

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

MINUTES

Thursday, December 6, 2012

1:30 p.m. – Room M2-34

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

(1) Executive Session

There was no Executive Session.

(2) Public Session

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

The minutes were accepted.

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

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

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

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

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

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

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

Next Meeting:

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

Attachments:

Minutes of November 1, 2012

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

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

SUMMARY of AUDIT ACTIONS

December 6, 2012 Meeting

Summary of the Community Leadership Certificate and Degree Programs Audit

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

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

Pertinent data include:

- majors, as well as non-major students take the Leadership courses
- enrollment is low and stagnant
- there are few graduates
- there is some difficulty transferring courses to senior level universities for the baccalaureate degree.

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

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

MINUTES

Thursday, November 1, 2012

1:30 p.m. – Room M2-34

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

(1) Executive Session

There was no Executive Session.

(2) Public Session

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

The minutes were accepted.

b) Student Outcomes Report

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

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

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

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

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

d) Creative Writing Certificate Program Audit (Action Item)

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

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

e) Medical Assisting Program Recommendations (Action Item)

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

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

Next Meeting:

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

Attachments:

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

Community College of Philadelphia

Academic Program Audit: Community Leadership

Division of Liberal Studies

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

Contributors: John Moore, Director, Academic Assessment and
Evaluation

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

July 8, 2012

Executive Summary

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

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

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

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

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

II. Program

A. Mission of the Program

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

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

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

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

C. History of the Community Leadership Program

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

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

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

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

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

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

LEAD 101 Introduction to Leadership: Concepts and Models

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

LEAD 102 Introduction to Leadership: Community Influence and Resource Allocation

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

LEAD 103 Introduction to Leadership: Communication

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

LEAD 104 Introduction to Leadership Studies

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

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

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

LEAD 212 Leadership for Effective Organizations: Project Planning, Teamwork and Project Management

This course focuses on team-building, teamwork and the development and management of projects in various organizations, especially community nonprofit organizations. LEAD 211, LEAD 212 and LEAD 213 together are equivalent to LEAD 214.

LEAD 213 Leadership for Effective Organizations: Funding, Budgeting and Grant Writing

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

LEAD 214 Leadership for Effective Organizations

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

D. Description of the Curriculum

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

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

CHART I
Curriculum Map for Community Leadership Associate in Arts Degree

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

Chart II
Associate in Arts in Community Leadership
Sequence of Courses

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

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

General Education Requirements

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

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

E. Internal Program Coherence

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

F. Revisions Since Last Audit

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

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

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

G. Curricular Innovations and Departmental Organizational Changes

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

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

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

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

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

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

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

H. Departmental Organizational Changes

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

I. Future Directions in the Field/Program

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

III. Faculty

A. Profile of Faculty

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

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

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

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

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

B. Contributions to the Life of the College

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

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

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

IV. Outcomes and Assessment

Graduates

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

Table 1
Number of Program Graduates

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

V. Student Profile

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

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

Table 2
Credit Headcount

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

Table 3
Credit FTE Headcount

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

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

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

Gender		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Female	Program	0	0	0	0	100	50	33.3	50	0
	College	66.7	66.4	66.3	65.9	65.3	65.3	64.6	64.2	64.5
Male	Program	100.0	0	0	0	0	50	66.7	50	100
	College	32.3	32.328	32.8	33.1	33.7	33.9	34.8	35.3	35.1
Unknown	Program	0	0	0	0	0	0	0	0	0
	College	1	0.8	0.8	1	0.9	0.8	0.8	0.5	0.3

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

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

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

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

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

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

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

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

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

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

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

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

A. Retention Data

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

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

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

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

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

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

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

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

B. Academic Performance

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

**Table 10
Course Completion and Average GPA**

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

**Table 11
Academic Standing (percent)**

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

**Table 12
Success at Departure (percent)**

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

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

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

C. Transfer Data

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

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

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

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

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

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

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

**Table 15
Sections and Enrollments in Leadership Studies**

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

D. Summary of Student Surveys

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

VI. Resources

A. Facilities and Equipment

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

B. What Future Needs Can Be Identified

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

1. Coordination between the program and Corporate Solutions.
2. Build on the momentum of students in the introductory class. As noted in Table 15 there are many of students that participate in courses, but do not continue with the program or declare Leadership Studies as a major.
3. The development of internal/external boards for the program.

VII. Demand and Need for the Program

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

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

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

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

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

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

*Bureau of Labor Statistics/Occupational Outlook Handbook 2012

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

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

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

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

VIII. Operating Costs and Efficiency

A. Cost to Operate

Data were not available separately for the Community Leadership Program.

IX. Findings and Recommendations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommendations

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

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

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

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

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

APPENDIX A
Comments from Student Surveys

Current Students

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

Survey Results – Current Students

N = 7

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

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

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

4. How well is the CCP Liberal Arts - Leadership Studies Option Program preparing you for transferring to another college?

Answer Options	Response Percent	Response Count
Preparation is excellent	16.7%	1
Preparation is good	50.0%	3
Preparation is fair	0.0%	0
Preparation is not helpful	16.7%	1
Not planning to transfer	16.7%	1
Please explain. We would appreciate your comments on your Liberal Arts - Leadership Studies Option courses as well as your other general education courses.		1
Number	Please explain. We would appreciate your comments on your Liberal Arts - Leadership Studies Option courses as well as your other general education courses.	
1	I still don't really know what the major consist of. when I enrolled in class I had no guidance as to what classes i should take towards my major. Because of this I am thinking of changing my major.	

5. How well is the CCP Liberal Arts - Leadership Studies Option Program preparing you for a future career?

Answer Options	Response Percent	Response Count
Preparation is excellent	33.3%	2
Preparation is good	33.3%	2
Preparation is fair	16.7%	1
Preparation is not helpful	0.0%	0
Not sure	16.7%	1
Please explain. We would appreciate your comments on your Liberal Arts - Leadership Studies Option courses as well as your other general education courses.		0

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

Answer Options	Response Percent	Response Count
Yes, fully	50.0%	3
Yes, partly	50.0%	3
No	0.0%	0
Please comment		2
Number	Please comment	
1	I thought that the leadership option was going to be more about leading and managing in organizations. But, I found that a lot of it is about non-profit organizations.	
2	I would to be taking more classes, but I am unable to pay for more than one class a semester.	

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

FACULTY CURRICULUM VITAE

and

BIOGRAPHICAL INFORMATION

SHERILYNN JOHNSON KIMBLE
1006 DUNCAN AVENUE - YEADON, PA 19050
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EMAIL: sjk41@aol.com

EDUCATION

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

Certificates

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

EMPLOYMENT HISTORY

The Caring Center	Philadelphia, PA
Executive Director	1982 – 2012

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

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

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

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

Community College of Philadelphia

Adjunct Faculty Member

1999 – present

Delaware Valley Association for the Education of Young Children (DVAYEC)

Director's Management Seminar

1998 – 2004

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

AFFILIATIONS

Board Memberships

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

Professional Service

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

Awards:

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

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

ANNE GRECO

207 Bridgeboro Road
Moorestown, NJ 08057
856-235-2184- home
609-320-6004 - cell
email: njgirls3@msn.com

PROFESSIONAL COMPETENCIES

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

EDUCATION

Master of Science, Art Administration, Drexel University, Philadelphia, PA

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

PROFESSIONAL TEACHING EXPERIENCE

Adjunct Lecturer, Community College of Philadelphia (2008 – present)

- Teach courses in Leadership
 - Leadership 113 – Effective Organizations: Funding, Budgeting and Grant Writing
 - Leadership 114 – Leadership for Effective Organizations

Adjunct Lecturer, Camden County College (1994 – 2008)

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

Adjunct Lecturer, Gloucester County College (1995 to 2008)

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

Adjunct Lecturer, Burlington County College (1995 – 1996)

- Taught courses in Art Appreciation at the Main Campus and Fort Dix.

PROFESSIONAL EMPLOYMENT EXPERIENCE

Director of Grants, Community College of Philadelphia (2000 – present)

Major Responsibilities:

- Plan, implement, and monitor a \$9+ million grants program.
- Provide leadership to faculty in grant development, budget management, and compliance.
- Represent areas of responsibility within the College and with area colleges, universities, school districts, and non-profit grant partners.
- Serve as liaison between the College and funding agencies.

Claudia F. Hearst Curry, Ed.D.

**1700 Spring Garden Street 1042 Callahan Avenue
Philadelphia, PA 19130 Yeadon, PA 19050
Office: 215.751.8828 Home: 610.284.2805**

PROFESSIONAL EXPERIENCE

Original Director, Women's Center

Community College of Philadelphia **2002 to Present**

Hired to develop and implement an advocacy, referral, and resource center focused on the needs of diverse women students.

Responsibilities:

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

Accomplishments:

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

Executive Director

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

Responsibilities:

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

Claudia F. Hearst Curry, Ed.D. 2

Accomplishments:

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

Original Director, Urban League Leadership Institute

Urban League of Philadelphia **1987-2000**

Hired to develop and implement a leadership development program for established and emerging leaders.

Responsibilities:

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

Accomplishments

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

EDUCATION

2006, Ed.D., Wilmington University, New Castle, DE, Educational Innovation and Leadership

1998, MBA, Eastern University, St. Davids, PA, Business Administration

1995, B.A., Eastern University, St. Davids, PA, Organizational Management

TEACHING EXPERIENCE

Adjunct Instructor, Community College of Philadelphia

Courses Taught:

Spring 2008, Fall 2008 - Introduction to Leadership Studies (Spring 2008, Fall 2008)

Spring 2009, Spring 2010 - Leadership for Effective Organizations (Spring 2009, Spring 2010)

Spring 2011, Fall 2011 - Freshman Orientation Seminar (FOS)

Claudia F. Hearst Curry, Ed.D. 3

COMMUNITY ACTIVITIES

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

AWARDS/HONORS (SELECTED)

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

GRANTS/PROPOSALS

Community College of Philadelphia Foundation Grants:

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

PROFESSIONAL ACTIVITIES (SELECTED)

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

ACADEMIC SERVICE (SELECTED)

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

WORKSHOPS/CONFERENCE PRESENTATIONS (SELECTED)

- * Curry, C. (2012). Encourage the Heart. Workshop presented during the Community College of Philadelphia

LEADS Student Leadership Society Week.

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

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

* Curry, C. (2011) Building Effective Teams...a journey toward organizational growth and development. Workshop presented at the Temple University Inclusive Leadership Conference, Philadelphia, PA;

(2009) Workshop presented at the American College Personnel Association (ACPA) 85th Annual Conference, National Harbor, MD; (2004) Workshop presented at the 86th Annual NASPA Conference, Denver, CO; and

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

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

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

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

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

PUBLICATIONS

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

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

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

* Curry, C. (2008) *Understanding the Empowerment Phenomenon: Effects of a pilot women's empowerment program on female college students*. Verlag: Saarbrucken, Germany (Doctoral Dissertation)

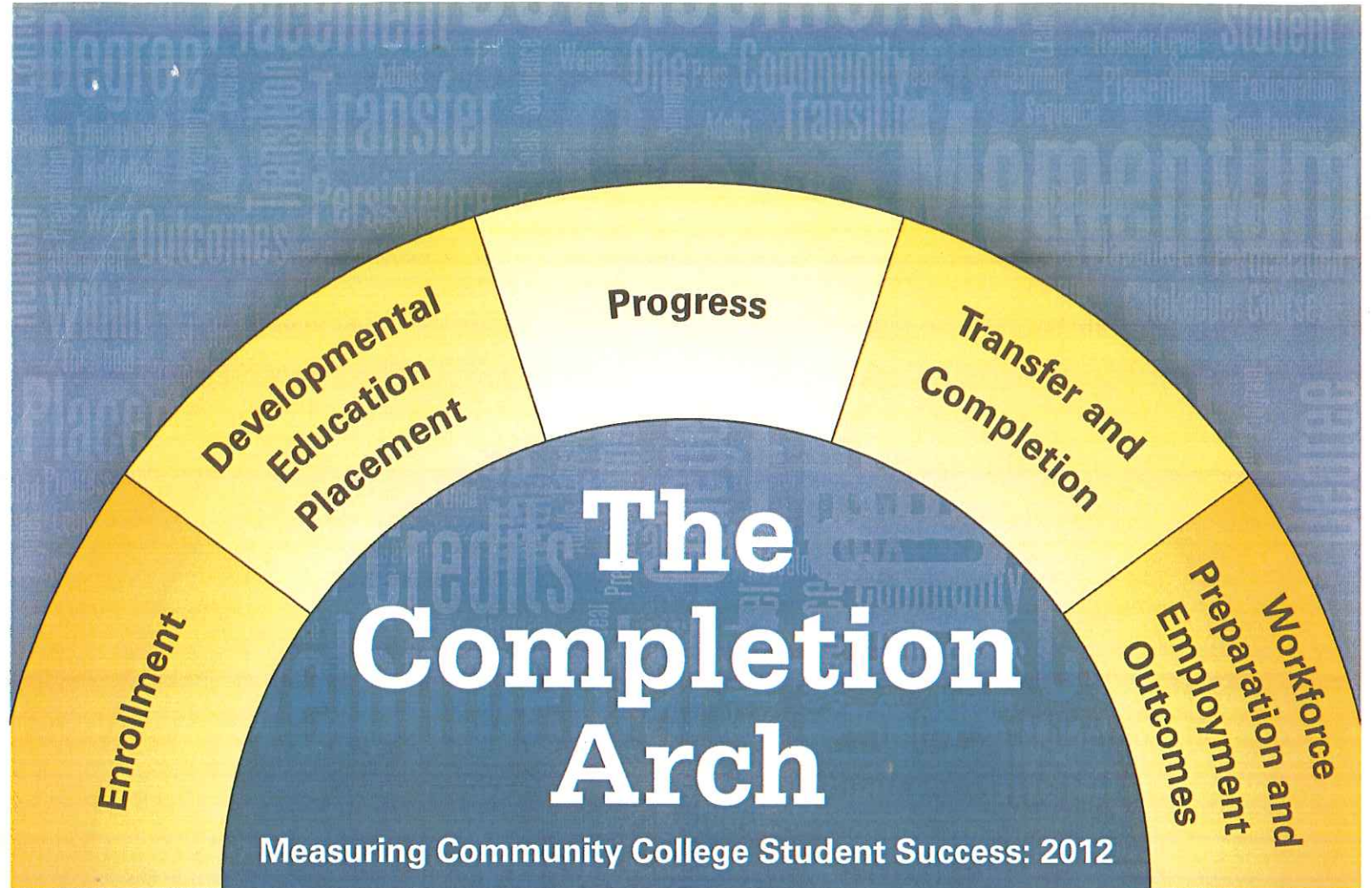
* Curry, C. (2008). Pilot Women's Empowerment Program. *Journal About Women in Higher Education*, vol. 1, issue 1, pp 223-224

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

Biographical Data

Elise Freed-Fagan

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



The Completion Arch

Measuring Community College Student Success: 2012

Executive Summary

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

Essential to tracking student success at community colleges is the availability of solid data and commonly defined metrics that go beyond measuring the traditional (and limited) enrollment and graduation rates that these colleges report to the federal government. In particular, what is needed are metrics that illuminate what happens to students between the starting and the ending points: Where do they make progress? Where do they falter? Do

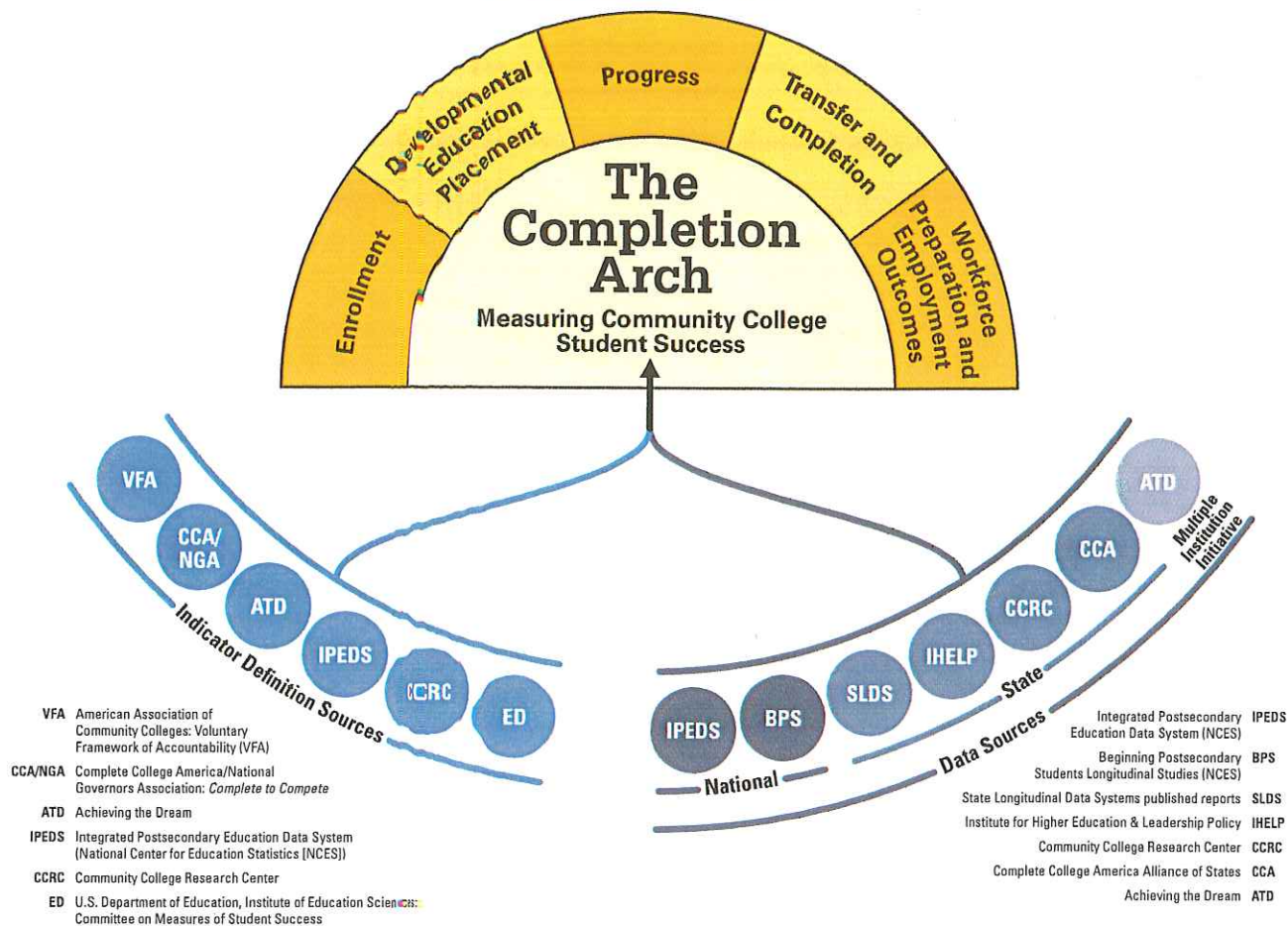
they achieve interim milestones? These types of metrics can help community colleges and states more quickly evaluate whether specific programs and policies are leading to successful interim outcomes and also to determine where interventions may be necessary to aid students who lose momentum or show signs of failure.

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

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

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

Framework



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

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

college and college milestones and indicators signaling momentum.

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

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

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

every state in a comparable manner. In practice, however, with the exception of Integrated Postsecondary Educational Data System (IPEDS) and CCA indicators, many are reported by only a few states, and they differ in meaningful ways. In some cases, data are scarce and the indicators are limited in what they can tell us, but we hope the information they convey leads to better-defined metrics in the future.

Whenever possible, results are broken out by important student characteristics such as gender, race/ethnicity, socioeconomic status (income and parents' education), full-time or part-time enrollment, age, and fields of study.

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

- **Enrollment:** Nearly 11 million students were enrolled in community colleges nationwide in 2009-10 over the fall, winter, spring and summer terms; this number is 53 percent higher than the enrollment for fall 2009 alone, reflecting the large share of community college students who enroll in terms other than fall.
- **Developmental Education Placement:** Three-fifths of students attending ATD colleges (more than two million first-time students at 160 colleges) were referred to developmental math, 30 percent to courses two levels below college math and 17 percent to courses one level below college math.
- **Progress (College Milestones):** Some 44 percent of community college students nationwide completed a gatekeeper math course within six years. Younger students (age 18 or younger at first enrollment) were more successful in doing so than their older counterparts age 24 or older.
- **Progress (Momentum):** More than half (54 percent) of North Carolina community college students who enrolled for the first time in 2004 completed at least 80 percent of their course credits attempted in their first year.
- **Transfer and Completion:** About one-third of community college students nationwide attained a degree or certificate within six years (between 2004 and 2009). When students who transferred to a four-year college but did not attain a credential during this period (11 percent) are counted as completers, the six-year completion rate rises to 46 percent.
- **Workforce Preparation and Employment Outcomes:** The average salary for Oklahoma State System graduates in 2005-06 who earned an Associate in Applied Science degree (A.A.S.) was higher than that of their peers who earned a bachelor's degree (B.A./B.S.) one year after graduation.