medical Imaging Program prepares students in the judicious use of ionizing radiation in both diagnostic radiographic and fluoroscopic procedures. This is accomplished by the application of knowledge in: anatomy, physiology, and osteology; the skillful positioning of the client/patient; the selection of correct technical factors; the proper handling and manipulation of radiation producing equipment; the utilization of accepted radiation protection procedures; and the processing of the image in preparation for diagnostic interpretation.

Goals

- To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic/fluoroscopic procedures
- To graduate students who demonstrate effective communication skills, critical thinking and problem-solving skills
- To graduate students who demonstrate importance of life-long learning and professionalism
- To help fulfill the healthcare community's need for ARRT certified radiographers

III. PROGRAMATIC STUDENT LEARNING OUTCOMES:

Upon successful completion of the Diagnostic Medical Imaging, graduates will be able to:

1. Demonstrate they possess the knowledge and skills to competently and safely perform radiographic/fluoroscopic procedures as American Registry of Radiologic Technologists (ARRT) certified radiographers.
2. Demonstrate effective communication skills, critical thinking and problem solving skills.

3. Demonstrate the importance of lifelong learning and professionalism through advanced education and professional continuing education.

IV. PROGRAM RESTRUCTURING (1998-1999; 2004)

In the 1998-99 academic-years, faculty undertook the task of restructuring the Radiologic Technology program to again keep pace with the needs of the profession and the graduate Radiographer. The following steps were taken in this restructuring process:

- The Radiologic Technology Program (RT) was renamed the Diagnostic Medical Imaging Program (DMI) to concur with the terminology used in medical practice and other College based programs.
- Course content was not changed or deleted, but several RT courses were combined in order to integrate inter-related courses and to add coherence to the newly designated DMI course offerings.
- The following General Education courses were added as requirements for graduation:
- Humanities elective; Social Science elective; and CIS 103 (PC Applications).

Administrative approval for the DMI Program was granted in April 1999. The Class of 2000 was the last class to complete the previous Radiologic Technology curriculum. The Class of 2001 was the first class completing the new Diagnostic Medical Imaging curriculum.

In Fall 2004, a course revision was undertaken for DMI 101. Faculty determined that the course material needed to be revised, updated and expanded to reflect the changing trends in patient care. The course changed from a 1 credit course with 2 contact hours/week to a 2 credit course with 4 contact hours/week. Subsequently, the graduation requirements of an Associate of Applied Science degree in Diagnostic Medical Imaging was increased from 69 to 70 credits, with 41 credits in DMI courses and 29 credits in General Education. This change was approved by the Administration in July 2005 for the start of the Class of 2007.

V. PREVIOUS AUDIT RECOMMENDATIONS

The last time the DMI Program was audited was in 2003, after the last accreditation site visit. In this audit the Board made three recommendations with corresponding time lines. These recommendations were:

1. Program faculty will work with the Department Head, Dean, and other appropriate persons to determine the “right size” for the DMI Program. In addition to enrollment and expense, the plan must consider the implications for staffing, equipment and facilities, the number of clinical affiliates needed, and other cost-benefit issues. The College’s

developing Enrollment Management and health Career Plans will be taken into consideration as the “right size” of the Program is determined.

2. The Program Director, Department Head, and the College’s Career Counselor will work with Thomas Jefferson University, College of Health Professions and the University of St. Francis to develop a procedure for reporting the number of graduates who enter these receiving institutions each year.
3. The Program Director and Department Head will research alternative educational delivery modes used in diagnostic medical imaging at other institutions of higher education and document how successful these efforts have been. They will explore ways to use these innovations at the College. The College’s developing Enrollment Management and health Career Plans will be taken into consideration as alternative educational models are considered.

A follow-up report addressing these recommendations was made to the Board in 2007. An update on these recommendations is as follows:

1. **Clinical Affiliates:** Enrollment in the DMI Program continues to be driven by the number of clinical education seats which is determined by the accrediting agency. In 2007 an affiliation with the Philadelphia Veterans Administration Medical Center was just beginning. This affiliation continues and three graduates from the Program have been hired into available full time positions. The affiliation with Aria Health System has yielded agreements with the Frankford Division and the Torresdale Division. Aria is also affiliated with Holy Family University. The number of new students who began the DMI program since 2005 have varied from 24 to 30 (average = 26 students). The number of clinical seats remains at a maximum of 27 but can be increased when the number of students in the senior cohort is lower.

2. **Classroom/Laboratory space:** The classroom located at W2-13 has been renovated for use as an Allied Health classroom by the College. Many, if not all, DMI lectures are held in this classroom. The classroom was recently equipped with a smart podium.

Job Market: The job market in Philadelphia remains sparse. The national economy is having an effect on hiring in hospitals and clinics. Full time positions continue to be offered to those already on part time status. These openings are not automatically filled, but must be re-justified within the health system before hiring new employees.

3. **Articulation:** The DMI Program Director works with the College Transfer Counselor in all articulation agreements. The articulation agreement with Thomas Jefferson University, College of Health Professions no longer exists due to changes in the entrance

requirements established by the University. While they continue to work directly with the DMI Program to facilitate transfer of the graduates, no contract exists. The Transfer Counselor has repeatedly tried to contact St. Francis University regarding the articulation agreement. These contacts have gone unanswered. A new agreement is being reviewed between St. Joseph College of Maine and the College. This agreement has been reviewed by the Transfer Counselor and is proceeding through the College channels.

4. **Alternative educational delivery:** Alternative educational delivery modes are not successful in the entry-level courses. Colleges who have tried this mode of delivery are abandoning it due to poor results on the national certification examination. Those who teach in rural areas of the country who still use on-line delivery have had to extend the length of the training program to accommodate competency requirements. It is still deemed an inappropriate delivery system for our students and this curriculum. However, hybrid course development is appropriate for advanced studies in DMI and is presently being proposed for a new certificate in Mammography.

VI. 2002 REAPPROVAL

In 1999 the Radiologic Technology Program conducted its self study in preparation for the impending accreditation site visit in 2000. However, since the Program had begun a restructuring of the curriculum (1998-1999), and was in the midst of the conversion, a one-year extension was requested and granted. Ultimately, due to scheduling difficulties and the tragedy of 9/11/01, the JRCERT (Joint Review Committee on Education in Radiologic Technology) site visit did not occur until May 2002.

The results of the 2002 site visit were exceptionally favorable. At the exit interview, the team reported that the Radiography Program sponsored by the Community College of Philadelphia was a “model” for other curricula of this nature. The final April 30, 2003 report yielded no recommendations and awarded full accreditation for eight years with a projected site visit in 2010. Further, the May 2006 Interim Report to the JRCERT resulted in “Maintenance of Accreditation for a Period of Eight Years,” which is the maximum award of accreditation from the JRCERT.

VII. 2010 REAPPROVAL

In 2009 -2010, the DMI Program carried out a self study and had its re-approval accreditation site visit in 2010. After review of the self study and the subsequent on-site visit, the Joint Review Committee on Education in Radiologic Technology (JRCERT) awarded the Program with accreditation for a period of eight years, the maximum duration that may be awarded by the committee. An interim report is due in 2014 and if accreditation is maintained, the next site visit will occur in the Second Quarter of 2018.

VIII. PROGRAM EFFECTIVENESS

Program Outcomes

In 2003, the DMI Program began to formulate data in the assessment plan model provided by the Joint Review Committee (JRC). Thus, the Program has instituted an ongoing systematic process that incorporates programmatic goals and uses specific desired outcomes to support these goals. The assessment plan measures outcome related data in the following areas: program completion; clinical performance and competencies; problem solving and critical thinking skills; communication skills; professional development and growth; graduate satisfaction and employer satisfaction. Use of the assessment plan model has led to revision of the mission, and goals, formulation of rubrics for student assessment, curricular revision, and coordination of clinical and didactic communication. Assessment Plans and Outcome data, 2003 through 2010, are available for review in Appendix A of this Report

Significant to note, is the fact that for fourteen years, the Program has consistently had a 100% pass rate on the American Registry of Radiologic Technologists (ARRT) credentialing examination; except for one student in 2003, students passed on the first attempt. In addition, the program uses a benchmark of 90% employment within 6 months from graduation which is higher than the five year average job placement rate of not less than 75% within six months of graduation which JRCERT requires. A review of the data (Appendix A) demonstrates that the programmatic benchmarks are consistently achieved.

In Fall 2008, the Board of Trustees of Community College of Philadelphia awarded the Diagnostic Medical Imaging program the *Sustained Academic Excellence* award. The Sustained Academic Excellence highlights programs that clearly demonstrate a record of significant positive impact over an extended period of time. Programs must demonstrate over a five-year period that a significant number of students achieve excellence based on an externally-validated standard. The DMI program demonstrated this by the following achievements:

- Since 1983 the program's pass rates on the certifying exam has ranged from 85 % to 100% for a total of 344 students over a span of 25 years. During that time only twice were the pass rates below 92%.
- From 1995 to 2007 the program has had a consistent pass rate of 100% on the certifying exam for a total of 112 students over a span of 13 years.
- The program also has other initiatives that speak to its high academic standards
 - a. Development of a Student Outcome Assessment Plan
 - b. Recent curriculum revisions to include vital information and skills necessary for future student success in their radiographer career.
 - c. Strategic liaisons with area hospitals resulting in
 - i. Donations of equipment
 - ii. New clinical sites
 - iii. Student awards at their pinning ceremony

- The last site visit (Fall 2006) resulted in the renewal of accreditation for the Diagnostic Medical Imaging Program for the maximum award of a period of eight years.

The program continues to have a pass rate of 100% over 17 years total.

A recently (Spring 2011) completed Program Performance Indicator Report (see Appendix B) showed that the Program maintained high quality (3.9 out of a possible score of 4.0) and above average viability (score = 2.7). Lower Fall to Fall retention scores were responsible for decreasing the viability score. Complete documentation related to outcomes assessment is contained in the November, 2009 Diagnostic Imaging Self Study Binder #0232 available in the Division of Math, Science, Health Careers.

IX. PROGRAM ALLIANCES

The Program uses the following means for gathering information from its program alliances, in an effort to determine if the Program is meeting community expectations and to assess the Program's efforts in meeting its own desired outcomes: Advisory meetings; graduate surveys; employer surveys; graduate exit interviews; student evaluations of faculty, clinical staff, and preceptors.

Over the 36 year history of the Program, the Advisory Committee and perspective employers have provided valuable assistance in keeping the curriculum vibrant and timely. The Assessment Plan established in 2003 and which is shared with the Advisory Committee (see Appendix C), has led to numerous upgrades in curriculum, clinical evaluation methods and classroom assessment rubrics. Through the assistance of various program alliances, the Program has strived to stay ahead of the American Society of Radiologic Technologists (ASRT) curriculum by developing a curriculum that surpasses the minimum standards. Graduates have taken advantage of a curriculum like this by quickly advancing into Mammography, CT Scanning, Interventional Radiology, and Cardiac catheterization.

The Program continues to analyze and use feedback from its communities of interest and outcome data for continuous improvement of its policies, procedures, and educational offerings. Further, this analysis also provides a means of accountability to communities of interest.

X. OPERATING COSTS AND FUNDING

According to the 2010 fiscal year information, DMI is one of the five most expensive programs at the College. There has been ongoing, stable, and adequate funding for the Program since its inception. Allocations for faculty salaries, benefits, and professional development initiatives are substantial and assure the Program's ability to recruit and retain qualified faculty. In addition to the College's capital and operating financial support, the DMI Program has been the recipient of significant Perkins funding for capital expenditures, such as a total refurbishment of the present laboratory space, and new non-energized equipment, a table-top processing unit,

and preventive maintenance of the Franklin Head Unit. The Program has also been the recipient of mammography equipment donated from Methodist Hospital.

XI. CLINICAL AFFILIATIONS

The College holds affiliation agreements on behalf of the DMI Program with the following clinical settings:

- Pennsylvania Hospital of the University of Pennsylvania Health System
- Penn Presbyterian Medical Center
- Philadelphia Veterans Administration Medical Center
- Mercy Hospital of Philadelphia
- Thomas Jefferson Hospital-Methodist Division
- Aria Health System-Frankford and Torresdale Division
- Children's Hospital of Philadelphia-pediatric rotation only in the Level II year

XII. CONCLUSION

The Diagnostic Medical Imaging Program has demonstrated excellence throughout its inception and continues to surpass the minimum requirements set forth by the 2007 ASRT curriculum guidelines upon which the DMI curriculum is based. The consistent accreditation award with maximum of eight years, speaks to the quality and effectiveness of the curriculum, the faculty and institutional support. The Program will continue to use its assessment model and community resources as the means for keeping the Program current, both in theory and practice, thus meeting the competency and credentialing standards set forth by the accrediting body and the future employers of our graduates. Retention outcomes, particularly of the first year students, should be carefully monitored. Intervention measures that are planned for Fall 2011 may help to increase retention.

APPENDIX A

ASSESSMENT PLANS AND OUTCOMES (2003-2010)

Assessment Plan Executive Summary to the Board of Trustees

The Diagnostic Medical Imaging Program developed an assessment plan in 2003 based on requirements of the Joint Review Committee on Education in Radiologic Technology (JRCERT). The assessment plan has evolved over the years since then to reflect the Program's commitment to the following:

1. Maintaining quality in education
2. Fulfilling the Standards for accreditation
3. Monitoring student learning outcomes

Three areas are so important to the JRCERT that they are reflected in Standards to be met by all accredited programs:

1. Retention data
2. Results on the national examination of the ARRT
3. Job placement within 6 months of graduation

Depending upon the needs of the profession, the emphasis of their focus may vary with each accreditation visit. The focus was on retention when there were not enough technologists for the job market. At the last accreditation visit the focus was ARRT results. Communication with the JRCERT is presently indicating that the focus over these next few years will be job placement. This reflects the national concern that the economy and rising hospital costs have placed a freeze on new full time radiography positions being offered.

As each assessment year is completed, the JRCERT requires that the assessment document is discussed with the Advisory Committee and their comments and actions be noted. These actions are recorded in the minutes of these meetings and are provided in the self-study document for reaccreditation along with each assessment plan. In this way changes can be effected in areas such as clinical procedures that are beyond the direct control of the Program.

COMMUNITY COLLEGE OF PHILADELPHIA
 DIAGNOSTIC MEDICAL IMAGING PROGRAM
 ASSESSMENT PLAN 2003-2004

MISSION STATEMENT: The Diagnostic Medical Imaging Program prepares the individual in the judicious use of ionizing radiation in both diagnostic radiographic and fluoroscopic procedures. This is accomplished by the application of knowledge in anatomy, physiology, and osteology; in the skillful positioning of the client/patient; the selection of correct technical factors; the proper handling and manipulation of radiation producing equipment; the utilization of accepted radiation protection procedures; and the processing of the image in preparation for diagnostic interpretation.

GOAL	OUTCOMES/BENCHMARK	EVAL. METHOD	RESULT/OUTCOME	ACTION
To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures	Students will pass the required clinical competency exams with an average score of 80%	Clinical Competency examinations ANNUALLY	CI 2003 Level II FI 95.3 Sp 94.6 CI 2004 Level I FI 93 Sp 92.4 Level II FI 97.5 Sp 92.5 CI 2005 Level I FI 89.3 Sp 85.6	Benchmark achieved
	90% of employer surveys returned will indicate that graduates were adequately prepared to perform as entry-level practioners.	Employer surveys Items 1 – 7 EVEN YEARS/OCT.	N/A	
	90% of graduates who take the ARRT exam will pass.	ARRT results ANNUALLY/JANUARY	CI 2003 100% pass 90% 1st try	Benchmark achieved
	90% of surveys returned by graduates will indicate employment in the field or pursuit of continued education in the field within 6 months of graduation.	Graduate survey Items 1, 3, 15 ANNUALLY/APRIL	100% employment	Benchmark achieved

COMMUNITY COLLEGE OF PHILADELPHIA
 DIAGNOSTIC MEDICAL IMAGING PROGRAM
 ASSESSMENT PLAN 2003-2004

GOAL	OUTCOMES/BENCHMARK	EVAL. METHOD	RESULT/OUTCOME	ACTION
	<p>90% of graduates responding to the Survey will report they are members of a professional organization.</p> <p>85% of the students will pass the required academic courses with a minimum grade of 75% in the first Fall Semester. 90% of the students in subsequent semesters.</p>	<p>Graduate survey Item 16 ANNUALLY/APRIL</p> <p>Course semester grades ANNUALLY</p>	<p>New question for 2004</p> <p>CI 2003 Level II FI 100% Sp 100%</p> <p>CI 2004 Level I FI 91% Sp 94%</p> <p>Level II FI 93% Sp 100%</p> <p>CI 2005 Level I FI 95% Sp 100%</p>	<p>Benchmark met but will need to monitor</p>
<p>The Program will help fulfill the community's need for nationally certified radiographers</p>	<p>90% of graduates responding to the survey will find employment within 6 months of graduation.</p> <p>90% of employers responding to the survey will rate the performance of graduates as above average</p>	<p>Graduate survey Item 1 ANNUALLY/APRIL</p> <p>Employer Survey EVEN YEARS/OCT.</p>	<p>CI 2003 100%</p> <p>N/A</p>	<p>Benchmark achieved</p>