

# Community College *of* Philadelphia

---

## STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, February 1, 2018  
1:30 p.m.  
Conference Room M2-34

### AGENDA

- (1) 1:30 p.m. Executive Session
- (2) Public Session
  - (a) Approval of the Minutes of November 2, 2017 (A)
  - (b) Draft Board of Trustees Policy on Student Success (D)
  - (c) Academic Program Review: Education- Early Childhood A.A., Education Middle Level A.A., Education- Secondary Humanities/Social Studies Education Option A.A., Education- Secondary Math/ Science Option A.A. Degree (A)
    - What is the role of the Education Program in the context of Guided Pathways?
    - What changes in the Program have occurred as a result of assessment?
    - To what extent does the Committee agree with the Program Review findings and recommendations?
    - What is the Committee's action recommendation to the full Board?
  - Guests: Dr. Chae Sweet, Dean, Liberal Studies  
Dr. Amy Saia, Assistant Professor, Early Childhood Education
  - (d) New Business

#### **Attachments:**

Minutes of November 2, 2017  
Academic Program Review: Education- Early Childhood A.A., Education Middle Level A.A., Education- Secondary Humanities/Social Studies Education Option A.A., Education- Secondary Math/ Science Option A.A. Degree  
Draft Board of Trustees Policy on Student Success  
Academic Pathways 2017-18

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

**MINUTES**

**Thursday, November 2, 2017**

**1:30 p.m.**

**Conference Room M2-34**

**Presiding:** Dr. Rényi

**Committee**

**Members:** Ms. Fulmore-Townsend, Ms. Hernández Vélez, Ms. McPherson, Rep. Roebuck

**College**

**Members:** Ms. de Fries, Dr. Gay, Dr. Generals, Dr. Roberts

**Guests:** Dr. Celenza, Ms. McDonnell, Dr. McLaughlin, Ms. Washington

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of October 5, 2017**

The minutes were accepted unanimously.

**(b) Career Connections Overview**

Ms. Washington, the Director of Career Connections, provided an overview of the unit. Ms. Washington also showed how the unit has aligned its goals with the College's Strategic Plan, including goals related to student engagement, experiential learning, developmental programs, internal/external partnerships, innovation and technology, and staff development. Recent accomplishments include: pop-up banners; podcasts via the College Central website; incorporating Career Connections software tools into the new BUSL 101 course; and new software tools, such as Virtual Job Shadow, 12Twenty-Job portal, and Big Interview. Other recent developments include hiring staff, a peer mentoring program, and scheduled job fairs at all four College locations.

Ms. Washington demonstrated two of the tools mentioned. The Virtual Job Shadow website has videos for many different careers. It also has Q&A videos for careers; detailed job descriptions; information on earnings (including by state); and the Bureau of Labor Statistics' future outlook for advancement. Virtual Job Shadow also has a job search tool, which takes users to Indeed.com for information on jobs and

internships. Plans for expansion include adding more of the College's career programs, developing videos about programs with local companies, and optimizing the search engine tool. The Big Interview website provides typical interview questions. Included along with the videos are hints and tips for preparing for interviews. Students are also able to record themselves answering the interview questions and Career Connections can provide real-time feedback.

Career Connections has created a graduation kit loaded onto a flash drive. Included on the flash drive are the student's final cover letter and resume they developed with Career Connections; template thank-you letters; information on mentors and professional organizations; and job search strategies.

The unit has surveyed students regarding their use of Career Connections; employment status; job search status; knowledge about companies in their field; and desired services. Dr. Rényi asked if the unit has set measurable goals. Ms. Washington replied that the goal is to serve all of the College's students. Dr. Generals noted that the College and unit are working on incorporating internships and externships into programs. Ms. de Fries commented that Ms. Washington has accomplished a lot in a short period and that the unit is looking forward to the new staff member and increasing capacity. The committee members agreed that the work is very promising.

**(c) Academic Program Review: Nursing A.A.S. Degree**

Ms. McDonnell, the Academic Assessment Coordinator, provided an overview of the Nursing degree audit. The Nursing A.A.S. degree is a select program, is accredited by the Accreditation Commission for Education in Nursing (ACEN), and has been a National League for Nursing Center of Excellence since 2004. Forty-five percent of students transfer to a four-year institution. The program has a higher proportion of females and white students than the College, but this is typical for the industry. Between 2011 and 2015, 533 Nursing degrees were awarded. During that period, 59% of Nursing students who left the College did so with a degree. The Nursing program has a strong assessment program. The jobs outlook shows that nursing jobs should increase more than the average occupation nationwide. The Nursing department has multiple external partnerships and an endowed chair. The only recommendation made is that the program should consider adding its student self-assessment survey to its program assessment documentation.

Ms. Hernández Vélez asked about certified nursing assistants within the context of skilled care for the elderly and disabled. Dr. McLaughlin explained that the College does not have such a program, but that many nursing students do have that experience and students with that experience do well in the program. The College does have a non-credit program for certified nurse aides. Dr. Celenza explained that the Clinical Lab Assistant certificate does address medical assisting and that many in this field do move into nursing programs. Furthermore, Dr. McLaughlin described that as part of a grant from the W.K. Kellogg Foundation Community-College Nursing Home Partnership, students complete six-week rotations in long-term care, including care of

older adults, life-care facilities, and working with seniors. With the National League for Nursing, part of the grant addresses advancing care excellence for senior care.

Dr. Rényi asked about the program's goals for degree completion, successful transfer, and program growth. Dr. McLaughlin explained that from the beginning of their studies, students are told that the program is not meant as a terminal degree and that they should make plans to enter a Bachelor of Science in Nursing program. With this in mind, students are encouraged to take courses that will apply to a BSN program. The most popular transfer program in recent years has been to West Chester University. It has a location in Center City and offers hybrid options so that students usually finish within 14 months going part-time after leaving the College. The goal for degree completion is for all students to earn their A.A.S. and then to transfer to a four-year program, and that within five years, 100% of each cohort will earn their BSN. The Nursing program and its faculty are active in supporting partnerships with four-year institutions. Faculty take part in Nursing fairs along with four-year institutions. The program also works with the Director of Transfer and Articulation and a Counselor on agreements.

Faculty work with students to develop 5- and 10-year goals, including planning for a Masters degree. This also addresses planning their finances – financial literacy is stressed from Day 1 and students work extensively with Single Stop regarding financing their studies. Results from the graduate follow-up study for the class of 2017 show that 40-50% of respondents are actively pursuing their BSN. Of the part-time faculty, 5-6 are graduates of the College's Nursing program, with an additional two full-time faculty Community College of Philadelphia graduates and master's-prepared.

Dr. McLaughlin noted that while program growth is desired, there are issues related to space and competition for clinical placement sites. The program does have many long-term relationships with hospitals and care facilities, which is helped by College faculty who work at such locations. For instance, the Watermark has been a very good partner with the Nursing Program as a long term care facility and has been flexible in letting the Nursing Program have clinical sites.

To Dr. Rényi's question about community health programs, Dr. McLaughlin responded that the program has seen success in this area, including with Public Health Management Corporation (PHMC). Students visit new mothers, look into being school nurses, and work at such organizations as DaVita. Students find jobs right out of school, then earn their BSN while working, and are then able to market themselves effectively.

Dr. Celenza discussed the program's success with the NCLEX licensure exam. In 2017, the NCLEX pass rate was 89.7% for all first-time test takers, an increase of two percentage points from the previous year. She described how faculty examined recent pass rates to ascertain the causes of a lack of success. As a result of this research, the program made several changes. They implemented a coaching system and changed

the required final exam score. They also entered into an agreement with Kaplan which allows the Nursing students to prepare for the exam from the beginning of their studies, thus enabling students to become familiar with the types of questions they will confront and the exam format. Faculty also looked at the questions students were failing and made changes to reiterate first-year topics in the program's second year. Dr. McLaughlin commented that learning how to answer the NCLEX questions is important and the agreement with Kaplan allows this. Before 2014, the Kaplan prep was optional, but now it is integrated in the Nursing courses. Dr. Celenza observed that the increase in exam pass rates is evidence that such changes are working. This is more apparent when looking at the pass rates of students who had just graduated in 2017; their pass rate was 90.4%.

Ms. Fulmore-Townsend noted that the data is impressive and asked what promising practices may have contributed to these increases. Dr. McLaughlin described how the new first-year experience course for Nursing and Allied Health students has been beneficial. Faculty discuss the Nursing program at length in that course, which means students who later apply to the select Nursing program are more informed and making better decisions to prepare for the program. As this course matures, students will continue to become even better prepared. Students are also more prepared for the Admissions test. Dr. Celenza explained that the faculty meet students where the students are and meet their needs. Dr. Rényi noted that there are national standards for Nursing, which few other CCP programs have. National standards set a high bar for program and student outcomes.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years.**

**(d) New Business**

Dr. Rényi described that at the most recent Pathways Institute, a common theme was the importance of boards of trustees focusing on data. At the upcoming Board Retreat on November 17, Mr. White and Dr. Rényi will discuss the role of data for our board's focus. Committee members should review recent Guided Pathways documents and the Dashboard, and prioritize the most important indicators to be discussed at upcoming Board meetings. The Board will look at data in light of Guided Pathways efforts and with a spotlight on equity.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for February 1, 2018 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of October 5, 2017  
Academic Program Review: Nursing A.A.S. Degree  
Career Connections Status Report and Student Survey

## CCP Board of Trustees Policy on Student Success

The success of ~~Community College of Philadelphia~~~~the Alamo Colleges~~ will be measured by the success of its students. ~~CCP~~~~The Alamo Colleges~~ will consistently focus on student success, on learning outcomes and on creating a ~~c~~“Culture of ~~e~~Evidence.” ~~The intent is for~~ By “student success” we mean that all students ~~s-cohorts will to~~ achieve equity ~~of~~ academic outcomes, and that these outcomes will significantly improve. performance and completion. Regular reports on progress in achieving student success will be ~~reviewed by~~ presented to the Board of Trustees ~~\_on a semester and annual basis at each of its meetings.~~ Our mission, values, strategic plan, policies and budget decisions will reflect convictions about the importance of success and equity for all students, not only for cohorts (by date of first enrollment at the College), but also across race/ethnicity, gender, economic circumstances, and full-time or part-time status.

~~CCP~~ ~~The Alamo Colleges~~ will rely upon evidence about student progress to make strategic decisions and allocate resources. ~~CCP~~ ~~The Alamo Colleges~~ will promote collaboration across the organization and among various groups, by achieving consensus on the measures of student success, and by stressing that student success is everyone’s business. Institutional change affects the culture and strategic operation of an institution and goes beyond programmatic interventions. It is to be driven by a shared vision to improve student outcomes and success through significant and continuous improvements to our policies, structures, programs, curriculum, services, and resources, and to create opportunities for a more successful overall college experience.

## Principles and Measures of Student Success:

### PRINCIPLES:

- Comprehensive strategic planning sets success goals and measures for improving student outcomes;

Formatted

Formatted: Font: 14 pt

- Organizational structures, policies and practices support student success values and priorities;
- Commitment to eliminating achievement gaps among all student groups with a student-centered vision that addresses diversity of preparedness and needs.
- Student success goals, including targets for student cohorts (e.g., male/female, ethnicity), describe expectations and progress toward these goals are monitored on a regular, on-going basis;
- Focus on gaps reflected in the data and determine and employ modifications of our key strategies to improve equity outcomes.
- Planning and budgeting processes are aligned and reflect student success goals and priorities and adhere to the dashboard measures;
- Broad engagement of multiple stakeholders, including [K-12 education, other institutions of higher education, Education](#), business and community partnerships, are designed to improve transitions from [high](#) school to college and the workplace, and fosters a common understanding [with all of these](#) and deeper commitment to student success improvement goals; [1 of 3 F.6.1 \(Policy\) Student Success Responsible Department: Vice Chancellor for Student Success, Vice Chancellor for Academic Success Board Adoption: 10-26-10 Last Board Action: 5-19-15](#)

- 
- Instructional practices incorporate sound principles of teaching/learning theory to enhance learning outcomes;
  - [The Alamo Colleges are CCP is](#) a learning organization, and all college employees are expected to grow in their professional roles in support of the student success agenda;
  - [CCP's The Alamo Colleges'](#) performance evaluation process will ensure that all college employees have a clear understanding of their role in helping students succeed and be held accountable for improvements.

MEASURES:

- Diversity goals address gaps in student outcomes across populations [m](#) particularly among low income students, students of color, and their peers;
- Improvement rates are measured constantly and drive strategy development for improvements in:
  - o Course completion
  - o productive grade rates
  - o retention
  - o persistence
  - o transfer
  - o employment
  - o licensure
  - o graduation
- Overall success rates in developmental math, reading and writing, transition to college-[level](#) courses and overall success rates of both developmental and non-developmental courses are continuously monitored.
- Annually assess equity issues, including disaggregating measures listed above, and use the data to improve results

ACTIONS:

The organizational structures, policies, and practices that support student success values and priorities include the following set of actions.



~~The Alamo Colleges~~ are instituting long-term, ~~2 of 3 F.6.1 (Policy) Student Success Responsible Department: Vice Chancellor for Student Success, Vice Chancellor for Academic Success Board Adoption: 10/26/10 Last Board Action: 5/19/15~~

---

---

\_\_\_\_\_ institution-wide procedures that support and promote student engagement and commitment to learning while requiring strategies that are proven to increase student success. Procedures will be developed for the following:

- Admissions and Registration—Timely and efficient deadlines to maximize students’ enrollment and engagement in classes
- Preparation for Entering College—Activities to inform and prepare prospective students regarding college-readiness skills and reviews to ensure highest performance on placement assessments
- Selection of a Certificate/Degree Plan—Processes for students to understand their options for transfer and/or career fields and to develop plans to meet desired goal
- College Preparatory Requirements—Pathways for students to gain the required college-readiness skills to enter and to be successful in achieving their goal
- Comprehensive Monitoring/Advising System—Consistent, on-going and well-defined actions for the colleges and students beginning with the admission process through completion of student goals

• reforming the student experience in remediation, testing, placement, advising, and pathways.

- Formatted: Font: Bookman Old Style, 12 pt
- Formatted: Font: Bookman Old Style, 12 pt
- Formatted: Font color: Auto, Pattern: Clear
- Formatted: Font: Bookman Old Style, 12 pt

# Community College *of* Philadelphia

## **Academic Program Review**

### **Executive Summary**

Prepared for

#### **Student Outcomes Committee of the Board**

Education- Early Childhood (Birth to 4<sup>th</sup> Grade) A.A., Education Middle Level (4<sup>th</sup>- 8<sup>th</sup> Grade) A.A., Education- Secondary Humanities/ Social Studies Education Option A.A., Education- Secondary Math/ Science Option A.A.

Authors:

Krishna Dunston

Christine McDonnell

Contributors:

Amy Saia

Summer 2017

## I. Introduction

The College offers four associate's degrees in education: 1) Education- Early Childhood (Birth to 4th Grade) A.A.; 2) Education Middle Level (4th- 8th Grade) A.A.; 3) Education- Secondary Humanities/ Social Studies Education Option A.A.; and 4) Education- Secondary Math/ Science Option A.A.

All four programs have undergone recent course and program revisions and addenda. In 2017, the faculty created the Early Childhood Education Proficiency Certificate. In addition to the for-credit courses, faculty support non-credit credentialing courses.

Local and state-wide governmental policies and initiatives could have a positive impact on the number of childcare jobs in Philadelphia and the enrollment in the Education: Early Childhood (Birth to 4<sup>th</sup> Grade) Program. Policies include universal pre-kindergarten in Philadelphia, T.E.A.C.H Scholarships, and the PA Department of Education Code requirements for the credentialing of Early Childhood providers.

### Key Performance Indicators by Program

#### Early Childhood (Birth to 4<sup>th</sup> Grade)

- The Early Childhood (Birth to 4<sup>th</sup> Grade) program recorded the highest enrollment of the four programs between the fall of 2011 and the fall of 2015, with an average enrollment of 590 students (Middle Level 90, Secondary Humanities 66, Secondary Math/ Science 38). Program enrollment declined by approximately 22% between fall 2012 and spring 2016.
- Similar retention and stronger graduation rates were recorded compared to the comparison group, the Division, and College. Over a four-year period, from one fall to the following spring, approximately 65% of the students enrolled in Education: Early Childhood (Birth to 4<sup>th</sup> Grade) returned to the program, while College-wide the same percent of students returned to their respective programs. Approximately 39% of students in the Education: Early Childhood (Birth to 4<sup>th</sup> Grade) program returned from one fall to the following fall; College-wide, this number is approximately 36%. Between the fall of 2010 and spring of 2014, approximately 16% of the students in the Education: Early Childhood (Birth to 4<sup>th</sup> Grade) program who departed did so due to graduation, compared to the comparison group (8%), Division (13%), and College (12%).

#### Middle Level (4th- 8th Grade)

- The Middle Level (4th- 8th Grade) Program recorded similar fall- spring retention (65%) and stronger fall- fall retention (38%) rates compared to the comparison group (64%, 34%), the Division (63%, 35%), and the College (65%, 36%).
- The Program also recorded a stronger graduation rate (17%) compared to the comparison group (12%), the Division (13%), and College (12%).
- The Program also recorded a higher proportion of students transferring out of the program into other programs (13%) at the College compared to the comparison group (12%), Division (9%), and College (8%).

#### Secondary Humanities/ Social Studies Education Program

- The Program recorded a similar graduation rate (13%) compared to the comparison group (12%), the Division (13%), and College (12%).

### **Math/ Science Program**

- The Program recorded a graduation rate of 4%, 20% of students leaving after achieving short term success, 35% of students leaving after achieving long term success, and 41% of students leaving unsuccessfully.

### **All Four Programs**

- The largest group of students to depart each program were those having earned less than 12 credits (approximately 60%). This trend is similar for the Division, and the College.
- All four programs experienced declining enrollment over the five-year period.

### **Initiatives**

Education: Early Childhood (Birth to 4<sup>th</sup> grade) is pursuing NAEYC (National Association for the Education of Young Children) accreditation. The Program is engaged in a self-study and anticipates accreditation in 2019. NAYEC outcomes are considered best practice in early education.

The Education: Early Childhood (Birth to 4<sup>th</sup> Grade) has received two sub-grants and is involved in various community outreach projects. Through the ECE Teacher Preparation initiative, the Program has been selected to become the Early Childhood Education Teacher Preparation Gold Standard. The Apprenticeship Project helps to support an expedited pipeline for the early childhood workforce from the CDA to the AA, to the bachelors with certification. It is funded through T.E.A.C.H. (Teacher Education and Compensation Helps).

### **Key Findings**

#### **1. Birth to 4<sup>th</sup> Grade Grants**

##### **Teacher Preparation Transformation Initiative Sub-Grant**

The College was awarded a sub-grant by the Public Health Management Corporation (PHMC) as part of the Teacher Preparation Transformation Initiative. The grant will support the alignment of the Birth to 4<sup>th</sup> Grade Program with the Early Childhood Education Teacher Preparation Gold Standard. The Program has revised all of its course and program outcomes to align with NAEYC outcomes.

##### **Registered Apprenticeship in Early Childhood Education**

The College was awarded the Apprenticeship grant. The College is working with non-profit funders to develop straightforward, articulating career pathway steps for Pre-K care providers.

##### **Office of Child Development and Early Learning Innovative Higher Education Grant**

The College was awarded the Office of Child Development and Early Learning Innovative Higher Education Grant in the fall of 2017. The Grant is funded by the office of Child Development and Early Learning to help support professional development for the early childhood workforce.

#### **2. Population Differences:**

Early Childhood (Birth to 4<sup>th</sup>) enrolls a higher proportion of female students, African American students, students over 40 years old, and part-time students compared to Middle Level (4th to 8th Grade), Secondary Humanities/Social Studies, and Secondary Math/Science.

Over a five-year period, Early Childhood (Birth to 4<sup>th</sup> grade) recorded an average enrollment of more than double the other three programs combined.

Jobs are immediately available to those completing Associate's degrees in the Early Childhood (Birth to 4<sup>th</sup> grade) program; while students in the other three programs need to pursue transfer to a four-year degree granting institution.

Current program initiatives, extra-curricular programming, and grant development will primarily benefit students in the Early Childhood (Birth to 4<sup>th</sup> grade) program.

### **3. Declining Enrollment**

The education programs have experienced declining enrollments over the past five years. Enrollment in Early Childhood (Birth to 4<sup>th</sup> grade) has decreased by 22%, enrollment in Middle Level: (4<sup>th</sup> to 8<sup>th</sup> Grade) has decreased by 31%, enrollment in Secondary Humanities/ Social Science has decreased by 22%, and enrollment in Secondary Math/ Science has decreased by 56%. During the same time period, enrollment in the Division and the College has decreased by approximately 9.5% and 10.5% respectively. This decline in enrollment appears to be a nationwide trend. Nationwide, between the fall of 2015 and fall of 2016, enrollments in all education programs at two- year institutions have decreased by 5%.

### **4. Assessment**

Birth to 4<sup>th</sup> Grade has completed a cycle of assessment with previous PLOs and has started assessing the newly revised and approved PLOs. The Program records thoughtful action plans. Birth to 4<sup>th</sup> Grade demonstrates evidence that multiple measures are being used.

The Middle and Secondary programs have not completed a full cycle of assessment and it is unclear whether multiple measures of program-level data are consistently utilized. Utilizing assessment data from multiple courses throughout the curriculum is a best practice in assessment. ED 201, ED 214, and ED 265 are the core courses that make up the Middle Level and Secondary Programs. Due to the heavy reliance on these three courses for PLO assessment, data should be collected in all of these courses each semester. The programs record thoughtful action plans at the course level, however action plans in response to assessment at the program level are not documented.

### **5. Course offering efficiency**

The Programs have increased their course operating efficiency over the past eight semesters, with their most recent course operating efficiency above that of the College.

### **6. Special Aspects of the Program:**

Early Childhood (Birth to 4<sup>th</sup> Grade) requires students to participate in 146 hours of supervised field experience, known as Practicum. To complete the Practicum, students are placed at school or program sites selected by College faculty. Students reflect on their experiences through written assignments, weekly entries in practicum logs, and discussions of issues related to on-site learning. The Practicum is exclusively for students in the Early Childhood (Birth to 4<sup>th</sup> Grade). The other education programs require 40 hours of on-site experience.

## **Action Items**

### **Recommendations**

#### **1. Evaluate Changes from the Sub-Grant**

Recently, Early Childhood (Birth to 4<sup>th</sup> Grade) has implemented changes to align the program with the Gold Standard in Early Childhood Education. The Birth to 4<sup>th</sup> Grade Program must assess these changes in order to evaluate their success and how they contribute to retention, enrollment, and student learning.

#### **2. Develop Engagement Strategy**

It is recommended that the program develop an engagement strategy for the Middle and Secondary populations

#### **3. Evaluate the Need for the Education Programs and Create a Recruitment Plan for Remaining Programs**

Due to the decrease in enrollment over the past five years, the Programs should review the need for all four education programs. Once faculty have determined whether it is in the best interest of the students for all programs to remain open, the programs should create and implement retention and recruitment plans for the remaining programs. Additionally, some students remain enrolled in education programs that are no longer active. The Programs must work to move those students into the active education programs.

#### **4. Assessment Practices**

The Programs must commit to assessing all PLOs as part of a comprehensive cycle of assessment. To ensure quality assessment the Middle and Secondary programs should revise their curriculum maps, assess using multiple measures, and create action plans at the program level, not just in individual courses. Due to the heavy reliance on ED 201, ED 214, and ED 265 for PLO assessment, data should be collected in all of these courses each semester.

# ACADEMIC PATHWAYS 2017-18

## COMMUNITY COLLEGE OF PHILADELPHIA

### DEGREES

Health Care	Science & Technology	Design, Construction & Transportation	Business, Entrepreneurship & Law	Creative Arts	Liberal Arts & Communications	Education & Human Services
Dental Hygiene*	Applied Science & Engineering Technology	Architecture*	Accounting	Art and Design *	American Sign Language/English Interpreting*	Behavioral Health/Human Services
Diagnostic Medical Imaging*	Biology*	Automotive Technology	Business - General	Digital Video Production	Communication Studies	Education, Early Childhood
Health Care Studies	Chemistry*	Building Science	Culinary Arts	Music Performance*	English	Education, Middle Level
Health Services Management*	Computer Information Systems— IT	Construction Management	Hospitality Management	Photographic Imaging	International Studies	Education, Secondary Humanities/Social Studies Option
Medical Laboratory Technician*	Computer Science*	Facility Management - Construction Option	Digital Forensics	Sound Recording and Music Technology*	Liberal Arts	Education, Secondary Math/Science Option
Nursing*	Cybersecurity	Facility Management - Design Option	Fire Science	Theater	Liberal Arts - Honors Option*	Liberal Arts— Social/Behavioral Science
Respiratory Care Technology*	Engineering Science*	Interior Design*	Justice		Mass Media	Psychology
	Mathematics*		Paralegal Studies*		Religious Studies	
	Network Technology Management and Administration		Technical Studies*			

### ACADEMIC AND PROFICIENCY CERTIFICATES

Clinical Assistant PC	Biomedical Equipment Technology I PC	Architectural Visualization PC	Accounting Paraprofessional PC	Acting PC	Creative Writing AC	Early Childhood Education PC
Medical Insurance Billing PC	Biomedical Equipment Technology II PC	Automotive Service I PC	Culinary Arts I PC	Digital Imaging PC		Human Services AC
Ophthalmic Technician PC	Computer Programming & Software Development PC	Automotive Service II PC	Culinary Arts II PC	Digital Video Production PC		Recovery & Transformation AC
Patient Service Representative PC	Cybersecurity I PC	Energy Conservation AC	Electronic Discovery PC	Technical Theater PC		Recovery & Transformation PC
	Cybersecurity II PC		Entrepreneurship PC			Social & Human Service Assistant PC
	Network & Systems Administration PC		Geographic Information Systems PC			
	Process Technology PC		Paralegal Studies* PC			

\* Select program

August 2017