

Community College *of* Philadelphia

The Path to Possibilities™

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, December 1, 2011

1:30 p.m. – 2:45 p.m.

Room M2-34

AGENDA

- (1) 1:30 p.m. Public Session
 - (a) Approval of the Minutes of November 3, 2011 (A)
 - 1:35 p.m. (b) Academic Program Audit: Liberal Arts – Honors Option Program (A)
 - 2:00 p.m. (c) Modified Academic Program Audit: Diagnostic Medical Imaging (A)

**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

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11-15-2011

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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	

<u>HIST 297H</u> - Intellectual History: Ancient and Medieval	<u>ENGL 297H</u> , <u>PHIL 297H</u> , <u>IDS 297H</u>	3	Social Sciences, Am/ Global Diversity
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<u>ENGL 297H</u> - Literature in the Context of Intellectual History: Ancient and Medieval	<u>PHIL 297H</u> , <u>HIST 297H</u> , <u>IDS 297H</u>	3
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<u>IDS 297H</u> - Seminar in the Humanities and Social Sciences: Ancient and Medieval	<u>ENGL 297H</u> , <u>HIST 297H</u> , <u>PHIL 297H</u>	3	Interpretive Studies
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THIRD SEMESTER

<u>ENGL 196H</u> - Writing in the Humanities and Social Sciences II		3	Writing Intensive
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<u>PHIL 298H</u> - Philosophy in the Context of Intellectual History: Modern	<u>ENGL 298H</u> , <u>HIST 298H</u> , <u>IDS 298H</u>	3
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<u>HIST 298H</u> - Intellectual History: Modern	<u>ENGL 298H</u> , <u>PHIL 298H</u> , <u>IDS 298H</u>	3
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<u>ENGL 298H</u> - Literature in the Context of Intellectual History: Modern	<u>PHIL 298H</u> , <u>HIST 298H</u> , <u>IDS 298H</u>	3
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<u>IDS 298H</u> - Seminar in the Humanities and Social Sciences: Modern	<u>ENGL 298H</u> , <u>HIST 298H</u> , <u>PHIL 298H</u>	3
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FOURTH SEMESTER

Science Elective (non-lab or lab)	3/4
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Humanities Elective	3
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General Elective*	3
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General Elective*	3
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General Elective*	3
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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, Assistant 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.

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same Program	Program	94.4	71.7	58.1	73.6	73.6
	College	65.6	64.3	64.2	64.6	68.4
Returned Different Program	Program	0	6.5	2.3	1.9	5.6
	College	3.6	4.1	5.2	5.1	4.8
Graduated Fall	Program	0	2.2	2.3	3.8	1.4
	College	1.9	1.7	2.1	1.8	2.0
Did not return Spring	Program	5.6	19.6	37.2	20.8	19.4
	College	28.9	29.9	28.6	28.5	26.4

Students enrolled in the Liberal Arts – Honors Option program in the Fall semester are likely to either return to the same program or not return to the College the subsequent Fall semester. (Students may transfer to a 4-year institution without graduating.) There has been a decrease in the number of students not returning in the Fall for the last two years.

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

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same Program	Program	27.8	23.9	16.3	30.2	33.3
	College	36.0	36.2	35.0	37.1	
Returned Different Program	Program	5.6	6.5	7.0	5.7	12.5
	College	7.2	7.5	8.2	8.5	
Graduated	Program	5.6	6.5	4.7	18.9	9.7
	College	7.7	8.1	8.1	8.3	
Did not return Fall	Program	61.1	63.0	72.1	45.3	44.4
	College	49.1	48.3	48.8	46.1	

The increase in retention seen in fall 2008 could be a result of the realigning of the schedule of courses, including adding a morning and an afternoon section in spring of 2009. In addition, new advising practices were formalized to involve all faculty teaching in Honors in both recruiting and advising.

Academic Performance

Students in the Liberal Arts – Honors Option Program are academically successful, as evidenced by course completion, average GPA, academic standing, and success at departure. The average GPA over the last nine semesters is 3.08, which compares favorably to the average GPA of the College as a whole (2.62). In addition, the majority of Liberal Arts – Honors Option students experience long-term success after departing the College.

Course Completion and Average GPA

		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
% of college-level credits attempted/completed	Program	98.0	92.8	89.6	97.4	81.4	92.4	91.9	94.0	92.1
	College	88.9	88.7	87.1	88.5	87.6	89.4	88.2	87.1	86.7
Average GPA	Program	3.2	3.01	3.01	3.28	2.82	3.21	2.99	3.15	3.08
	College	2.64	2.62	2.59	2.64	2.61	2.67	2.65	2.60	2.59

Academic Standing (percent)

		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Good Standing	Program	97.1	93.5	86.8	86.0	85.7	92.5	84.3	86.1	89.8
	College	88.1	88.8	86.2	83.8	82.2	85	83.0	85.6	83.2
Dropped insufficient progress/poor scholarship	Program	0	0	5.2	0.0	6.1	5.7	4.3	2.8	0
	College	3.8	3.0	4.3	3.4	5.5	3.7	5.7	1.2	1.7
Probation - FT/PT/Prov.	Program	0	0	2.6	0	0	0	0	0	1.1
	College	8.2	8.1	9.5	12.7	12.2	11.2	11.5	13.3	15.1

Success at departure (percent)

Status		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Graduated	Program	0	6.3	11.1	0	7.1	4.0
	College	5.8	12.1	5.2	13.9	6.5	14.0
Long term success	Program	100.0	93.8	77.8	85.7	85.7	80.0
	College	38.3	38.4	35.5	35.3	33.6	35.6
Short term success	Program	0	0	0	0	0	0
	College	17.4	16.9	18.1	16.4	19.0	17.1
Unsuccessful	Program	0	0	11.1	14.3	7.1	16.0
	College	38.4	32.6	41.1	34.4	40.9	33.4

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

Summary of Student Survey Results

Surveys were emailed/mailed/distributed to 96 current students, 23 graduates, and 150 former students of the Liberal Arts-Honors Option program. Responses were received from 26 current students, 4 graduates, and 6 former students. The complete survey results are shown in Appendix A.

Results show that the majority of students are/were satisfied with the program. All students (current, graduates and former) are/were satisfied with the instruction they received while in the program. One hundred percent of current students and 100% of former students and program graduates are/were satisfied with the support they are receiving/received from program faculty.

In response to the question, ***“Do you feel that you are accomplishing/have accomplished the educational objectives you set for yourself at Community College of Philadelphia”***, all current students and program graduates said that they either fully or partly accomplished their educational objectives. See figure 1 below

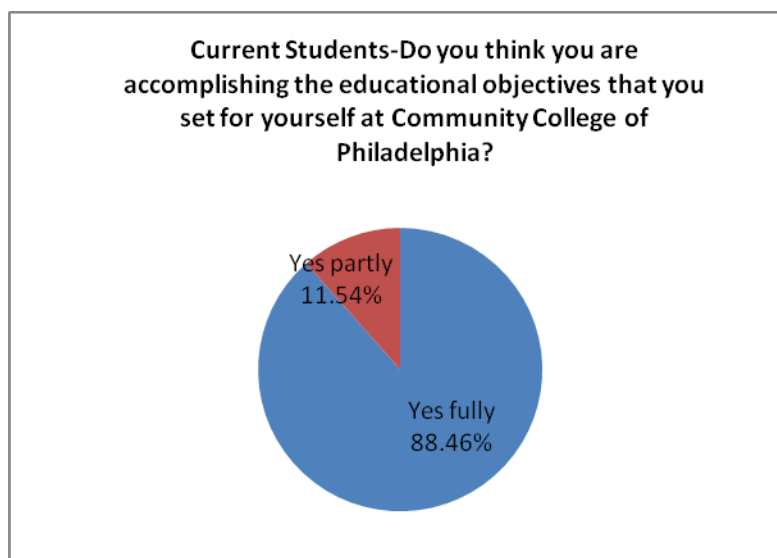


Figure 1

Of the program graduates, three of the four respondents have attended a four-year college/university full-time since leaving CCP, one has graduated from a four-year college/university and three secured either full or part-time work. All four of the graduates said that the preparation to meet the academic demands of their respective transfer institutions was excellent.

Of the current students who responded to the question “*How well is the CCP Liberal Arts – Honors Option Program preparing you for transferring to another college?*,” 96.15% said the preparation was excellent, while 3.85% said that preparation was good. There was a response of 0% to the remaining following selections; preparation is fair, preparation is not helpful, and not planning to transfer.

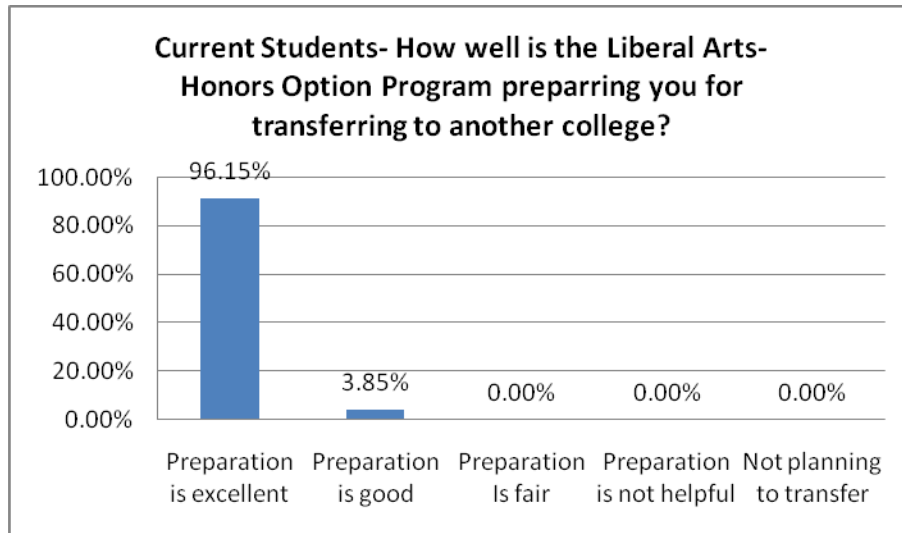


Figure 2

Of current student responded to the open ended comment attached to this question. S/he noted that his/her reading and writing has improved because of the program’s curriculum.

Program graduates also had a positive experience in the program, indicating that they felt the program helped them “learn how to listen, think, and understand.” However, one student was challenged when he tried to transfer courses from CCP to Temple. This student wrote:

- The problem was not with the program at CCP, the problem was Temple. They accepted all my credits at transfer, and at the end of Junior year, they told me I would have to retake most of the courses, instead of needing 24 credits, I needed 53 or 54 to graduate. I was frankly overwhelmed, decided to take a year off, make some money and regroup and never went back. That was over 10 years ago. I tried to re-enroll in Temple and now I have to repeat even more courses.

Of the strengths cited by the survey respondents, the most frequent response was related to the courses in general, and the professors that teach them. Comments included:

- Extremely charismatic teaching staff. Curriculum is beyond what I had expected from a community college. Forums and the encouragement of discourse are key.
- The honors program prepared me to transfer into a prestigious 4-year college with the tools necessary to perform high level intellectual work.
- The strengths of the honors program are the faculty and the high standards they expect from students. They, (Dr. ____ in particular), have a way of instilling confidence and self-respect in students and challenging them in ways they have never been challenged

before. Moreover, the constantly evolving curriculum and reading list is second to none. This program changed my life, my direction, and I am forever grateful to Drs. ____, ____, ____, et al.

- The strengths of the Honors Program is that they set the bar very high and expect you to step up. They do not pander to the lowest common denominator. I have not experienced that sort of level of expectation or commitment since I attended grade school in England.
- The teachers put a lot of time, work, energy, and commitment into the program. The emphasis on writing has been very helpful.
- The lengths that the professors are willing to go to, to provide an above average education.
- I think the strengths of this program are the skills it leaves you with, including speaking, critical thinking and to do them most effectively.
- Faculty, -student interaction, active learning community, curious fellow students, excellent counseling
- the dedicated Faculty + willingness of students
- The faculty, the curriculum and the environment

In response to the question ***“What do you feel needs to be changed or added to the Liberal Arts Honors Option program in order to improve the program,”*** current students made the following comments:

- My only thought would BE a more reliable online system.
- more power/ funding/ space
- NOTHING, MAYBE ART HISTORY IN THE WINTER SEMESTER BUT NO COMPLAINTS ABOUT PROCESSES OR POLICIES
- More options for class times.
- Better classrooms.

Former students who transferred prior to graduation were asked the same question. Their answers were:

- Nothing! I only wish they could have prepared me for the disappointment that transferring to 4-year college brings since no subsequent program compares to the honors program.
- I think the program is excellent and only hope that more students get to experience the honors program
- Consider cutting Alisdair McIntyre’s After Virtue and replace it with Richard Rorty’s Contingency, Irony, and Solidarity.
- Nothing
- Should be a full 2-year program. I remain hungry for the experience, and I think expanding the program would be beneficial for the school and the students attending.

In summary, based on the results of the surveys, the majority of graduates, current students, and former students who completed the survey indicated that they were pleased

with the program. They felt the professors of the program took their positions very seriously, as it was demonstrated by the high quality of instruction they provided. Also, while a few survey respondents did state that changes needed to be made to the curriculum and class scheduling, they also suggested there should be changes to the program's physical classroom space.

V. Resources

Facilities and Equipment

The Honors curriculum course offerings are primarily located in the Mint Building on the main campus. There are four dedicated classrooms, M3-12 and M3-6 for lectures and writing groups, and M3-8 and M3-12a for seminars and special activities.

In addition to dedicated classrooms on the third floor of the Mint Building, there are two suites of honors offices M3-2 and M3-24, which both feature interior faculty offices and small anterooms that are used as meeting places for students and faculty.

The curriculum has been growing and as the student population expands space will be a challenge. For the past two semesters Honors has run two full time blocks on Main campus, one in the morning and one in the afternoon with up to 100 students enrolled. This means that a much larger lecture space is required, enough to seat up to 100 students, for three 1.5 hour lectures a week. These "cross-over" lectures bring together students from the morning and afternoon blocks in an attempt to foster cooperation and communication between the otherwise separate blocks of students. These "cross-over" lectures were designed with an eye towards retention, to allow for broader intellectual and social exchanges and to help students to feel a part of the honors learning community. Heretofore, these cross-over lectures have used S2-3 and C2-28.

An additional challenge as Honors continues to grow is the lack of flow between Honors classrooms and office spaces. While the rooms and offices are all on the third floor of the Mint building, they are generously spaced out and do not foster the type of tight cohesion that is ideal in a learning community. In addition, of the four classrooms, only M3-6 is a smart classroom, and the podium is an older generation and does not allow the use of the latest technology.

Should Honors continue to flourish, a long term plan should be considered for rethinking the location of the Honors classrooms and meeting space, or reorganizing the existing space. This might include additional classrooms and office spaces, a large dedicated lecture space to strengthen the Honors learning community, an Honors student computer lounge, and extension of WIFI in the honors area of the Mint building.

VI. Demand and Need for the Program

The Honors curriculum plays an important role at the College.

- It provides a sustained program for students that both encourages academic growth and enhances transfer prospects for academically superior students.
- It increases retention and graduation rate in superior students.
- It provides long term institutional stability for exemplary Honors and high impact educational practices by building these practices into courses and a curriculum.
- It attracts students to the College who might be interested in an Honors Curriculum.
- It makes an Honors experience possible for part-time students and students at other campuses.

While most students continue on at area universities such as Temple, many of the Honors Program students have gone on to other prestigious colleges such as the University of Pennsylvania, Haverford College, Bryn Mawr College, Mt. Holyoke and Bucknell. 187 Honors Program students were identified as departing CCP between Fall 2005 and Summer 2010 through the National Student Loan Clearinghouse. 117 were identified as having transferred to another institution. Detailed information about each student and the institution to which they transferred is located in the program coordinator's office. In addition, students report that they have performed more successfully at transfer institutions than they would have without the Honors experience because they have become more self-conscious about academic processes and are better equipped to handle high level academic work.

Honors is a select curriculum that was traditionally kept small by design, limited to a maximum of fifty full-time and fifty part-time students. However, in an attempt to serve more students, Honors has been scaled up over the past three semesters from 75 to 100 to a potential 125 full time students in Fall of 2011, with no limit on the number of part time students.

VII. Operating Costs and Efficiency

Information on operating costs is not available on the separate Liberal Arts Options.

VIII. Findings and Recommendations

The Liberal Arts- Honors Option is a small, select program that has been offered at the College since 2005, although it is based on a program that was started at the College in 1979. The Honors Option curriculum has undergone several revisions in order to meet the needs of its students. In addition, the program's strong and well thought out curriculum is currently aligned with the general requirements of the National Collegiate Honors Council, which ensures that the curriculum is rigorous and informed by national standards.

The program has advanced over time and includes technological innovations, where appropriate. It offers both a full-time and a part-time option for students, although the majority of the program's students are full-time. Moreover, there is the chance for

students who meet minimum requirements of the program to take an honors option class to preview the program. Additionally, the program is highly interdisciplinary in nature, and makes exemplary use of team/co- teaching and collaboration. The program also offers experiential learning or learning through reflection on doing rather than rote learning as well as mentoring, and online forums.

Moreover, the program has clear outcomes and a plan in place to assess both program and course level student learning outcomes in years to come. Assessment mechanisms include both direct and indirect methods.

In terms of student demographics, the program generally enrolls more White students, and more students who are between the ages of 16-21 and 22-29. The program's students tend to fair well academically, as their average GPAs have been higher than the College's for 9 of 9 semesters. Additionally, the majority of students in the program are successful upon departure from the College. Based on student responses to surveys, there is a high level of commitment and dedication of the faculty members to the students. Additionally, both current students and graduates indicated that they were satisfied with the level of instruction they receive/d and the program.

The program is small by design; however, in recent semesters, it has been experiencing expansion, in terms of number of students enrolled in the program. Yet, to date, the program has had a small number of graduates. Additionally, there have been efforts to expand the program by offering it at the Northeast Regional Center (NERC). However, due to low enrollment, the classes did not take place at NERC.

The following recommendations are being made to ensure that the curriculum continues to be strengthened and well-supported.

1. Space

Explore solutions to space concerns. Ideally, it would be beneficial for the students in this program to have the classrooms, including a large lecture hall, and faculty offices in close proximity to one another. Additionally, because of the collaborative nature of the program and its emphasis on writing, it would be beneficial to explore having a student lounge or community room, which could also act as a wireless computer lab.

Timeline: Include considerations in the Spring 2012 Facilities Master Plan.

2. Retention to Graduation

Identify and eliminate obstacles to retention to graduation for students enrolled in the program. Obstacles to retention and graduation should be reviewed at the institutional level, program level, course level, and student level. That includes internal collegiate related issues, such as ensuring clear and consistent information across all college systems regarding the requirements for graduation, as well as other student-related issues. Identifying and removing obstacles should lead to program enhancement and an increase in the program graduation rate.

In addition, during this process, retention efforts should also center on building on the success of the program, and identifying methods that would encourage students to remain at the College, and in the Honors program until graduation. This could be initially facilitated by dialogue amongst faculty that are associated with the Honors program. Faculty associated with the program may also want to explore ways to make the Honors experience more robust, and taking the program beyond the collegiate environment, so that students are able to engage with other students and faculty that are a part of Honors programs at other institutions.

Timeline: Begin immediately.

3. Outcomes Assessment

Continue to refine and implement the outcomes assessment plan at the program and course levels to ensure excellence in student learning and academic success.

Timeline: See Appendix D for details.

4. Regional Center Student Recruitment and Retention

Develop and implement recruitment and retention strategies to explore program expansion at the College's regional centers. Part of this plan should incorporate an internal marketing strategy that would require an updated web site with student testimonials, and other marketing materials to increase the visibility of the program. That would require working collaboratively with the College's Office of Marketing and Government Relations.

Timeline: Fall 2012

5. Program Alignment

Continue program alignment with the National Collegiate Honors Council to insure that program curriculum and standards are of superior quality.

Timeline: Ongoing

6. Articulation

Pursue articulation agreements with area 4-year institutions of higher education to facilitate transfer.

Specifically, follow up in Spring 2012 with schools that have expressed interest in articulation like, Bryn Mawr, Chestnut Hill, Dickinson College, Temple University, LaSalle University and St. Joseph's University and devise a strategy to reach out to additional schools that have been popular destinations for our students in the past.

Timeline: Begin Spring 2012

7. Graduate and Transfer Tracking

Continue to expand and enhance the program's mechanism that identifies and tracks students that have transferred to other colleges or universities. Also, the tracking mechanism should include information about program graduates.

Timeline: Ongoing

8. Honors Experience

Create a mechanism that identifies and tracks the students who have not been accepted into the Honors Curriculum, but who are taking advantage of the opportunity to take six credit Honors links. This tracking mechanism could be used as a means of encouraging students to actually commit to the curriculum. Additionally, the mechanism could be used to determine the viability and usefulness of the opportunity. It could also be used, in part, as a springboard to determine, what, if any courses, should be created, or course experiences should be enhanced, in order that students have a robust Honors experience.

Timeline: Begin Spring 2012

APPENDICES

Appendix A

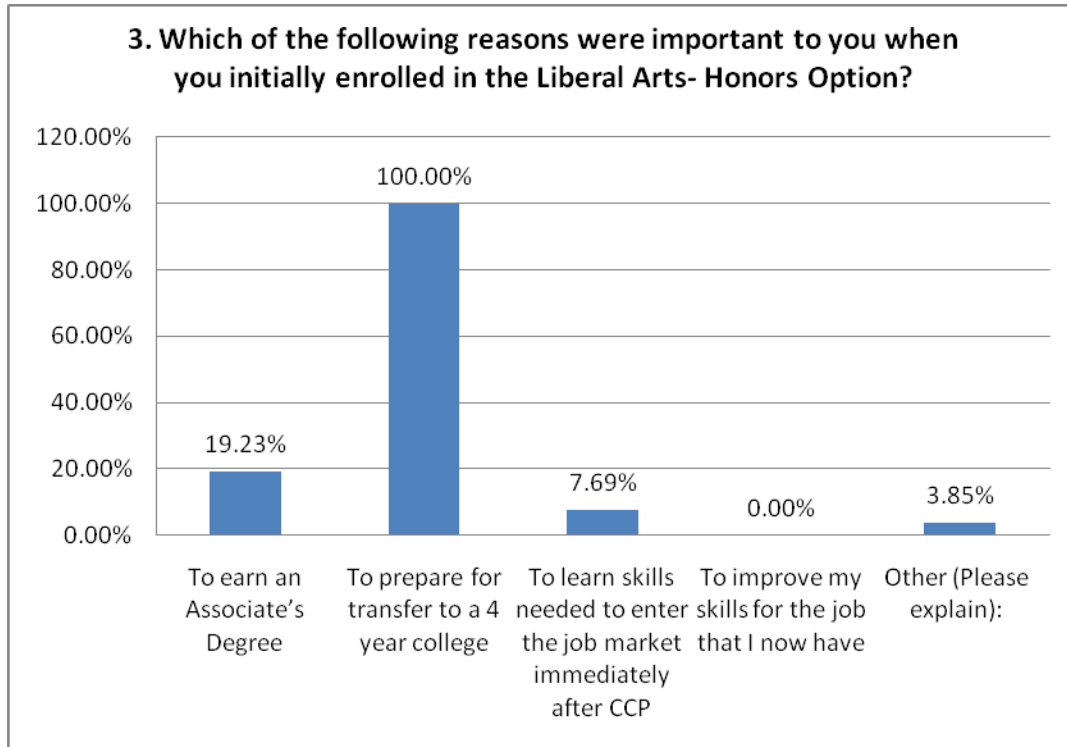
Survey Results – Current Students

N = 26

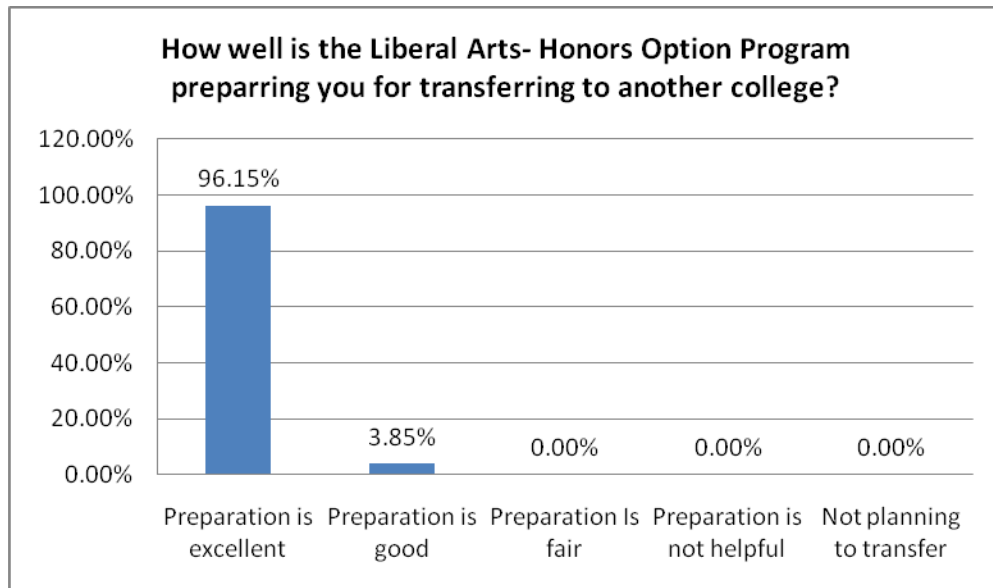
1. When did you enter the Liberal Arts - Honors Program?		
Spring 2010	Fall 2010	Spring 2011
3	1	22

2. Are you currently attending CCP full-time or part-time?		
Answer Options	Response Percent	Response Count
Full-time	96.15%	25
Part-time	3.85%	1

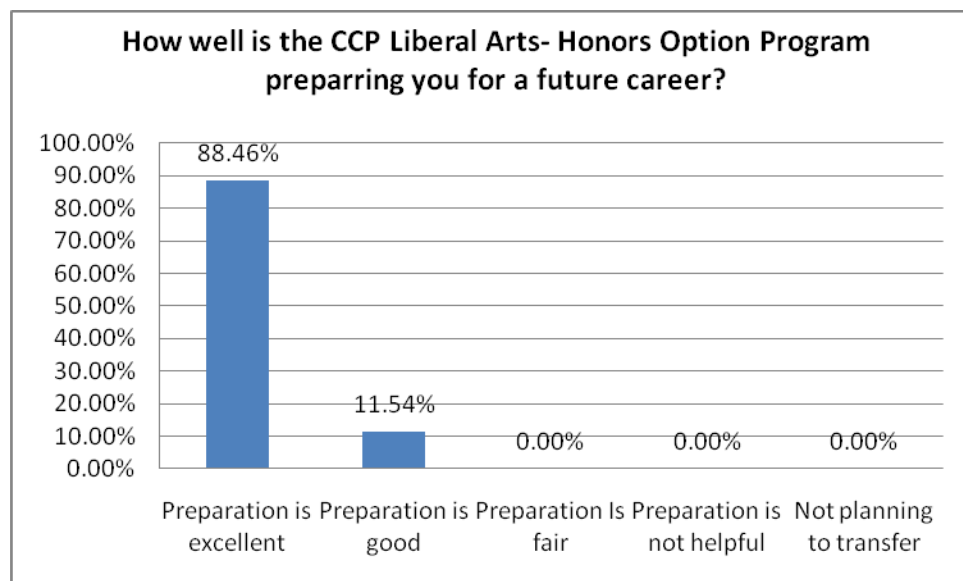
3. Which of the following reasons were important to you when you enrolled in the Liberal Arts - Honors Option Program at CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
To earn an Associate degree	19.23%	5
To prepare for transfer to a four year college	100%	26
To learn skills needed to enter the job market immediately after CCP	7.69%	2
To improve my skills for the job that I now have	0.0%	0
Other (please explain)	3.85%	1
Number	Other (please explain)	
1	To prepare for grad school level work.	



4. How well is the CCP Liberal Arts - Honors Option Program preparing you for transferring to another college?		
Answer Options	Response Percent	Response Count
Preparation is excellent	96.15%	25
Preparation is good	3.85%	1
Preparation is fair	0.0%	0
Preparation is not helpful	0.0%	0
Not planning to transfer	0.0%	0
Please explain. We would appreciate your comments on your Liberal Arts - Honors Option courses as well as your other general education courses.		1
Number	Please explain. We would appreciate your comments on your Liberal Arts - Honors Option courses as well as your other general education courses.	
1	Reading and writing has improved.	



5. How well is the CCP Liberal Arts - Honors Option Program preparing you for a future career?		
Answer Options	Response Percent	Response Count
Preparation is excellent	88.46%	23
Preparation is good	11.54%	3
Preparation is fair	0.0%	0
Preparation is not helpful	0.0%	0
Not sure	0.0%	0
Please explain. We would appreciate your comments on your Liberal Arts - Honors Option courses as well as your other general education courses.		0
Number	Please explain. We would appreciate your comments on your Liberal Arts - Honors Option courses as well as your other general education courses.	



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	88.46%	23
Yes, partly	11.54%	3
No	0.0%	0
Please comment		4
Number	Please comment	
1	I've become more able to openly participate with fellow students regarding our work.	
2	I feel that the curriculum is the challenge needed in order to compete in my academic career and beyond.	
3	Honors allowed me to set the bar (academically) higher and helped me reach it.	
4	Within the honors program, I am truly able to prepare myself for a 4 year college.	

7. What do you think are the strengths of the Liberal Arts - Honors Option Program?	
Number	Response Text
1	The teachers put a lot of time, work, energy, and commitment into the program. The emphasis on writing has been very helpful.
2	Speaking skills- writing skills
3	The lengths that the professor are willing to go to, to provide an above average education.
4	Intellectual material, competitive nature
5	Academic preparation, Professional prep.
6	Focusing students, pushing potential.
7	Dedicated faculty.
8	THE FACULTY'S ATTENTION AND AVAILABILITY AS WELL AS VAST KNOWLEDGE
9	THE FACULTY'S ABILITY TO FORM A COHESIVE TEAM AND THE PRACTICES THAT THEY ENCOURAGE
10	The faculty, the curriculum and the environment
11	Not in teaching you what to think but, rather HOW to think
12	the staff
13	I think the strengths of this program are the skills it leaves you with, including speaking, critical thinking and to them most effectively
14	the dedicated Faculty + willingness of students
15	It helps to grow and expand skills
16	The teachers put a lot of time, work, energy, and commitment into the program. The emphasis on writing has been very helpful.
17	The lengths that the professor are willing to go to, to provide an above average education.
18	Academic preparation, Professional prep.
19	Focusing students, pushing potential.
20	Faculty, -student interaction, active learning community, curious fellow students, excellent counseling
21	It is the best program at CCP.
22	Highly rigorous; enthusiastic faculty; seminars are engaging

8. What do you think needs to be changed or added to the Liberal Arts - Honors Option Program in order to improve the program?	
Number	Response Text
1	more power/ funding/ space
2	Nothing at all.
3	Nothing
4	My only thought would BE a more reliable online system.
5	Nothing
6	NOTHING, MAYBE ART HISTORY IN THE WINTER SEMESTER BUT NO COMPLAINTS ABOUT PROCESSES OR POLICIES
7	N/A
8	Better classrooms
9	NOTHING
10	Nothing, the program is excellent; transformative
11	Nothing
12	Nothing, N/A
13	N/A
14	More options for class times.
15	Nothing.
16	Not much.
17	I think that the course could be better if it was Extended to two years

9. Are you satisfied with the instruction you are receiving?		
Answer Options	Response Percent	Response Count
Yes	100.0%	26
No	0.0%	0

10. Are you satisfied with the support you are receiving from the program faculty?		
Answer Options	Response Percent	Response Count
Yes	100%	26
No	0.00%	0

10a. If yes, please give an example of the type of support you are receiving.	
Number	Response Text
1	They meet with every student for 30 minutes once a semester to discuss their future
2	speaking skills from commentary
3	Staying after class to provide criticisms of paper.
4	The mentoring has helped me discovery a path to achieveing my goals.
5	Advising
6	Meetings upon request, without fail.
7	honest dedicated faculty
8	PERSONAL CAREER ADVICE AND ACADEMIC FOR TRANSFERRING TO FOUR YEAR college

9	even faculty is willing to talk honestly with you.
10	good advice a willingness to help
11	office hours
12	My work is revised and the information is relayed to me.
13	Motivation
10b. If no, what type of support are you looking for and are not receiving?	
Number	Response Text

11. What is your current job title and what type of work you do in your primary job?	
Number	Response Text
1	unemployed.
2	Dog walker
3	cook, runner
4	Freelance Market Research.
5	Nanny for 2 children hostess @ a restaurant
6	SERVER
7	MANAGER, VISUAL MERCHANDISER, ASSISTANT BUYER @ BOUTIQUE
8	cashier; ringing groceries
9	Burger King Assistant to owner at the Hinge Cafe
10	My current job title is a customer service associate and I provide help to customers at the K.O.P. mall.
11	Shoe salesman
12	Student
13	Baker
14	MANAGER OF A COFFEE SHOP.

12. Was your enrollment in the Liberal Arts - Honors Option Program helpful to you in getting this job?		
Answer Options		Response Percent
Yes		7.69%
No		84.62%
n/a		7.69%
Number	Response	
1	NOT YET	
2	N/A	
3	NO	
4	NO	
5	No	
6	No.	
7	NO	
8	no.	
9	NO	
10	No	
11	No	
12	Completely	
13	No	

13. How could your Community College of Philadelphia education be more useful to you in performing your job?	
Number	Response Text

1	Do not plan on staying at the job
2	Don't Know
3	N/A
4	It can help me get out of it
5	O
6	X
7	No
8	It can not.
9	N/A
10	N/A
11	No

14. How many hours per week on average do you work in this job?	
Number	Response Text
1	30
2	20
3	15
4	12
5	20-30
6	10
7	Burger king 25-35 Hinge 30-40
8	30
9	20
10	12 hours/ week
11	35 hrs
12	35

15. If you are not employed now, is this employment status by your choice?		
Answer Options		Response Percent
Yes		75%
No		25%
Number	Response	
1	Yes	
2	No.	
3	Yes	
4	No	
5	Yes.	
6	NO	
7	Yes.	
8	Yes.	
9	Yes.	
10	Yes, it is	
11	No	
12	Yes	

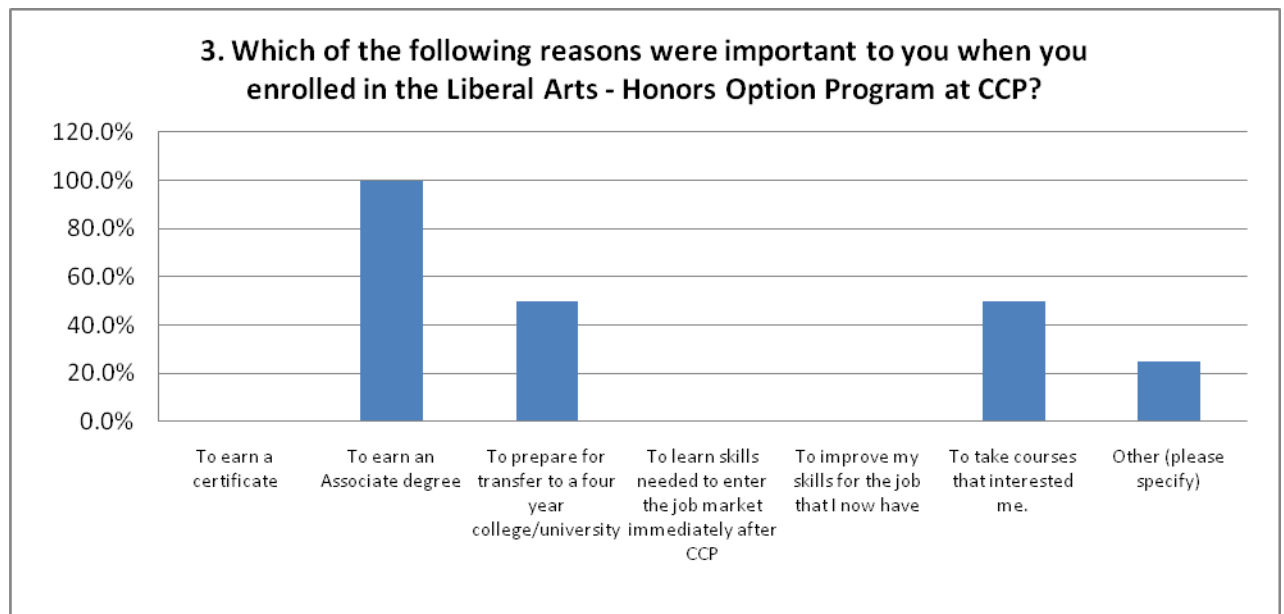
Survey Results – Program Graduates

N = 4

1. When did you enter the Liberal Arts - Honors Program?			
Spring 1996	Fall 2004	Fall 2006	Spring 2009
1	1	1	1

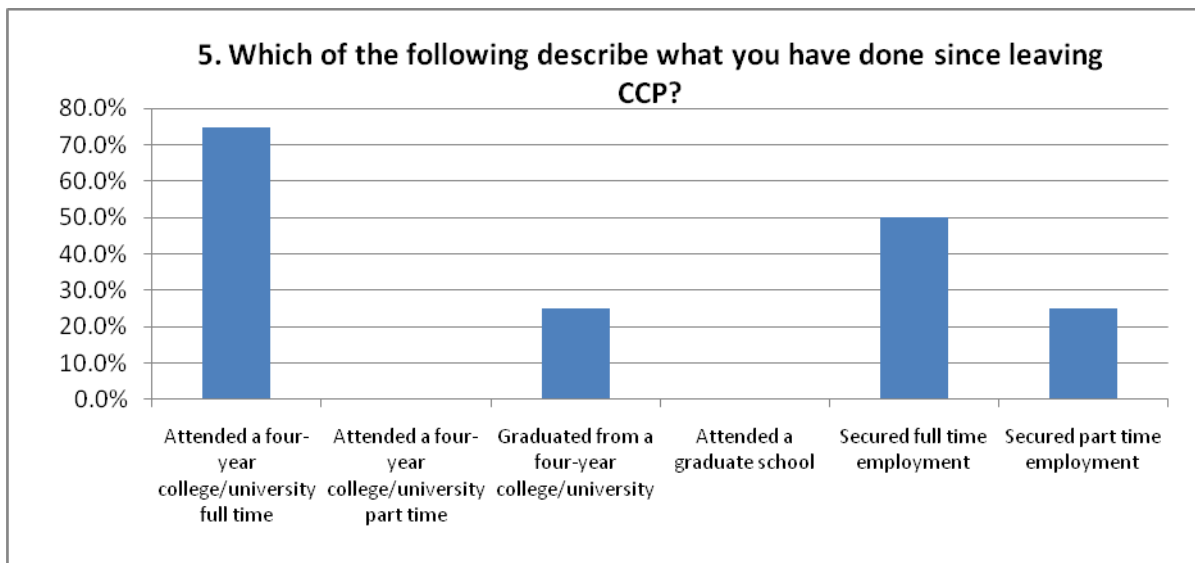
2. When did you graduate from the Liberal Arts - Honors Program?		
Spring 2005	Spring 2007	Spring 2010
1	1	1

3. Which of the following reasons were important to you when you enrolled in the Liberal Arts - Honors 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%	4
To prepare for transfer to a four year college/university	50.0%	2
To learn skills needed to enter the job market immediately after CCP	0.0%	0
To improve my skills for the job that I now have	0.0%	0
To take courses that interested me.	50.0%	2
Other (please specify)	25.0%	1
Number	Other (please specify)	
1	I remember telling them that I wanted to know what my college educated friends were talking about, and I wanted to get the jokes or references they made that went over my head.	



4. Did you accomplish the educational objectives that you set for yourself at Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes, fully	100.0%	4
Yes, partly	0.0%	0
No	0.0%	0

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Attended a four-year college/university full time	75.0%	3
Attended a four-year college/university part time	0.0%	0
Graduated from a four-year college/university	25.0%	1
Attended a graduate school	0.0%	0
Secured full time employment	50.0%	2
Secured part time employment	25.0%	1



6. Name of most recently attended college:	
Number	Response Text
1	Temple University
2	Tamplle University
3	Mount Holyoke College
4	Penn

7. Present enrollment status at the college listed in Question 6		
Answer Options	Response Percent	Response Count
Still attending full time	25.0%	1
Still attending part time	0.0%	0
Stopped attending before graduating	50.0%	2
Graduated	25.0%	1
If graduated, what is your degree and date of graduation?		1
Number	If graduated, what is your degree and date of graduation?	
1	BA Classics	

8. If you transferred to another college, how well did the Liberal Arts - Honors Option Program prepare for the academic demands at the college to which you transferred?		
Answer Options	Response Percent	Response Count
Preparation was excellent	100.0%	4
Preparation was good	0.0%	0
Preparation was fair	0.0%	0
Preparation was not helpful	0.0%	0
Please explain. We would appreciate your comments on your Liberal Arts - Honors Option courses as well as your other general education courses.		2
Number	Please explain. We would appreciate your comments on your Liberal Arts - Honors Option courses as well as your other general education courses.	
1	the problem was not with the program at CCP, the problem was Temple. They accepted all my credits at transfer, and at the end of Junior year, they told me I would have to retake most of the courses, instead of needing 24 credits, I needed 53 or 54 to graduate. I was frankly overwhelmed, decided to take a year off, make some money and regroup and never went back. That was over 10 years ago. I tried to re-enroll in Temple and now I have to repeat even more courses.	
2	The Honors Option helped me to learn how to listen, think, understand and think.	

9. Were you satisfied with the instruction you received in the Liberal Arts - Honors Option program?		
Answer Options	Response Percent	Response Count
Yes	100.0%	3
No	0.0%	0
Number	Other response	
1	With honors program, yes. With other classes, no.	

10. Were you satisfied with the support you received from the program faculty?		
Answer Options	Response Percent	Response Count
Yes	100.0%	4
No	0.0%	0

10a. If yes, please give an example of the type of support you received.	
Number	Response Text
1	It was a tough love kind of support--they stretched me mentally and emotionally in a way I would have never received any where else. The advice they gave me I have applied over and over again in my work and personal life.
2	constant support and encouragement
3	Attended summer program at Bucknell University. Help with transfer to Mount Holyoke College.

11. What do you feel are the strengths of the Liberal Arts - Honors Option Program?	
Number	Response Text
1	The strengths of the Honors Program is that they set the bar very high and expect you to step up. They do not pander to the lowest common denominator. I have not experienced that sort of level of expectation or commitment since I attended grade school in England.
2	the abilities of the professors
3	Very rigorous

12. What do you feel needs to be changed or added to the Liberal Arts - Honors Option Program in order to improve the program?	
Number	Response Text
1	Not a thing. It was one of the hardest things I ever did, and I am so grateful to each one of the professors for expecting so much from me.
2	nothing
3	Add honors level science courses to complement Liberal Arts Honors courses

13. If you transferred to another college or university, did your transfer institution accept your Liberal Arts - Honors Option courses?		
Answer Options	Response Percent	Response Count
Yes, all of them	66.7%	2
Yes, some of them	0.0%	0
None of them	33.3%	1
Please list the courses that did not transfer		1
Number	Please list the courses that did not transfer	
1	please see comment above. Temple initially accepted all credits and then at the end of my Junior Year, they decided they did not accept them.	

14. If you transferred to another college/university, did your transfer institution accept your non-Liberal Arts - Honors Option courses?		
Answer Options	Response Percent	Response Count
Yes, all of them	100.0%	2
Yes, some of them	0.0%	0
None of them	0.0%	0
Please list the courses that did not transfer		0

15. What is your current job title and what type of work you do in your primary job?	
Number	Response Text
1	I am an Executive Assistant in the administrative suite of a community hospital in Montgomery County.
2	engineering designer/drafter

16. Was your enrollment in the Liberal Arts - Honors Option Program helpful to you in getting this job?		
Answer Options	Response Percent	Response Count
Yes	50.0%	1
No	50.0%	1

17. If your enrollment in the Liberal Arts - Honors Option Program was "not" helpful to you in getting this job, please list the reasons below.	
Number	Response Text
1	I already had many years experience in this field

18. Were you employed in this job prior to enrolling in the Liberal Arts - Honors Option Program at CCP?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	2

18a. If no, how well did the Liberal Arts - Honors Option program prepare you for your job?		
Answer Options	Response Percent	Response Count
Preparation was excellent	100.0%	2
Preparation was good	0.0%	0
Preparation was fair	0.0%	0
Preparation was not helpful	0.0%	0
Please explain. We would appreciate your comments on your Liberal Arts - Honors Option courses as well as your other general education courses.		2
Number	Please explain. We would appreciate your comments on your Liberal Arts - Honors Option courses as well as your other general education courses.	
1	before I went to honors program, I was cleaning houses. Now I work in an administrative role making 5 times as much money.	
2	it improved my ability to communicate effectively	

18b. If yes, did completion of the Liberal Arts - Honors Option Program at CCP help you do your job better?		
Answer Options	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0

19. What courses or topics could have been added to the Liberal Arts - Honors Option curriculum that would have been more useful to you in performing your current job?		
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20. How many hours per week on average do you work in this job?	
Number	Response Text
1	50 plus hours.
2	40

21. If you are not employed now, is this employment status by your choice?	
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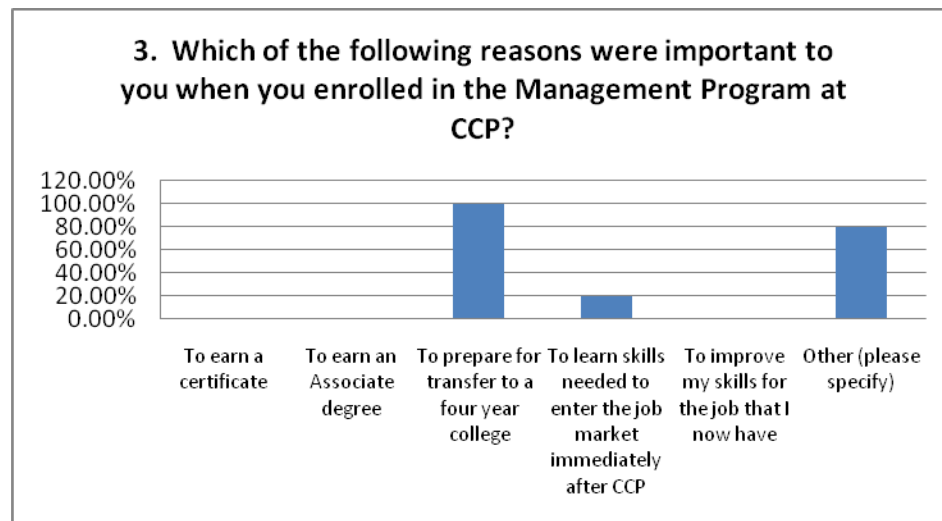
Survey Results – Former Students who completed the one-year Honors program, then transfered before getting a degree at CCP

N = 5

1. When did you enter the Liberal Arts - Honors Option Program at CCP?			
Fall 2005	Fall 2006	Fall 2008	2009
1	1	2	1

2. When did you leave the Liberal Arts - Honors Option Program at CCP?			
Spring 2006	Spring 2007	Spring 2008	2010
1	1	2	1

3. Which of the following reasons were important to you when you enrolled in the Honors 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	0.0%	0
To prepare for transfer to a four year college	100.0%	5
To learn skills needed to enter the job market immediately after CCP	20.0%	1
To improve my skills for the job that I now have	0.0%	0
Other (please specify)	80.0%	4
Number	Response Text	
1	To be challenged by course load with other serious students	
2	To expand my knowledge and to expose myself to new perspectives (something only the Honors can offer)	
3	Was able to receive a large scholarship from Drexel based on my grades at CCP alone.	
4	To gain a more classic education and expand my expectations of myself.	



4. What factors led you to leave the Liberal Arts - Honors Option Program before completing it? (Check as many as appropriate)		
Answer Options	Response Percent	Response Count
I learned skills that I wanted to know	20.0%	1
Conflict with work schedule	0.0%	0
Conflict with family responsibilities	0.0%	0
Transferred to another college	60.0%	3
Financial reasons	0.0%	0
Problems with Financial Aid	0.0%	0
Personal reasons/illness	0.0%	0
Academic difficulties	0.0%	0
Courses that I needed were not offered when I needed them	20.0%	1
Courses were not required at transfer institution	0.0%	0
Did not like the program	0.0%	0
No longer interested in the field	0.0%	0
Changed my major	0.0%	0
Other (please specify)	0.0%	0

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Secured full time employment	20.0%	1
Secured part time employment	0.0%	0
Attended another two-year college part-time	0.0%	0
Attended another two-year college full-time	0.0%	0
Attended another four-year college full-time	40.0%	2
Attended another four-year college part-time	0.0%	0
Graduated from a four-year college	40.0%	2
Attended a graduate school	20.0%	1
Other	40.0%	2
Number	Response Text	
1	At Drexel majoring in Political Science and Economics.	
2	Attending a four year college.	

6. What do you feel are the strengths if the Liberal Arts - Honors Option Program?	
Number	Response Text
1	Extremely charismatic teaching staff. Curriculum is beyond what I had expected from a community college. Forums and the encouragement of discourse are key. Students are crème de la crème – very important for support.
2	The professors, work required, and groups. I did not receive a lot of instruction in high school and do not like math, so this course outline was perfect for me. Grades are determined on improvement, participation, critical thinking, and our testing. I don't like multiple choice tests, but the professors know each student and we all stayed together and had plans for furthering our education (98% of us)
3	The honors option affords the student to engage with intellectual peers. The curriculum allows the student to tie in any of her interests. Furthermore, the seminars prepare the student for an academic future.
4	The honors program prepared me to transfer into a prestigious 4-year college with the tools necessary to perform high level intellectual work.
5	The strengths of the honors program are the faculty and the high standards they expect from students. They, (Dr. ____ in particular), have a way of instilling confidence and self-respect in students and challenging them in ways they have never been challenged before. Moreover, the constantly evolving curriculum and reading list is second to none. This program changed my life, my direction, and I am forever grateful to Drs. ____, ____, ____, ____, et al.

7. Were you satisfied with the instruction you received?		
Answer Options	Response Percent	Response Count
Yes	100.0%	5
No	0.0%	0

8. Were you satisfied with the support you received from the program faculty?		
Answer Options	Response Percent	Response Count
Yes	100.0%	5
No	0.0%	0

8a. If yes, please give an example of the type of support you received.	
Number	Response Text
1	Dr. ____ always made himself available for advisement. When I had an interview at Bryn Mawr to get into it's McBride program, Dr. ____ insisted I call him (at his home) before hand (early Saturday morning) to discuss some last minute nerves and important information to communicate to the admissions counselor. He offered himself to every student in this way.
2	The program faculty was constantly available to help in any way needed.
3	The program changed when it was clear that the students were not responding to some of the instruction. Also, the professors always made time for student meetings.
4	Encouragement, respect, transfer letter, instructions, friends, meeting people like myself. I just happened into a general counselors office to register as a freshmen, and was lucky to be offered the opportunity to participate in the honors program. This program was built around my interests of literature, learning, and discussion. I would not be in the field of economics if not for the honors professors and program. I did not believe the general studies classes would have held my interests/intention. I am finding Drexel quite easy compared to the work and papers I've written for the honors program.
5	Faculty has helped shape my vision for myself, encouraging me to set higher standards for myself and my future. Feedback and regular consults allowed this to happen.

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

9. What do you feel needs to be changed or added to the Liberal Arts - Honors Option Program in order to improve the program?	
Number	Response Text
1	Nothing! I only wish they could have prepared me for the disappointment that transferring to 4-year college brings since no subsequent program compares to the honors program.
2	I think the program is excellent and only hope that more students get to experience the honors program
3	Consider cutting Alisdair McIntyre's After Virtue and replace it with Richard Rorty's Contingency, Irony, and Solidarity.
4	Nothing
5	Should be a full 2-year program. I remain hungry for the experience, and I think expanding the program would be beneficial for the school and the students attending.

Survey Results – Former Students

N = 1

1. When did you enter the Liberal Arts - Honors Option Program at CCP?			
Spring 2009			
1			

2. When did you leave the Liberal Arts - Honors Option Program at CCP?			
Spring 2009			
1			

3. Which of the following reasons were important to you when you enrolled in the Honors 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	0.0%	0
To prepare for transfer to a four year college	0.0%	0
To learn skills needed to enter the job market immediately after CCP	0.0%	0
To improve my skills for the job that I now have	0.0%	0
Other (please specify)	100.0%	1
Number	Response Text	
1	Experimenting	

4. What factors led you to leave the Liberal Arts - Honors Option Program before completing it? (Check as many as appropriate)		
Answer Options	Response Percent	Response Count
I learned skills that I wanted to know	0.0%	0
Conflict with work schedule	0.0%	0
Conflict with family responsibilities	100.0%	1
Transferred to another college	0.0%	0
Financial reasons	0.0%	0
Problems with Financial Aid	0.0%	0
Personal reasons/illness	0.0%	0
Academic difficulties	0.0%	0
Courses that I needed were not offered when I needed them	0.0%	0
Courses were not required at transfer institution	0.0%	0
Did not like the program	0.0%	0
No longer interested in the field	0.0%	0
Changed my major	0.0%	0
Other (please specify)	0.0%	0

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Secured full time employment	0.0%	0
Secured part time employment	0.0%	0
Attended another two-year college part-time	0.0%	0
Attended another two-year college full-time	0.0%	0
Attended another four-year college full-time	0.0%	0
Attended another four-year college part-time	0.0%	0
Graduated from a four-year college	0.0%	0
Attended a graduate school	0.0%	0
Other	100.0%	1
Number	Response Text	
1	Taking better care of self and family, volunteering, yoga, serving on boards and workshops.	

6. What do you feel are the strengths if the Liberal Arts - Honors Option Program?	
Number	Response Text
1	Small class sizes, access to professors and linked courses.

7. Were you satisfied with the instruction you received?		
Answer Options	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0

8. Were you satisfied with the support you received from the program faculty?		
Answer Options	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0

8a. If yes, please give an example of the type of support you received.	
Number	Response Text
1	Professors almost always available for writing and instruction support.

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

9. What do you feel needs to be changed or added to the Liberal Arts - Honors Option Program in order to improve the program?	
Number	Response Text

Appendix B

National Collegiate Honors Council: Basic Characteristics of a Fully Developed Honors Program

Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

*1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.

2. The program has a clear mandate from the institution's administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.

3. The honors director reports to the chief academic officer of the institution.

*4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

5. The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

*6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.

*7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.

*8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.

9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.

10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.

11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

*12. Honors students receive honors-related academic advising from qualified faculty and/or staff.

*13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.

*14. The program engages in continuous assessment and evaluation and is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.

15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.

*16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

Approved by the NCHC Executive Committee on March 4, 1994; amended by the NCHC Board of Directors on November 23, 2007; further amended by the NCHC Board of Directors on February 19, 2010

** Refers to characteristics currently being utilized by Community College of Philadelphia's Liberal Arts- Honors Option curriculum.*

Appendix C

MONICA ANKE HAHN

2416 Poplar Street
Philadelphia, Pennsylvania 19130
(215) 765-1568 (ph & fax)
MonicaAnkeHahn@temple.edu

EDUCATION

- **Temple University**, Philadelphia, PA. PhD candidate, Department of Art History, 2010-present
- **Syracuse University** School of Arts and Sciences, Syracuse, New York. Master of Arts in Art History, Graduate Certificate in Women's Studies, 1995. Thesis: *Nathan Negus, painter (1801-1825): "An ornament to the American name"* GPA: 4.0
- **Vassar College** Poughkeepsie, New York. Bachelor of Arts in American Culture, 1991. Senior Thesis: *America and the Grand Tour: Sanford Robinson Gifford at Home and Abroad.* GPA: 3.7

PROFESSIONAL EXPERIENCE

2010-present **Assistant Professor of Art History**, *Community College of Philadelphia*, Philadelphia, Pennsylvania

2006 – 2010 **Visiting Lecturer in Art History**, *Community College of Philadelphia*, Philadelphia, Pennsylvania

2003 – 2006 **Instructor of Art History**, *Philadelphia University*, Philadelphia, Pennsylvania

1996 – 1998 **Assistant Editor**, *Bryn Mawr Alumnae Bulletin*, Bryn Mawr College, Bryn Mawr, Pennsylvania.

1991 – 1992 **Curatorial Assistant**, Erie Canal Museum, Syracuse, New York.

AWARDS, GRANTS AND HONORS

- **Temple University Fellowship** 2010, declined (accepted tenure-track teaching position at the Community College of Philadelphia)
- **Community College of Philadelphia:** Spring 2008 Academic Affairs Micro Grant: *The Barnes Foundation: Looking Backward, Looking Forward*
- **Syracuse University:** Master's Prize for best thesis (1996), Phi Kappa Phi (1995), Graduate Fellowship (1993-1995), Graduate School Summer Research Travel Grant (1995), Graduate School Summer Fellowship (1995), Outstanding Teaching Assistant (1995), Fine Arts Department Funds for Graduate Enhancement (1995).
- **Historic Deerfield, Inc.:** Summer Fellowship Program in museum studies and early American life and material culture (1991), Elizabeth Fuller Fellowship, awarded to continue research begun in the summer program (1991).

- **Vassar College:** Phi Beta Kappa (1991), General Honors (1991), Departmental Honors (1991), Distinction for senior project in American Culture (1991), Hagar Scholarship for academic excellence and college community service (1989 and 1990).

SPECIAL LECTURES

- “Approaching Cézanne,” 2009 Art History Spring Lecture, Community College of Philadelphia
- “Inventing Frida Kahlo,” 2008 Art History Spring Lecture, Community College of Philadelphia
- “The Governor’s Palace Murals by Fernando Castro-Pacheco,” “Spanish Colonial Franciscan Architecture,” and “Yucatecan Art in the MACAY Museum,” as Art History Lecturer in Mérida, Mexico in conjunction with the 2008 Community College of Philadelphia Cross-Cultural Workshop
- “King Tut: A Closer Look at ‘The Golden Boy,’” 2007 Art History Spring Lecture, Community College of Philadelphia

BRIAN SEYMOUR
2456 Meredith St., Philadelphia, PA 19130
267-997-3580

EDUCATION:

P.H.D Student

**TYLER SCHOOL OF ART AT TEMPLE
UNIVERSITY
Philadelphia, PA**
Advisor: Dr. Gerald Silk

M.A.

**TYLER SCHOOL OF ART AT TEMPLE
UNIVERSITY
Philadelphia, PA 1994**
Master of Arts, Art History
Thesis: The Critical Tradition of the Peasant Scenes of Pieter
Bruegel the Elder (Advisor: Dr. Cynthia Lawrence)

B.A.

VILLANOVA UNIVERSITY, Villanova, PA 1989
Bachelor of Arts, Business Administration

EXPERIENCE:

1993 – Present

**COMMUNITY COLLEGE OF PHILADELPHIA,
Philadelphia, PA**
Assistant Professor (Fall 2007 – Present)
Instructor (Fall 2004 – Summer 2006)
Visiting Lecturer, Adjunct Faculty (1993 – 2004)

1992 – 2001

Adjunct Faculty
DREXEL UNIVERSITY, Philadelphia, PA
**BUCKS COUNTY COMMUNITY COLLEGE,
Newtown, PA**
ROSEMONT COLLEGE, Rosemont, PA
TEMPLE UNIVERSITY, Philadelphia, PA
ARCADIA UNIVERSITY, Glenside, PA

**OTHER
EXPERIENCE:**

COMMUNITY COLLEGE OF PHILADELPHIA
Department Chair, Art Department (Spring 2010 – Present)
Coordinator, Honors Curriculum (Fall 2007 – Present)
Academic Integrity Workgroup (Spring 2011 – Present)
Leadership Institute, Graduate (2006), Facilitator (2006 –
2009)
Union Representative, Art Department (Fall 2004 – Spring
2011)
Art Image Center Coordinator (2000 – 2008)
Hiring Committee (Spring 2005, Spring 2007)

COLLEGE ART ASSOCIATION

Committee Member, Education Committee, (Term, 2010 – 2013)

Association member, 2005-present

CCPAAH, Community College Professors of Art and Art History

President, (Spring 2011 – Present)

ASH CAN GROUP, LLC

Owner, Art Education Consultant Firm, (January 2008 – Present)

SMARTHISTORY.ORG

Lecturer, Creator of web content, (Summer 2009 – Present)

GRADUATE ART HISTORY ORGANIZATION

Member, Tyler School of Art, Temple University, (September 2011– Present)

CHRISTIE'S INTERNATIONAL INC.

Regional Administrator, Philadelphia (November 1994 – September 1995)

Clerk, Bids Department, New York City (July 1993 – September 1994)

PHILADELPHIA MUSEUM OF ART

Intern, European Paintings Department (Fall 1992)

Museum Studies Internship Program (Summer 1992)

**GRANTS, HONORS,
PAPERS, TALKS:****2011 Christian R. and Mary F. Lindback Award for Distinguished Teaching**

Community College of Philadelphia, (May 2011)

2011 Law and Society Week, Community College of Philadelphia

Censorship in the Visual Arts Panel (March 2011)

Presenter: “A Brief Historical Survey of Art Censorship”

2011 CAA, College Art Association National Conference CCPAAH, Community College Professors of Art and Art History Affiliated Society Session, NYC

Panel Chair, Presenter (February 2011)

“Reconsidering the Survey: Exploring The Virtues and Vices of the Art History Textbook and its Impact on Studio Art Majors”

2010 Title VI BIE Grant: China, Community College of Philadelphia

Guest Lecturer (November 2010) "China and the International Art Market"

2010 Faculty Learning Community on Critical Thinking, Community College of Philadelphia

Participant, John Dewey “How We Think” (Fall 2010 – Spring 2011)

2010 Freeman Summer Institute for Japan Studies, Oahu, HI

Participant (May/June 2010)

2010 Truman State, Kirksville, MO

Guest Lecturer (February 2010) "Making Sense of China's Exploding Art Market, Inside and Out"

2009 Center for International Understanding, Community College of Philadelphia

Field Study Beijing, Shanghai (May 2009) Special Topics: “Exploring China’s Image Through Late 20th Century Art and Literature”

2009 ASDP Conference, Philadelphia

Presenter (March 2009) “Constructing a Canon in the New Art Museums of China”

2008 ASDP Conference, Chicago

Presenter (March 2008) “The Exploding Market for Contemporary Chinese Art as Challenge to China’s Image of Itself ”

2007 Phi Theta Kappa Lecture Series, Community College of Philadelphia

Presenter (October 2007) "The Changing Face of Power: Late Roman Imperial Sculpture"

2006 ASDP China Field Seminar, China

Participant (July 2006) Travel and study from Beijing to Xinjiang: Traditions and Modernity: Performing Arts and Cultural Representation in Contemporary China

2006 Mini-Grant, Community College of Philadelphia Foundation

Writer (Approved Fall 2005) Faculty and Student Painted Recreation of a Roman-Style Mural in the Art History Classroom; Writer (Approved Spring 2003) Digitization of Art Images used in the Teaching of Art History Survey Courses

2006 Merida Cross-Cultural Studies Workshop, Merida Mexico

Lecturer (March 2006) Travel and study on the Yucatan

2005 ASDP Conference, Whittier California

Presenter (April 2005) “Angel Island: A Hidden Legacy of Structural Censorship”

2004 ASDP Conference, Kansas City Missouri

Presenter (April 2004) “Teaching Module for the Tomb of the First Emperor”

2003-2004 NEH Grant: Intercultural Assimilation and the Creation of China

Participant, Writer of Teaching Modules (Spring 2003 – Winter 2004)

1991 Temple University, Rome

Seminar on Art and Culture, School of Arts & Sciences (Summer 1991)

RELEVANT SKILLS:

Reading knowledge French, Spanish, German Conversational Mandarin, French, Spanish

Philadelphia Mayor’s Commission on Literacy Basic Tutor, (2009 – Present)

Community College of Philadelphia
Curriculum Vita
November 2010

Dr. Francis Fritz	Assistant Professor Department of English	M#-4 / extension 8348
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TEACHING

Fall 2010	ENGL 098 ENGL 099 ENGL 102 Honors Program Learning Community	Fundamentals of Writing Reading Improvement English Composition 2
Summer 2010	ENGL 098 ENGL 099	Fundamentals of Writing Reading Improvement
Spring 2010	ENGL 101 ENGL 108 ENGL 102 Honors Program Learning Community	English Composition 1 Learning in the Disciplines English Composition 2
Fall 2009	ENGL 098 ENGL 108 ENGL 098 ENGL 108 ENGL 101	Fundamentals of Writing Learning in the Disciplines Fundamentals of Writing Learning in the Disciplines English Composition 1
Summer 2009	ENGL 098 ENGL 099	Fundamentals of Writing Reading Improvement
Spring 2009	ENGL 101 ENGL 108 ENGL 098 ENGL 108 ENGL 101	English Composition 1 Learning in the Disciplines Fundamentals of Writing Learning in the Disciplines English Composition 1
Fall 2008	ENGL 101 ENGL 108 ENGL 098 ENGL 099 ENGL 101	English Composition 1 Learning in the Disciplines Fundamentals of Writing Reading Improvement English Composition 1 (Gateway to College Program)
Summer 2008	ENGL 101 ENGL 101	English Composition 1 English Composition 1

Spring 2008	ENGL 101	English Composition 1
	ENGL 108	Learning in the Disciplines
	ENGL 101	English Composition 1
	ENGL 108	Learning in the Disciplines

SERVICE

- Fall 2010 Workshop: "Writing Across the Curriculum" for the New Faculty Orientation, October 21, 2010
- Spring 2010 Continued to co-direct (with Alex Bove) the Learning Assistants Program (funded by a minigrant earned in the spring, 2009, semester)
- Fall 2009 Worked with Grace Flisser and Paula Wright on Developing Grading Criteria for End-of-Term 101 Writing Prompts
- Co-directed (with Alex Bove) the Learning Assistants Program (funded by a minigrant earned in the spring, 2009, semester)
- Spring 2009 Member of the Faculty 101 Collaborative Project with Crystal Bacon and Diana Russell (Directed by Lakshma Gudapati)
- Spring 2009 Workshop: "The Never Fail Peer Review Workshop" for Professional Development Week, January 13, 2009.
- Spring 2009 Workshop: "Creating Effective Essay Prompts" for Conversations on Teaching English 098 and 108 (The Workshop Series in the Teaching Center), February 23, 2009.
- Summer/Fall 2008 Member of the College Writing Director Task Force (Chair: Mary Griffin)
- Fall 2008 Workshop: "Improving Outcomes through Effective Assignment Design" for the Part Time English Faculty Conference, October 4th, 2008.
- Fall 2008 Workshop: "'Write a paper on mitosis': Composing and Assessing Effective Writing Assignments" for Professional Development Week, August 26, 2008.

PROFESSIONAL DEVELOPMENT

- Fall 2009 Presentation at the National Council of Teachers of English annual convention a paper entitled "The Never-Fail Peer Review Workshop." Philadelphia, PA, November 18-22, 2009.

Attended the Fall, 2009, Professional Development Week Workshops.

Spring 2009 Attended the January, 2009, Professional Development Week Workshops.

Spring 2009 Recipient of the CCP Mini-grant (with Alex Bove) for Learning Assistants Program

Spring 2009 Presentation at the College English Association's annual conference the paper entitled "Curricular Design and the Humanities: an Alternative to Strict Skills-Based Education." Pittsburgh, PA, March 26-28, 2009.

Fall 2008 Teaching Circle: with Madeline Marcotte, Julie, O'Dell, Nicole Webster, and Susan Freedman.
Attended the Fall, 2009, Professional Development Week Workshops.

Spring 2008 Teaching Circle: with Madeline Marcotte and Julie O'Dell.

PRE-TENURE PROJECT

2010-2010: A curricular model: "How the Honors Program Curriculum Can Be a Model for Developmental Education."

2009-2010: Learning Assistants Program: a program for including student insight for improving teaching.

2008-2009: "Effective Peer Response": a classroom activity

OSVIL ACOSTA-MORALES

Department of History, Philosophy, & Religious Studies
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
(215) 751-8654 oacostamorales@ccp.edu

TEACHING EXPERIENCE

Assistant Professor, Community College of Philadelphia

Fall 2009 – Present

Courses Taught:

(Online) Introduction to Philosophy	(Online) Critical Thinking
(Honors) Modern Intellectual History	(Honors) Ancient & Medieval Philosophy
(Honors) Interdisciplinary Seminar	Social & Political Philosophy

Other Duties:

Co-Chair, Academic Support Committee
Co-Facilitator, New Faculty Program
Member, Student Appeals Committee
Member, Academic Affairs Integrity Work Group

Visiting Instructor, University of Toledo

Fall 2006 – Summer 2009

Courses Taught:

(Graduate-Level) Epistemology	(Graduate-Level) Ethics
(Honors & Online) Intro to Philosophy	(Online) Critical Thinking
(Online) Business Ethics	Medical Ethics
Contemporary Moral Problems	Theory of Knowledge
Philosophy of Law	Social & Political Philosophy
World Religions	Introduction to Religion

Directing of Independent Student Research:

(Graduate-Level) Common Themes in the Works of Descartes and Locke
(Graduate-Level) Moral Analyses of Euthanasia
Philosophy of Law and Marriage

Other Duties:

Advisor for the University of Toledo Philosophy Club
Advisor for the University of Toledo chapter of ΦΣΤ Philosophy Honor Society
Advisor for *The Journal of Philosophy at the University of Toledo*

Adjunct Instructor, Miami Dade College

Summer 2004 - Summer 2006

Courses Taught:

(Online) Critical Thinking and Ethics Introduction to Philosophy

Adjunct Instructor, Barry University, School of Adult and Continuing Education

Summer 2004 - Summer 2006

Courses Taught:

Modern Philosophy	Philosophy of Law
Problems in Philosophy	

Adjunct Instructor, Florida International University

Summer 2004

Courses Taught:

Philosophical Analysis

Adjunct Instructor and Teaching Assistant, University of Miami,
Spring 2002 - Spring 2006

Courses Taught:

Contemporary Moral Issues
Introduction to Philosophy

Critical Thinking
Logic & Law

COMMUNITY SERVICE

Toledo Latino Youth Summit (2008)

PROFESSIONAL MEMBERSHIP

Society for Imprecise Probability: Theories and Application
American Philosophical Association
Florida Philosophical Association
Philosophy of Education Society

EDUCATION

B.A. in Philosophy with Honors, University of Miami

M.A. in Philosophy, University of Miami

Graduate-Level Comprehensive Examinations Completed:

Epistemology, Metaphysics, Ethics, Aesthetics, and Philosophy of Religion

Graduate-Level Courses Completed:

Medieval Philosophy

Empiricism

Pragmatism

Phenomenology

History of Ethics

20th Century Ethical Theory

Metaphysics

Epistemology

Philosophy and Literature

Social Epistemology

Rational Belief

Science, Realism, & Common Sense

Philosophy of Education

Philosophy of Art

Philosophy of Language

Faith and Rationality

Advanced Logic

ABD in Philosophy, University of Miami

Dissertation:

A Philosophical Analysis of Courageous Belief

Advisor, Michael Slote

SPECIALIZED SKILLS & TRAINING

Fully fluent in Spanish and English

Able to teach online courses using Webstudy, WebCT, and BlackBoard software

Able to integrate SmartBoard technology and other multimedia resources into classroom instruction

PUBLICATIONS

"Courage, Evidence, and Epistemic Virtue," *The Florida Philosophical Review*, Volume VI, Issue 1.

PUBLIC PRESENTATIONS

"Borges y Filosofía"

Entre Nosotros, Community College of Philadelphia Television

"Understanding Intellectual Virtue, and How It Requires Courage"

Hope College Department of Philosophy Speaker Series

"Intellectual Virtue"

University of Toledo Department of Philosophy Colloquium Series

"Courage, Evidence, and Epistemic Virtue"

Florida Philosophical Association Annual Meeting

· Michael Loughran ·

· 2338 E Susquehanna Ave · Philadelphia, PA 19125 · 267.804.4509 · mloughran@ccp.edu ·

· Education ·

University of Florida
M.F.A., Poetry

Ithaca College
B.A., English

· Teaching Experience ·

Assistant Professor of English

Community College of Philadelphia
Philadelphia, PA

2006 – present

· Professional Service/Awards ·

Co-editor, Limited Editions	spring 2006
Participant, Pilot Survey for Electronic Evaluations	spring 2006
Participant, English 101 Teaching Circle [Frank Hoffman, facilitator]	spring 2006
Co-writer, ENG 285: Portfolio Development	fall 2006
Attendee, Adjunct Faculty Conference	fall 2006
Participant: 098 & 205 Teaching Circle [Simone Zelitch, facilitator]	fall 2006
Judge, Judith Stark Contest	fall 2006
Judge, Judith Stark Contest	spring 2007
Advisor, Creative Writing Club	fall 2007
Facilitator, 098/108 Teaching Circle	fall 2007
Advisor, Creative Writing Club	spring 2008
Judge, Judith Stark Contest	spring 2008
Participant, 102 Teaching Circle	spring 2008
Winner, gold star syllabus, English 102	spring 2008
Presenter: Teaching Grammar in 098 (a Teaching Center presentation)	spring 2008
Member, Audio/Video Audit Committee	fall 2008
Advisor, Creative Writing Club	fall 2008
Member, Audio/Video Audit Committee	spring 2009
Advisor, Creative Writing Club	spring 2009
Member, 108 Protocols Committee	spring 2009
Presenter: Teaching Grammar in 098 (a Teaching Center presentation)	spring 2009
Member, Library 102 Literacy Committee	spring 2009
Judge, College Writing Essay Contest	spring 2009
Member, 205 Protocols Committee	spring 2009
Advisor, Creative Writing Club	summer 2009
Member, Faculty Council on Education	fall 2009
Advisor, Creative Writing Club	fall 2009

Member, Audio/Video Audit Committee	fall 2009
Member, Faculty Council on Education	spring 2010
Member, English Department Hiring Committee	2011-2012
Member, English 101 Course Document Review	fall 2011
Member, English Department Social Committee	fall 2011
Member, English 101 Teaching Circle	fall 2011

· Publications ·

"Leonid" and "The Titled Horse," <i>Can We Have Our Ball Back?</i>	spring 2004
"Night Songs," <i>Tin House</i>	fall 2004
"[. . .]," <i>Harvard Review</i>	spring 2005
"Towards a Working Definition of Sky," <i>LIT</i>	fall 2005
"Pastiche with Occasional Botany and Art," <i>American Letters and Commentary</i>	fall 2005
"Manifesto" and "Snow Confessions," <i>jubilat</i>	fall 2005
"Incident Report" and "My Relationship with With," <i>Subtropics</i>	spring 2006
"One Scene," "Found: February 14 th ," and "Template," <i>CAB/NET</i>	spring 2006
"Pastiche . . ." and "Found February 14 th " <i>Reading Between A & B website</i>	fall 2008
"Note From Poetry Marina," "The Unreasonable Season," "Arpeggio," <i>Octopus</i>	fall 2008
"Idea Moratorium," <i>The Hat</i>	fall 2008
"A Clowder," <i>arspoetica.com</i>	spring 2009
"Little Idea," <i>Boston Review</i>	spring 2010
"Letters to Noelle" and "What We Need the Most...," <i>Subtropics</i>	fall 2010
"Alone" and "The Office of the Principal," <i>The Laurel Review</i>	fall 2010
"Tuesday," "The Histories," "Eventually Everything Would Happen," "It Was Time, I Felt, for an Agonizing Reappraisal of the Whole Scene," <i>High Chair</i>	spring 2011
"Let" and "Soon," <i>Indiana Review</i>	spring 2011

· Book Prizes (near misses) ·

Finalist, Four Way Books Intro Prize	2008, 2010
Finalist, Four Way Books Levis Prize	2009, 2011
Finalist, Cleveland State University Poetry Center First Book Prize	2011
Finalist, Vassar Miller Prize	2011

· Readings ·

University of Florida MFA reading series	10/02 and 4/04
St. Joseph's University reading series	10/04
Reading Between A and B	1/08
"Periodically Speaking" at the New York Public Library	3/08
Monday Poets: Free Library of Philadelphia Reading Series	11/09
Moonstone Poetry Series, Robin's Books	4/11

VITA

Ralph M. Faris
135 E. Graisbury Avenue
Audubon, New Jersey 08106
e-mail: rfaris1@comcast.net
rfaris@ccp.edu

Home 856 546-0408
Work 215 751-8283

Age: 66

Married

Children: Ages 33 and 39

Education

University of Bridgeport, Bridgeport, Connecticut - A.B. Sociology 1970
Northeastern University, Boston, Massachusetts - A.M. Sociology 1971
Temple University, Philadelphia, Pennsylvania - Ph.D. Sociology 1988

Teaching Experience

1974 - present: Community College of Philadelphia. Professor of Sociology.

1983 - 1984 Rutgers University (Camden Campus). Adjunct Professor, Sociology Department.

1971 - 1973: Brookdale Community College, Lincroft, New Jersey. Assistant Professor and Team Leader of the Sociology Department.

1972 - 1973: Kean College (Newark State College), Union, New Jersey. Adjunct Professor, Sociology Department.

Publications

Corporate Networks and Corporate Control: A Case Study of the Delaware Valley

Greenwood Publishing Group, Westport, Connecticut (November, 1994)

Co-author with Gerald A. Faris **Living in the Dead Zone: Janis Joplin and Jim Morrison** – *Understanding Borderline Personality Disorder*, Slade books, 2005.

Awards and Activities

Recipient of the Faculty Member Award for the Northeast Region of the Association of Community College Trustees (ACCT), 2007

Recipient of the Christian R. and Mary F. Lindback Foundation Award for distinguished teaching, 1985.

Director, FIS (Foundations in Interdisciplinary Studies) Honors Program, from 1985 - 2005.

Team Leader of the Transfer Opportunity Program (TOP) an academic curriculum funded by the Ford Foundation, 1984 -1988.

Board member of the Community College of Philadelphia's Applied Research Journal, 1986 - 1987.

Group leader of on-going Professional Growth Seminars developed to provide opportunities for faculty to establish settings for the maintenance of an academic culture at our college.

Staff member of the Teaching Center (computer-based faculty resource center).

Chair, Task Force on Academic Computing (organized to propose recommendations for restructuring the college's academic computing facilities.

Member, Interpretive/Dimensional Crediting Committee (one of seven committees charged with redesigning requirements of the college's degree programs).

First Lieutenant and Platoon Leader, United States Army, including a tour of duty in Vietnam (1967-1968); decorated with Bronze Star.

Community Activities

I have been an active member of various ad hoc educational groups in Audubon, New Jersey. I have worked on committees formed to:

generate bond issues to make needed repairs to school properties (both grade and high school buildings),

develop a realistic program of sex education mandated by the State of New Jersey,

design an adult education program for the township.

I was also a board member of the Audubon Little League, serving as Umpire-In-Chief for two years and umpiring for eighteen years.

Martin B. Spear

1427 Edgevale Road
Wynnewood, PA 19096

office (215-751-8215)
home (267-285-6678)
email: mspear@ccp.edu

Education

B.S. in History, St Joseph's University (1967)
M.A. and Ph.D. in Philosophy, Temple University (1977)

Current Position

Professor of Philosophy, Community College of Philadelphia

Employment History

Community College of Philadelphia

Professor 1985 —
Associate Professor 1983-85
Assistant Professor 1973-83
Instructor 1970-73

1984 – The Christian R. and Mary F. Lindback Award for Distinguished Teaching.
1996 – Community College of Philadelphia Distinguished Service Award

Alvernia University (PA)

Adjunct Professor of Philosophy 2004- 2010

Rosemont College (PA)

Adjunct Professor of Philosophy 2002

The Phillip Morris Foundation

Independent Program evaluator and consultant 1993—1995

Beaver College

Adjunct Instructor of Philosophy 1991

Related Professional Activities

2003- present Converted three philosophy courses at CCP to an online format, as well as modifying the Honors Curriculum into blended instruction.

1983 - 87 Co-Director: Transfer Opportunities Program (CCP)
(duties: administrative supervision; curriculum development; staff development; articulation; design of student service component)

1979 – 83 Director: Honors Program. (CCP)
(duties: administrative supervision; curriculum development; staff development; articulation; seminar instructor and lecturer)

With the Community College Humanities Association, I served as President of the Eastern Division, Member of the Board of Directors; Chairman of Divisional Program and National Program Committees. For CCHA, I worked with the Eastern Community College Social Science Association, and the National Council of Occupational Educators on joint endeavors.

I have served as an independent consultant for numerous institutions on curricular, pedagogical, and policy issues of Community College education – especially transfer education, writing-across-the curriculum, faculty and staff development, and curriculum reform:

Atlantic County College (NJ)
Burlington County College (NJ)
Connecticut Community College Consortium (CT)
D-Q University (CA)
Essex County College (NJ)
Hostos Community College (NY)
Jefferson Community College (KY)
LaSalle University (PA)
LaGuardia Community College (NY)
Northampton Community College (PA)
Norwalk Community College (CT)
Quinebaug Valley Community College (CT) (6 week workshop for NEH)
Temple University (PA)
Tunxis Community College (CT)
Valencia Community College (FL)
Union College (NJ)
UCLA Transfer Alliance Program (CA)

I have been an invited speaker at numerous conferences including:

American Federation of Teachers
Association of Pennsylvania State College and University Faculties
RC-2000 (Association of Community College Chancellors)
American Association of Higher Education
American Educational Research Association
Community College Humanities Association
Community College Social Science Association
The League for the Humanities
American Association of Community and Junior Colleges
National Council of Teachers of English
Penn State Conference on Rhetoric and Composition
Philadelphia Area Philosophy Association
Delaware Valley Writing Association
National Association of Teachers of Philosophy

Selected Publications and Presentations

Martin B. Spear, Olga Dugan, and Evan Seymour. "Recent Changes in Honors Writing Instruction: Do They Make a difference to the Rest of Us?" in *Viewpoints* (2007). (Available online at <http://faculty.ccp.edu/dept/viewpoints/f07v9n1/Spear,etal.pdf>)

Martin B. Spear. "The End of Disarticulation" in *Viewpoints* (2005) (Available online at <http://faculty.ccp.edu/dept/viewpoints/f05v7n1/disarticul.htm>)

_____. "The Great World Religions." Five Lectures at the Philadelphia Museum of Art. (Summer 2002) for the Visual Arts Sources for Teachers Program.

_____. "Counterfactuals: Turtles all the way down" Café for the Mind. The Free Library of Philadelphia. (March 2001)

_____. "Becoming Human: Genesis and Gilgamesh" Invited Presentation at the Annual MENSA convention. (July 2000)

_____. "Becoming Human: What does the Epic of Gilgamesh tell us about Genesis?" Café for the Mind. Free Library of Philadelphia. (April 1999) Awarded annual prize for best public lecture of the year.

_____. "Two Banned Books." Café for the Mind. The Free Library of Philadelphia (February 1998)

_____. "Romanticism and Multiculturalism." Café for the Mind. The Free Library of Philadelphia. (October 1996)

_____. "Reframing the community college/university connection." Presented to the Association of Pennsylvania State College and University Faculties. (March 1995)

_____. "The Road ahead: what do 'teaching institutions' teach?" Presented to RC-2000 conference of Community College Chancellors. (Feb 1993)

Martin B. Spear, Dennis McGrath, and Evan Seymour. "Rebuilding Faculty Culture" in *Maintaining Competence* ed. Kenneth Kroll, New Directions for Community Colleges (San Francisco: Jossey-Bass, 1993).

_____. "Toward a New Paradigm in Writing Across the Curriculum" in *Writing Across the Curriculum in Community Colleges* ed Linda C. Stanley and Joanna Ambron; *New Directions for Community Colleges*, No. 75 (San Francisco: Jossey-Bass, 1991)

Martin B. Spear and Dennis McGrath. "The Academic Crisis of the Community College." *On Campus* Vol 11, No. 5 March/April 1992.

_____. *The Academic Crisis of the Community College*. (State University of New York Press; 1991)

(Nominated for the Association of American Colleges Frederick W. Ness Award for excellence in liberal education, and the National Association for Continuing Education Phillip E. Frantzen Award for excellence.)

_____. "A Professoriate is in Trouble and hardly anyone recognizes it." *Change Magazine* (Jan/Feb 1988).

_____. "The Humanities and Remedial Education." *Community College Humanities Review* No. 8 (1987).

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Appendix D

Honors Curriculum: Timeline for Assessment of Program/Course Level Student Learning Outcomes

	Program Course Year # 1	Program Course Year # 2	Program Course Year # 3	Program Course Year # 4	Program Course Year # 5
2011-2012	Program Outcome #3 - Use academic modes of reading, writing and speaking to interpret texts and participate in academic discourse Courses to be assessed: IDS 297H, IDS 298H				
2012-2013	Fall - Implement changes Spring – collect data	Program Outcome #1 - Articulate and demonstrate an understanding of the role of theory in academic discourse Courses to be assessed: ENGL 297H, ENGL 298H			
2013-2014	Fall – analyze new data; complete report	Fall – Implement changes Spring – collect data	Program Outcome #2 - Apply strategies for interpretation of texts within and across disciplines Courses to be assessed: PHIL 297H, PHIL298H, HUM 101H		
2014-2015		Fall- analyze new data; complete report	Fall – Implement changes Spring – collect data	Program Outcome #3 - Use academic modes of reading, writing and speaking to interpret texts and participate in academic discourse Courses to be assessed: HIST 297H, HIST 298H, ART 104H	
			Fall- analyze new data; complete report	Fall – Implement changes Spring – collect data	Program Outcome #3 Use academic modes of reading, writing and speaking to interpret texts and participate in academic discourse Courses to be assessed: ENGL 101H, ENGL 102H, ENGL 195H, ENGL 196H

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

Modified Academic Program Audit

Diagnostic Medical Imaging

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Sally Rensch

November 7, 2011

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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>	Benchmark met but will need to monitor
The Program will help fulfill the community's need for nationally certified radiographers	<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>	Benchmark achieved

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

GOAL	OUTCOMES/BENCHMARK	EVALUATION METHOD	RESULT/OUTCOME	ACTION
To graduate students who demonstrate effective communication, critical thinking and problem-solving skills.	90% of employer surveys returned will indicate graduate performance as above average.	Employer surveys EVEN YEARS/OCT.	N/A	
	The average monthly clinical staff radiographer evaluations will be at least 65 points in 1 st semester and 80 points thereafter	Monthly clinical staff radiographer evaluations ANNUALLY/MAY	CI 2003 Level II FI 90.9 Sp 89.9 CI 2004 Level I FI 73.3 Sp 86.2 Level II FI 91.8 Sp 86.2 CI 2005 Level I FI 75 Sp 87.5	Benchmark achieved
	The average clinical ed. grade of each class will be at least 80%	Clinical performance grades ANNUALLY/MAY	CI 2003 Level II FI 95.3 Sp 93.6 CI 2004 Level I FI 87.6 Sp 81.7 Level II FI 95.5 Sp 92.7 CI 2005 Level I FI 88.9 Sp 91.5	Benchmark achieved but may wish to raise. Continue to monitor.
	90% of graduating students will note these skills listed in the goal are not weaknesses in the faculty exit interview survey.	Exit interview Strength/weakness ANNUALLY/JUNE	CI 2003 100% CI 2004 100%	Benchmark achieved and continue to monitor.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING PROGRAM
ASSESSMENT PLAN 2004-2005

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%	Competencies done by College faculty at clinical sites ANNUALLY	CI 2004 Level II Sp 92.5% CI 2005 Level I FI 89.3% Sp 85.6% Level II FI 96.6% CI 2006 Level I FI 93.2%	Benchmark Achieved Will continue to monitor annually
	90% of employer surveys returned will indicate that graduates were adequately prepared to perform as entry-level practioners.	Employer surveys Items 1 – 6 EVEN YEARS/OCT.	Oct. 04 (N=11) 82% properly prepared 2 felt OR weak 1 felt attitude poor	1 st time use. Benchmark unmet. 1. move benchmark to 80% due to low N. 2. Ask Preceptors to intro. OR equip. 3. Continue to monitor
	90% of graduates who take the ARRT exam will pass.	ARRT results ANNUALLY/JANUARY	CI 2004 100% on 1 st attempt	Benchmark met Benchmark met.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING PROGRAM
ASSESSMENT PLAN 2004-2005

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	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	CI 2004 100% employment	Benchmark met.
	90% of graduates responding to the survey will report they are members of a professional organization.	Graduate survey Item 16 ANNUALLY/APRIL	New Question	_____
	85% of the students will pass the required Programmatic academic courses with a minimum grade of 75% in the first Fall Semester. 90% of the students in subsequent semesters.	Course semester grades ANNUALLY	CI 2004 Level II Sp 100% CI 2005 Level I FI 95% Sp 100% Level II FI 100% CI 2006 Level I FI 86%	Benchmark met

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING PROGRAM
ASSESSMENT PLAN 2004-2005

GOAL	OUTCOMES/BENCHMARK	EVALUATION METHOD	RESULT/OUTCOME	ACTION
The Program will help fulfill the community's need for nationally certified radiographers	<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 Question 1 - 5 EVEN YEARS/OCT.</p>	<p>CI 2004 100%</p> <p>Oct. 2004 81% felt average or below</p>	<p>Benchmark met Continue to monitor</p> <p>1. Benchmark too high for amount of returns 2. Make benchmark say performance of graduates as average or above. 3. Suggest lower benchmark to 80%.</p>
To graduate students who demonstrate effective professional conduct , communication skills , critical thinking and problem-solving skills.	<p>90% of employer surveys returned will indicate graduate performance as above average.</p> <p>The average monthly clinical evaluations performed by staff radiographer will be at least 65 points in 1st semester and 80 points thereafter</p> <p>The average monthly evaluations performed by clinical staff radiographers will show average or above average performance in appearance, attendance, interpersonal relations, accountability and empathy to patients.</p> <p>The average clinical ed. grade of each class will be at least 80%</p>	<p>Employer surveys Question 6 EVEN YEARS/OCT.</p> <p>Monthly clinical staff radiographer evaluations ANNUALLY/MAY</p> <p>Monthly clinical staff radiographer evaluations ANNUALLY/MAY</p> <p>Clinical performance grades ANNUALLY/MAY</p>	<p>Oct. 2004 82% (N=11) 1 felt avg; 1 felt below avg.</p> <p>CI 2004 Level II Sp 86.2 CI 2005 Level I FI 75 Sp 87.5 Level II FI 91.9% CI 2006 Level I FI 75.2%</p> <p>CI 2005 Level II 100% CI 2006 Level I 100%</p> <p>CI 2004 Level II Sp 92.7 CI 2005 Level I FI 88.9 Sp 91.5 Level II FI 88.4% CI 2006 Level I FI 87.2%</p>	<p>1. Change outcome to read avg or above 2. This would change data to be 91%.</p> <p>Benchmark met Will monitor annually</p> <p>Benchmark met Continue to monitor</p> <p>Benchmark met Will monitor annually</p>

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING PROGRAM
ASSESSMENT PLAN 2004-2005

GOAL	OUTCOMES/BENCHMARK	EVALUATION METHOD	RESULT/OUTCOME	ACTION
	90% of graduating students will note these skills listed in the goal are not weaknesses in the faculty exit interview survey.	Exit interview Strength/weakness ANNUALLY/JUNE	CI 2004 100%	Benchmark met

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING PROGRAM
ASSESSMENT PLAN 2005-2006

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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/ fluoroscopic procedures	Students will pass the required clinical competency exams with an average score of 80%	Competencies done by College faculty at clinical sites ANNUALLY	CI 2005 Level I FI 89.3% Sp 85.6% Level II FI 96.6% Sp 96.1%	Benchmark achieved. Continue to monitor.
	90% of employer surveys returned will indicate that graduates were adequately prepared to perform as entry-level practioners.	Employer surveys Items 1 – 6 EVEN YEARS/OCT.	CI 2006 Level I FI 93.2% Sp 93.1%	1 st time use. Benchmark unmet. 1. Move to 80% due to low N. 2. create COE for C-Arm. 3. DMI 101 changes will not show up until 2008. 4. Continue to monitor
	90% of graduates who take the ARRT exam will pass.	ARRT results ANNUALLY/JANUARY	Oct. 04 (N=11) 82% properly prepared 2 felt OR weak 1 felt attitude poor	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	CI 2004 100% on 1st attempt CL 2005 100% on 1st attempt	Benchmark achieved

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING PROGRAM
ASSESSMENT PLAN 2005-2006

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 Programmatic 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>CI 2004 100% employment 8 full time 2 per diem 2 CT</p> <p>CI 2004 9/10 yes 90% CI 2005 Level I FI 95% Sp 100% Level II FI 100% Sp 100% CI 2006 Level I FI 86% Sp 90%</p>	<p>Benchmark achieved</p> <p>Keep benchmark. Continue to monitor.</p>
The Program will help fulfill the healthcare community's need for nationally certified radiographers	<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 Question 1 - 5 EVEN YEARS/OCT.</p>	<p>CI 2004 100%</p> <p>Oct. 2004 81% felt average or above</p>	<p>Benchmark achieved</p> <p>1. Lower benchmark to 80% due to low N 2. Continue to monitor</p>

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING PROGRAM
ASSESSMENT PLAN 2005-2006

GOAL	OUTCOMES/BENCHMARK	EVALUATION METHOD	RESULT/OUTCOME	ACTION
To graduate students who demonstrate effective professional conduct, communication skills, critical thinking and problem-solving skills.	90% of employer surveys returned will indicate graduate performance as average or above .	Employer surveys Question 6 EVEN YEARS/OCT.	Oct. 2004 91% (N=11) 1 felt below avg.	Benchmark met. Continue to monitor carefully
	The average monthly clinical evaluations performed by staff radiographer will be at least 65 points in 1 st semester and 80 points thereafter	Monthly clinical staff radiographer evaluations ANNUALLY/MAY	CI 2005 Level I FI 75 Sp 87.5 Level II FI 91.9% Sp 93.8% CI 2006 Level I FI 75.2% Sp 85.9%	Benchmark met. Continue to monitor
	The average monthly evaluations performed by clinical staff radiographers will show average or above average performance in appearance, attendance, interpersonal relations, accountability and empathy to patients.	Monthly clinical staff radiographer evaluations ANNUALLY/MAY	CI 2005 Level II 100% CI 2006 Level I 100%	Benchmark met. Continue to monitor.
	The average clinical ed. grade of each class will be at least 80%	Clinical performance grades ANNUALLY/MAY	CI 2005 Level I FI 88.9 Sp 91.5 Level II FI 88.4% Sp 94.02% CI 2006 Level I FI 87.2% Sp 90.9%	Benchmark met. Continue to monitor.
	90% of graduating students will note these skills listed in the goal are not weaknesses in the faculty exit interview survey.	Exit interview Strength/weakness ANNUALLY/JUNE	CI 2005 100%	Benchmark met. Continue to monitor.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING PROGRAM
ASSESSMENT PLAN JULY, 2006-JULY, 2007

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 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule	Responsibility	Result	Action
1.1 Students will possess knowledge of routine procedures.	1.1a Clinical comps	1.1a Students will achieve \geq 75% average	1.1a Sem. III and VI	1.1a Clinical Faculty, Clinical Coordinator and Program Director	1.1a Sem VI 93% Sem. III	1.1a Continue to monitor. Need to review forms. Set up 3 yr rotational review.
	1.1b Lab COE simulations	1.1b Students will achieve \geq 75% average	1.1b Sem. II and VI	1.1b Faculty	1.1b Sem II 90% Sem VI 100%	1.1b Benchmark met. Tool developed to increase communication among faculty. Review ongoing.
1.2 Students will demonstrate quality patient care.	1.2a Patient care comps Pt. transfer Asepsis Venipuncture	1.2a Students will achieve \geq 85% average	1.2a Sem II and III	1.2a Faculty Program director	1.2a Sem II Asepsis 100% Sem III Venipuncture	1.2a Consider rotating review of results
	1.2b Clinical comps	1.2b Students will achieve \geq 85% average	1.2b Sem II and VI	1.2b Faculty Program Director	1.2b Sem I Pt transfer 90% Sem VI Sterile Technique 100%	1.2b Continue to review these in clinical

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN JULY, 2006 – JULY, 2007

Outcome	Assessment Tool(s)	Benchmark	Schedule	Responsibility	Result	Action
1.3 Students will demonstrate radiation protection to patients, selves and others.	1.3a Clinical comps.	1.3a Students will achieve ≥ 2.5 points	1.3a Sem III and VI	1.3a Faculty Program Director	1.3a Sem III Sem. VI 100%	1.3a Must watch carefully in clinical setting and continue to monitor. 1.3b Always monitored in lab during COEs.
	1.3b Lab COE simulations	1.3b Students will achieve a ≥ 2 points	1.3 b Sem II and VI	1.3b Faculty	1.3b Sem. II 100% Sem. VI 100%	

Goal 2: To graduate students who demonstrate effective communication skills, critical thinking and problem solving skills.

Outcome	Assessment Tool(s)	Benchmark	Schedule	Responsibility	Result	Action
2.1 Students will demonstrate effective communication skills	2.1 Film evaluation cases Pathology group projects	2.1 $\geq 80\%$ average in 1 st year projects	2.1 Sem. II and III	2.1 Faculty Program Director	2.1 Sem. II 85% Sem. III	2.1 Develop new tools and assess in future.
2.2 Students will perform non-routine exams (critical thinking)	2.2 Mobile comps Trauma comps	2.2 $\geq 80\%$ average on clinical comps.	2.2 Sem III and VI	2.2 Clinical Faculty Clinical Coordinator Program Director	2.2 Sem. III Sem. VI 95%	2.2 Benchmark met. Consider adding Peds in future.
2.3 Students will identify diagnostic quality images and correct non-quality images accordingly.	2.3 Film evaluations	2.3 Average score of $\geq 80\%$ in 1 st year and $\geq 95\%$ in second year.	2.3 Sem. III and VI	2.3 Clinical Faculty Clinical Coordinator Program Director	2.3 Sem. III Sem. VI 96%	2.3 Continue to monitor

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN JULY, 2006 – JULY, 2007**

Goal 3: To graduate students who demonstrate importance of life-long learning and professionalism.

Outcome	Assessment Tool(s)	Benchmark	Schedule	Responsibility	Result	Action
3.1 Graduates will indicate membership in a professional organization	3.1 Alumnae Survey Item 16	3.1 Responding graduates will indicate membership in ASRT or Phila.SRT	3.1 Annually in February	3.1 Program Director	3.1	3.1
3.2 Students/graduates will demonstrate professionalism in clinical settings.	3.2 Monthly clinical evaluation by clinical staff radiographers	3.2 Monthly evaluation ≥ 65 point average in 1 st yr and ≥ 80 point average thereafter	3.2 Sem. III and VI	3.2 Clinical Faculty Clinical Coordinator	3.2 Sem. III Sem. VI 96%	3.2 Continue to monitor

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN JULY, 2006 – JULY, 2007**

Goal 4: To fulfill the community's need for nationally certified radiographers.

Outcome	Assessment Tool(s)	Benchmark	Schedule	Responsibility	Result	Action
4.1 Credentialing examination	4.1 ARRT results	4.1 90% of graduates who take the ARRT will pass	4.1 Annually in October	4.1 Program Director	4.1 07/2006 100% pass on 1 st attempt	4.1 Benchmark met.
4.2 Job placement rate.	4.2 Alumnae Survey Item 1 and 12	4.2 90% surveys returned will indicate employment or advanced ed within 6 months of graduation	4.2 Annually in February	4.2 Program Director	4.2	4.2
4.3 Program completion rate	4.3 Program completion data	4.3 Retention ≥ 60%	4.3 Annually as necessary	4.3 Program Director	4.3 CI of 06 61% retention CI of 07 70% retention	4.3 CI of 06 68% until 2 left for pregnancy. Returned in SP 07. Reviewed reasons others left. Personal, finances, health. 18% attrition (grades.) CI of 07 8 WD for grades, 4 returned in CI of 08.
4.4 Graduate satisfaction	4.4 Student exit interview Alumnae Survey comment	4.4 Majority of students responding will record satisfaction.	4.4 Annually in June Annually in February	4.4 Program Director	4.4 5/06 Exit interview	4.4 Comments generally good. Breaks between classes due to lack of classrooms.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN JULY, 2006 – JULY, 2007

Outcome	Assessment Tool(s)	Benchmark	Schedule	Responsibility	Result	Action
4.5 Employer satisfaction	4.5 Employer Survey Item 1-6	4.5 90% of employers responding will rate graduates as average or above.	4.5 Alternate years in October (even years)	4.5 Program Director	4.5 10/2006 100%	4.5 Met. Suggest using phone interviews of known employers.

Sem II = FI 1st year Sem VI=FI 2nd year

Sem III= Sp 1st year Sem VII=Sp 2nd year

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN JULY, 2007 – JULY, 2008

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 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will possess knowledge of routine procedures.	Clinical comps	Students will achieve $\geq 75\%$ average	Spring – Level I , II Clinical Faculty, Clinical Coordinator and Program Director	Sp Level II 100% Sp. Level I 99%	1 student had 74. The student later dropped out for medical reasons before the end of the semester.
	Lab COE simulations	Students will achieve $\geq 75\%$ average	Fall Level I, II Faculty	Fall Level I 100% Fall Level II 100%	Benchmark was met but results troubling. 7/21 students needed to repeat one view. 9/14 students needed to repeat a view. Mainly due to sloppiness and lack of attention to detail.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN JULY, 2007 – JULY, 2008

Goal 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will demonstrate quality patient care.	Patient care comps Pt. transfer Asepsis Venipuncture	Students will achieve $\geq 85\%$ average	Fall Level I Spring Level I Faculty Program director	Fall Level I Asepsis 100% Pt transfer 100% Spring Level I Venipuncture 100%	MONITOR CAREFULLY 21/21 completed 12/21 completed in Fall 18/18 completed by 5/1 Benchmark met but difficult to complete assessment of pt. transfer in Fall semester due to staff not moving the patient off stretcher. Seems to be a trend. 18/18 completed
	Clinical comps	Students will achieve $\geq 85\%$ average	Fall Level I Fall Level II Faculty Program Director	Level I Level II Sterile Tech. 100%	MONITOR CAREFULLY 13/14 completed
Students will demonstrate radiation protection to patients, selves and others.	Clinical comps. (Item 6 on form)	Students will achieve ≥ 2.5 points	Fall Level II Spring Level I	Level II 55% Level I 90%	MONITOR Results unacceptable 10/18 Level II students had points taken off . 9 proj. were either not shielded or shield in field. At start of spring, PD had conference with Level II students.
	Lab COE simulations (Item 15 on form)	Students will achieve a ≥ 2 points	Fall Level I and II	Level I 33% Level II 33%	MONITOR Results unacceptable 7/21 stud. lost points. 6/18 stud. lost points.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN JULY, 2007 – JULY, 2008

Goal 2: To graduate students who demonstrate effective communication skills, critical thinking and problem solving skills.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will demonstrate effective communication skills	Film evaluation cases Pathology group projects	≥80% average in 1 st year projects	Fall and Spring Level I Faculty Program Director	Fall clinical 21/21 Path 21/21 Spring clinical 18/18 Path 18/18	Take no action Monitor. First time collected data on Pathology.
Students will perform non-routine exams (critical thinking)	Mobile comps Trauma comps	≥ 80% average on clinical comps.	Summer I Level I Fall Level II Clinical Faculty Clinical Coordinator Program Director	Level I mobile 100% Level II mobile 100% trauma 100%	Take no action Monitor This is first time we moved portable assessment to summer for Level I and the first time we are assessing trauma for Level II
Students will identify diagnostic quality images and correct non-quality images accordingly.	Film evaluations	Average score of ≥ 80% in 1 st year and ≥95% in second year.	Fall Level II Spring Level I Clinical Faculty Clinical Coordinator Program Director	Level II 100% Level I 100%	Take no action Monitor

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN JULY, 2007 – JULY, 2008

Goal 3: To graduate students who demonstrate importance of life-long learning and professionalism.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Graduates will indicate membership in a professional organization	Alumnae Survey Item 16	Responding graduates will indicate membership in ASRT or Phila.SRT	Annually in February Program Director	N=10 ASRT 8 PhilaSRT 2	Continue to encourage participation
Students/graduates will demonstrate professionalism in clinical settings.	Monthly clinical evaluation by clinical staff radiographers	Monthly evaluation \geq 65 point average in 1 st yr and \geq 80 point average thereafter	Spring Level I Fall Level II Clinical Faculty Clinical Coordinator	Level I 100% Level II 100%	Develop new forms for next cycle. Advisory Committee and faculty deem the present evaluation form is inadequate. New form to be put out on trial in SS II with formal adoption by Fall 2008

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN JULY, 2007 – JULY, 2008

Goal 4: To fulfill the community's need for nationally certified radiographers.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Credentialing examination	ARRT results	90% of graduates who take the ARRT will pass	Annually in October Program Director	CI of 07 100%	Performed beyond expectations
Job placement rate.	Alumnae Survey Item 1 and 12	90% surveys returned will indicate employment or advanced ed within 6 months of graduation	Annually in February Program Director	N=10 Before grad =5 Within 6 mo =5	Continue to monitor
Program completion rate	Program completion data	Retention ≥ 60%	Annually as necessary Program Director	CI of 2008 Retention 50%	Class exceptionally hard-hit by personal problems during 1 st year. Continue to monitor.
Graduate satisfaction	Student exit interview Alumnae Survey comment	Majority of students responding will record satisfaction.	Annually in June Annually in February Program Director	N=10 100% responded yes	Continue to monitor
Employer satisfaction	Employer Survey Item 1-6	90% of employers responding will rate graduates as average or above.	Alternate years in October (even years) Program Director	Not done in odd years	Will be provided in next assessment.

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ASSESSMENT PLAN 2008-2009

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Goal 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will possess knowledge of routine procedures.	Lab COE simulations	Students will achieve $\geq 75\%$ average	Fall Level I Fall Level II Faculty	Level I 13 proj failed Level II 4 proj.failed/4 students	10 students failed one proj. & did repeat 1 student failed 4 proj. and was dropped at end of semester 4 students failed one proj. Continue to monitor but results not surprising
	Lab COE simulations (Item 15 on form)	Students will achieve a ≥ 2 points	Fall Level I Fall Level II Faculty	Level I 24/24 Level II 17/17	Students clearly seem to know what the proper procedure is.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2008-2009

Goal 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will possess knowledge of routine procedures.	Clinical comps	Students will achieve $\geq 75\%$ average	Fall Level II Spring Level I Spring Level II Clinical Faculty, Clinical Coordinator	Level II 17/17 Level I 12/12 Level II 17/17	Continue to monitor. Revised data reporting forms
	Lab COE simulations	Students will achieve $\geq 75\%$ average	Fall Level I Fall Level II Faculty	Level I 13 proj failed Level II 4 proj.failed/4 students	10 students failed one proj. & did repeat 1 student failed 4 proj. and was dropped at end of semester 4 students failed one proj. Continue to monitor but results not surprising
Students will demonstrate quality patient care.	Patient care comps Pt. transfer Asepsis Venipuncture	Students will achieve $\geq 85\%$ average	Fall Level I Spring Level I Faculty	Asepsis 22/22 Pt transfer 19/22. No opportunity on 3 students Venipuncture 12/12	2 students had to repeat comp. and did comply. Discussed at Advisory Committee meeting the problems we are noting in obtaining the pt. transfer comp. Those students who were not assessed on pt. transfer in Fall were completed in Spring. Faculty to consider changing rubric.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2008-2009

Goal 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will demonstrate quality patient care	Clinical comps	Students will achieve $\geq 85\%$ average	Fall Level II Clinical Faculty Clinical Coordinator	Level II Sterile Tech. 11/17 completed in Fall Other 5 completed in Spring	Some students need to be pushed into doing the comp. Faculty must be persistent. Sometimes there is difficulty getting all students rotated through IR in one semester. We need to be flexible in this case. Continue to monitor and check results.
Students will demonstrate radiation protection to patients, selves and others.	Clinical comps. (Item 6 on form)	Students will achieve ≥ 2.5 points	Spring Level I Spring Level II Clinical Faculty Clinical Coordinator	Level I 83% are achieving Level II 93% are achieving (Using no. observations correct/ total no. observations)	Students are following the lead of the staff technologists. They use collimation appropriately but on portables, they forget aprons. Faculty does not feel they can compromise on this issue. May also lose points due to repeat exam. Repeats due to positioning of pt. or misplaced shield. Advisory Com. and faculty think this is important to keep assessing.
	Lab COE simulations (Item 15 on form)	Students will achieve ≥ 2 points	Fall Level I Fall Level II Faculty	Level I 24/24 Level II 17/17	Students clearly seem to know what the proper procedure is.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2008-2009

Goal 2: To graduate students who demonstrate effective communication skills, critical thinking and problem solving skills.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will demonstrate effective communication skills	Film evaluation cases Pathology group projects	≥80% average in 1 st year projects	Fall Level I Spring Level I Faculty Program Director	22/22 in clinical 22/22 in Path but weakness in oral communication 12/12	This may be a problem in the 1 st semester. Watch for improvement. Class dynamic changes. This group lacks creativity. Likes to get all info from internet. Look to new ideas like a poster session for coming year.
	Mobile comps Trauma comps	≥ 80% average on clinical comps.	Summer I Level I Mobile Comps Fall Level II Mobile and trauma Clinical Faculty Clinical Coordinator Program Director	Level I 50% completed Level II 60% completed	Not all students had the opportunity to perform. Will continue to observe. Due to IR and CT rotations, all students didn't have opportunity to perform, however, remaining 40% completed in SS I.
Students will identify diagnostic quality images and correct non-quality images accordingly.	Film evaluations	Average score of ≥ 80% in 1 st year and ≥95% in second year.	Spring Level I Spring Level II Clinical Faculty Clinical Coordinator Program Director	Level I 12/12 Level II 17/17	Students performing without notes and communication improving. But Level I still lack creativity at bringing anything out of the ordinary.

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2008-2009**

Goal 3: To graduate students who demonstrate importance of life-long learning and professionalism.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Graduates will indicate membership in a professional organization	Alumnae Survey Item 16	Responding graduates will indicate membership in ASRT or Phila.SRT	Annually in February Program Director	75% report affirmative	Sent 13 8 responses
Students/graduates will demonstrate professionalism in clinical settings.	Monthly clinical evaluation by clinical staff radiographers	Monthly evaluation \geq 80 point average	Fall Level II Spring Level I Clinical Faculty Clinical Coordinator	Level II 17/17 Level I 12/12	New clinical evaluation form warranted change in benchmark. Feedback on new eval. good.

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2008-2009**

Goal 4: To fulfill the community's need for nationally certified radiographers.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Credentialing examination	ARRT results	90% of graduates who take the ARRT will pass	Annually in October Program Director	100%	14 th consecutive year of no failure on first attempt
Job placement rate.	Alumnae Survey Item 1 and 12	90% surveys returned will indicate employment or advanced ed within 6 months of graduation	Annually in February Program Director	100% employed 2 additionally doing advanced ed.	Keep monitoring. Economy has not hit yet.
Program completion rate	Program completion data	Retention ≥ 60%	Annually as necessary Program Director	CL 2009 began with 24 71% retention CL 2010 began with 25 48% retention	1 student from this original class is returning in Fall 09 4 students from this original class are returning Fall 09 A review of the reasons for this attrition rate does not reveal anything unusual. Goals, grades and personal problems top the list.
Graduate satisfaction	Student exit interview Alumnae Survey comment	Majority of students responding will record satisfaction.	Annually in June Annually in February Program Director	17/17 8/8	Graduates and soon to be graduates seem to be extremely satisfied.
Employer satisfaction	Employer Survey Item 1-6	90% of employers responding will rate graduates as average or above.	Alternate years in October (even years) Program Director	100%	Very poor response. 11 sent and only 4 responses. Discussed at Advisory Com. meeting. Suggestion to do this every year and to ask for voluntary signature in order to track who has not responded and send a second time.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2009-2010

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Goal 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will possess knowledge of routine procedures	Clinical comps	Students will achieve $\geq 75\%$ average	Fall Level II Spring Level I Spring Level II Clinical Faculty Clinical Coordinator	Level II 13/13 Level I 16/19 Level II 11/13	1 student failed 3 view, others failed 1 or 2 2 student failed SMV and/or AP axial facial bones
	LAB COE simulations	Students will achieve $\geq 75\%$ average	Fall Level I Fall Level II Faculty	Level I – 24 students performed 28 views (672 views) 3.7% repeat rate. 2 students failed 4 views and had grades lowered. Level II – 13 students performed 19 views (247 views) 0.8% repeat reate	Repeats were CXR and probably attributed to 1 st COEs. Also later in semester when working in bucky after doing TT extremities.

COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2009-2010

Goal 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will demonstrate quality patient care.	Patient care comps Pt. transfer Asepsis Venipuncture	Students will achieve $\geq 85\%$ average	Fall Level I Spring Level I Faculty	Asepsis 24/24 Pt transfer 24/24 Venipuncture 19/19	The change in the rubric helped get this taken care of on schedule.
	Clinical comps	Students will achieve $\geq 85\%$ average	Fall Level II Clinical Faculty Clinical Coordinator	Level II Sterile Tech. 13/13	Faculty persistent to get this done.
Students will demonstrate radiation protection to patients, selves and others.	Clinical comps. (Item 6 on form)	Students will achieve ≥ 2.5 points	Spring Level I Spring Level II Clinical Faculty Clinical Coordinator	Level I 133/153 Level II 137/245 (Using no. observations correct/ total no. observations)	20 students had less than 2.5 8 students had less than 2.5
	Lab COE simulations (Item 15 on form)	Students will achieve a ≥ 2 points	Fall Level I Fall Level II Faculty	Level I 6/24 students lost points for collimation or shielding Level II 3/13 students lost points for shield position	This was in the first semester and some students were dropped at the end of fall. Once again it is because they get sloppy in clinical and don't pay attention to details. Discuss with Advisory Committee and faculty.

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2009-2010**

Goal 2: To graduate students who demonstrate effective communication skills, critical thinking and problem solving skills.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will demonstrate effective communication skills	Film evaluation cases Pathology group projects	≥80% average in 1 st year projects	Fall Level I Spring Level I Faculty Program Director	Level I 24/24 Pronunciation problems on med. terms was noted	This was noted after students had tutoring on terms. They still had difficulty. Did not result in less than 80% grade. Note: Next year the assessment tool should include one assessment from 1 st year and one from 2 nd year. We will keep DMI 181 project and add the capstone science project in 2 nd year.
	Mobile comps Trauma comps	≥ 80% average on clinical comps.	Summer I Level I Mobile Comps Fall Level II Mobile and trauma Clinical Faculty Clinical Coordinator Program Director	Level I 7/18 Level II Mobile 9/13 Trauma 4/13	All completed with 90-95 points All grades greater than 80%
Students will identify diagnostic quality images and correct non-quality images accordingly.	Film evaluations	Average score of ≥ 80% in 1 st year and ≥95% in second year.	Spring Level I Spring Level II Clinical Faculty Clinical Coordinator Program Director	Level I 19/19 Level II 13/13	Benchmark achieved

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2009-2010**

Goal 3: To graduate students who demonstrate importance of life-long learning and professionalism.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Graduates will indicate membership in a professional organization	Alumnae Survey Item 16	Responding graduates will indicate membership in ASRT or Phila.SRT	Annually in February Program Director	8 of 13 responses (Class of 2009)	61.5% are members. Will try to improve this with competition awards.
Students/graduates will demonstrate professionalism in clinical settings.	Monthly clinical evaluation by clinical staff radiographers Employer survey Item 6	Monthly evaluation \geq 80 point average Employer will score 3 or higher	Fall Level II Spring Level I Clinical Faculty Clinical Coordinator Program Director	Level II 13/13 Level I 17/19 1 averaged 79.3 1 averaged 61.6 7 surveys sent/5 returned All 5 score greater than 3	71% response

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2009-2010**

Goal 4: To fulfill the community's need for nationally certified radiographers.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Credentialing examination	ARRT results	90% of graduates who take the ARRT will pass	Annually in October Program Director	17/17 passed 1 st attempt (Class of 2009)	Still surpassing National mean score
Job placement rate.	Alumnae Survey Item 1 and 12	90% surveys returned will indicate employment or advanced ed within 6 months of graduation	Annually in February Program Director	13/17 responses 11 indicated employed 3 FT/8 PT (Class of 2009)	85% employment rate Economy had a bearing.
Program completion rate	Program completion data	Retention ≥ 50%	Annually as necessary Program Director	17/26 = 65% retention	Some years better than others. Trying to keep above 50%
Graduate satisfaction	Student exit interview Alumnae Survey comment	Majority of students responding will record satisfaction.	Annually in June Annually in February Program Director	17/17 satisfied at exit interview 13/17 responded all satisfied	76% response.
Employer satisfaction	Employer Survey Item 1-6	90% of employers responding will rate graduates as average or above.	Annually in March to see if response rate improves Program Director	Sent 7 surveys, 5 returned 5/5 score average or above	71% response

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2010-2011**

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Goal 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
	Lab COE simulations (Item 15 on form)	Students will achieve a ≥ 2 points	Fall Level I	Level I 528/532	1 shield over anatomy, 2 no shield, 1 no info.
			Fall Level II	Level II 333/342	4 no shield, 3 incorrect use, 2 no info
			Faculty		

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2010-2011**

Goal 1: To graduate students as entry-level radiographers with the knowledge and skills to competently and safely perform radiographic procedures.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will demonstrate quality patient care.	Clinical comps	Students will achieve $\geq 85\%$ average	Fall Level II Clinical Faculty Clinical Coordinator	Level II Sterile Tech 18/18	
Students will demonstrate radiation protection to patients, selves and others.	Clinical comps. (Item 6 on form)	Students will achieve ≥ 2.5 points	Spring Level I Spring Level II Clinical Faculty Clinical Coordinator	Level I 171/187 Level II 168/178 (Using no. observations correct/ total no. observations)	16 times 10 times
	Lab COE simulations (Item 15 on form)	Students will achieve a ≥ 2 points	Fall Level I Fall Level II Faculty	Level I 528/532 Level II 333/342	1 shield over anatomy, 2 no shield, 1 no info. 4 no shield, 3 incorrect use, 2 no info

COMMUNITY COLLEGE OF PHILADELPHIA
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ASSESSMENT PLAN 2010-2011

Goal 2: To graduate students who demonstrate effective communication skills, critical thinking and problem solving skills.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Students will demonstrate effective communication skills	Film evaluation cases Pathology group projects	≥80% average in 1 st year projects	Fall Level I	Level I 20/20 Pathology 20/20	Comment?????
	Capstone science project		Spring Level II Faculty Program Director	18/18	Co-curricular activity with DH and CLT
	Mobile comps Trauma comps	≥ 80% average on clinical comps.	Summer I Level I Mobile Comps Fall Level II Mobile and trauma Clinical Faculty Clinical Coordinator Program Director	Level I 9/12 completed Level II 9/18 mobile 5/18 trauma	All scored above 80 points
Students will identify diagnostic quality images and correct non-quality images accordingly.	Film evaluations	Average score of ≥ 80% in 1 st year and ≥95% in second year.	Spring Level I Spring Level II Clinical Faculty Clinical Coordinator Program Director	Level I 16/17 Level II 18/18	

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DIAGNOSTIC MEDICAL IMAGING
ASSESSMENT PLAN 2010-2011

Goal 3: To graduate students who demonstrate importance of life-long learning and professionalism.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Graduates will indicate membership in a professional organization	Alumnae Survey Item 16	Responding graduates will indicate membership in ASRT or Phila.SRT	Annually in February Program Director	8/12 66%	Sent 13 and received 12 responses
Students/graduates will demonstrate professionalism in clinical settings.	Monthly clinical evaluation by clinical staff radiographers Employer survey Item 6	Monthly evaluation \geq 80 point average Employer will score 3 or higher	Fall Level II Spring Level I Clinical Faculty Clinical Coordinator Program Director	Level II 16/18 Level I 8/17 3/3 100%	3 of these were readmit students

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Goal 4: To fulfill the community's need for nationally certified radiographers.

Outcome	Assessment Tool(s)	Benchmark	Schedule/Responsible Party	Result	Action
Credentialing examination	ARRT results	90% of graduates who take the ARRT will pass	Annually in October Program Director	13/13 100% on 1 st attempt	
Job placement rate	Alumnae Survey Item 1 and 12	90% surveys returned will indicate employment or advanced ed within 6 months of graduation	Annually in February Program Director	11/12 employed 1 unemployed and not in AP classes 92% employed	13 graduates and 12 responded.
Program completion rate	Program completion data	Retention ≥ 50%	Annually as necessary Program Director	In Fall 2010 42 students in DMI In Spring 2011 35 students in DMI 83% retention in Program CI of 2011 = 58% retention CI of 2012 = 71% retention	
Graduate satisfaction	Student exit interview Alumnae Survey comment	Majority of students responding will record satisfaction.	Annually in June Annually in February Program Director	100%	.
Employer satisfaction	Employer Survey Item 1-6	90% of employers responding will rate graduates as average or above.	Annually in March to see if response rate improves Program Director	3/3 100%	Sent 5 and received 3 responses Next yr. will try to send employer survey to the graduates to give directly to employer.

APPENDIX B

QUALITY-VIABILITY INDEX REPORT

Community College of Philadelphia

Academic Affairs

PROGRAM PERFORMANCE INDICATORS

Program: Diagnostic Medical Imaging

Date October 25, 2010

Quality Indicators	SCORE						Comments
	4	3	2	1	0	NA	
Student Learning Outcomes	X						
Professional Development-Full Time Faculty	X						
Faculty Evaluation	X						
Faculty Engagement	X						
Accreditation	X						
Facility Oversight	X						
Program Alliances	X						
Academic Program Innovation		X					
Strategic Planning	X						

Community College of Philadelphia

Academic Affairs

PROGRAM PERFORMANCE INDICATORS

Viability Indicators	SCORE						Comments
	4	3	2	1	0	NA	
Documented Need	X						
Enrollment		X					DMI is a 2 year curriculum and retention is tracked on that basis. Students can drop out and return once. Capacity is determined by the number of clinical seats available each year and is not reflected in the number of seats the college assigns to the sections.
Cost to Operate			X				
Benefit		X					
Fall to Fall Retention				X			Retention = Class of 2010 48%; Class of 2009 71%; Class of 2008 50%; Class of 2007 70%; Class of 2006 61%; Class of 2005 79%
Fall to Spring Retention			X				
Graduation Rates	X						90% to 100% of the DMI students who make it to the second year will complete the program with a degree and 100% pass the national examination of the ARRT.
Transfer Rates							Omit for Fall 2010.
Employment							Omit for Fall 2010.
Degrees Awarded			X				

APPENDIX C

ADVISORY COMMITTEE (2011-2012)

**COMMUNITY COLLEGE OF PHILADELPHIA
DIAGNOSTIC MEDICAL IMAGING PROGRAM
ADVISORY COMMITTEE
2011-2012**

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