

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

**MINUTES**

**Thursday, April 5, 2018**

**1:30 p.m.**

**Conference Room M2-34**

**Presiding:** Dr. Rényi

**Committee**

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

**College**

**Members:** Ms. de Fries, Dr. General, Dr. Hirsch, Dr. Roberts

**Guests:**

Dr. Barnett, Ms. Canapary, Dr. Celenza, Ms. Grady, Ms. McDonnell, Ms. Peterson, Mr. Prejsnar, Mr. Raskin, Dr. Sweet

**(1) Executive Session**

The Executive Session was devoted to a discussion of faculty promotions.

**(2) Public Session**

**(a) Approval of the Minutes of February 1, 2018**

The minutes were accepted unanimously.

**(b) Draft Board of Trustees Policy on Student Success**

The committee discussed that the policy will result in actions, is tied to Guided Pathways, and is meant to be sustained beyond the current Board membership and administrative leadership. The committee approved the policy unanimously for presentation to the full board for its approval.

**(c) Program Audit Follow-Up Reports**

**Religious Studies**

Mr. Prejsnar stated that the new Guided Pathways initiative will help the program. He highlighted two reasons: it gives students a better way of coming into the program, and via work with the FYE course, students know about this option. Additionally, assessment at the course level is helping assessment at the program level and vice versa. Dr. Rényi asked about articulation agreements. Mr. Prejsnar reported that at least three students have transferred to the University of Pennsylvania. The program does not have a formal articulation agreement with the University of Pennsylvania,

but the faculty work closely with faculty at the University of Pennsylvania. Many students transfer to four-year institutions via the College's dual admissions agreements, which could be of greater focus. Ms. McPherson noted that although the program has connected with a Presbyterian church leader, the program has not yet connected with pastors from other major Philadelphia churches (such as Enon Baptist) asked about connections with local churches. Mr. Prejsnar explained that many students in the program are older, African-American female students who are studying to become ministers in their churches. He also explained that the program is working on increasing relationships with local religious leaders in the city; for instance, the Presbyterian Historical Society spoke on campus the previous day. Dr. Rényi noted that program approvals are for five years; as such, the program should be setting goals beyond 2019.

**Action: The Student Outcomes Committee unanimously approved the motion that the update be accepted.**

### **Communication Studies/Mass Media**

Mr. Raskin discussed how the programs are working with the Assessment and Evaluation office to encourage the use of Canvas for assessment. Faculty can now more easily tie course-level student learning outcomes to assignments. The programs were doing so last year but the information was in individual faculty's folders. Now the programs are pulling together materials to aggregate data. The next step is to get all faculty on board using Canvas rubrics and submitting assessments through assignments in Canvas. Ms. McPherson asked if Drexel and Temple are the only two institutions with which the programs have articulation agreements. Mr. Raskin explained that the programs are included under several dual admissions agreements. Temple is the largest transfer school for the programs. It recently restructured its own program and the two College programs are hoping to work with Temple to reshape courses in line with their new curricula. Dr. Rényi asked if it will be possible to get faculty "happy" with assessment. Mr. Raskin said that the faculty will be able to look at the data together at upcoming meetings, thus engaging the faculty more. Ms. McPherson noted that the biggest problem for employers in this field is still poor writing skills of employees; it is therefore important for the programs to strengthen students' writing skills.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years effective 2017.**

### **Paralegal Studies**

Dr. Sweet explained that Ms. Canapary took over coordinating the Paralegal Studies program this past summer. She is a Visiting Lecturer in the Justice program but has worked with the Paralegal program over the past year. Ms. Canapary reported that marketing the program is a priority. The program is working with the Admissions office, which has helped the program raise awareness among high schools; about 100 high school students attended a recent career fair. Dr. Rényi asked about changes in

enrollment. Ms. Canapary replied that enrollments have been stable and that the program should see growth in the future. This is in part because of Guided Pathways and the revised curriculum. The program has a regular schedule of electives that is posted in advance so students can plan. Ms. Hernández Vélez asked how the profession has morphed in the past few years with technological changes. Ms. Canapary noted that the program receives input from the Advisory Board regarding which software is being used by companies and then tries to incorporate it. An example of addressing changing technology is the new electronic discovery course.

**Action: The Student Outcomes Committee unanimously approved the motion that the update be accepted.**

**(d) Academic Program Review: Diagnostic Medical Imaging AAS**

Dr. Barnett, from the Office of Assessment and Evaluation, commented on the retention, completion, and job placement rates for the Diagnostic Medical Imaging (DMI) program. She also noted the program has a strong assessment plan. It was recently accredited for eight years (the maximum amount of time possible) with no recommendations. The accrediting agency did suggest the program should try to increase diversity of the student body. The program has eight clinical sites and has a new site tracking system.

Dr. Rényi asked if sections could be filled, if cost and efficiency could improve while still being effective in teaching students. Ms. Peterson noted that they are limited in class size by their accreditation, although it would be possible to increase efficiency within limitations. Ms. Peterson discussed how the program has made changes to its grading policy to reduce attrition. She provided the example that the program saw that if a student did not pass the final exam, that the student would automatically be dismissed, even if s/he had a passing grade before the final. Based on reviewing the courses, the program changed this practice to average the final exam into the final grade instead of automatic dismissal.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years, with the proviso that the program set specific goals for increasing diversity annually for five years.**

**(e) Academic Program Review: Dental Hygiene AAS**

Dr. Celenza highlighted that the program does a superb job of serving the community to the benefit of student learning. Patients using the free clinic have multiple dental problems, providing the students with comprehensive clinical practice. Dr. Rényi asked about diversity in the program; Ms. Grady affirmed that the program wants to work with Admissions on increasing diversity. Dr. Rényi asked if it would be possible to do some research in this area and set goals for increased diversity for the next five years. Ms. Grady commented that students are learning about the program more in the Allied Health 101 course. Dr. Hirsch explained that students are typically at the College for two years before they go into an Allied Health program to take core

content courses. With students taking Allied Health 101 at the beginning of their studies, students are more informed earlier.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years, with the proviso that the program set goals for increasing diversity annually for five years.**

(f) Measures of Student Success

Dr. Rényi discussed three broad categories of student success measures:

- Momentum: this includes moving more quickly through the admissions process, taking more credits each semester, and taking credit-bearing courses in the first semester.
- Persistence (Fall-to-Spring and Fall-to-Fall) and completion
- Value-added of the program: this encompasses reducing debt, taking courses that fulfill transfer institutions' general education requirements, moving students through their studies efficiently, and employment.

Dr. Hirsch noted that metrics were discussed at the full Board retreat in November 2017. These included:

- Momentum: developmental education; college-level English and Math (gateway) completion. At a future meeting, the committee will review data from the Community College Research Center (CCRC) on momentum measures.
- Persistence and completion: IPEDS is the standard measure, which includes only full-time, first-time-enrolled-in-college (FTEIC) students. CCRC looks at data for both full- and part-time FTEIC students.
- Additional data addresses students who leave prior to earning a degree (which is on the Board dashboard) and disaggregating by race/ethnicity, gender, age, part-time/full-time, and Pell eligibility (economic status).

Dr. Rényi stated that the committee needs to develop a calendar of topics and to then examine each at length at Board meetings. Dr. Hirsch will map out the topics. One example is the retention data, which was provided to the Board at the retreat. Dr. Rényi reiterated that 2015-16 will be the baseline.

Ms. Fulmore-Townsend commented that the committee is examining measures before the members have clarified what policies affect student success. Dr. General gave as an example that financial aid policies greatly affect student retention, such as when students are dropped because their tuition balance is too high. Dr. General agreed that the Board needs to stay at the policy level. Dr. Rényi suggested the Board would examine if a trend is moving in the right direction and then look at the policy implications and possible next steps the College could take. Dr. Rényi said that at least one hour will be set aside at the next meeting for data and analysis.

**(g) New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for May 3, 2018 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of February 1, 2018

Religious Studies Program Audit Follow-up Report

Communications Studies/Mass Media Program Audit Follow-up Report

Paralegal Studies Program Audit Follow-up Report

Diagnostic Medical Imaging Academic Program Review

Dental Hygiene Academic Program Review

Measures of Student Success

Academic Pathways

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

**Presiding:** Dr. Rényi

**Committee**

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

**College**

**Members:** Mr. Coleman (for Ms. de Fries), Dr. Generals, Dr. Hirsch, Dr. Roberts

**Guests:** Ms. McDonnell, Dr. Saia, Dr. Sweet,

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of November 2, 2017**

The minutes were accepted unanimously.

**(b) Draft Board of Trustees Policy on Student Success**

The committee drafted a policy on student success to provide to the Board of Trustees.

**(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. Degrees**

Dr. Sweet, Dean of Liberal Studies, provided an introduction to the program review for Education degrees. Ms. McDonnell, the Academic Assessment Coordinator, gave a summary of the program review. The Early Childhood (Birth to 4<sup>th</sup> Grade) degree is the largest degree. Employment is not growing at the associate's degree level. There are population differences across the four programs. Transfer is of primary focus for the Early Childhood (Birth to 4<sup>th</sup> Grade) program. Dr. Saia indicated that the majority of students transfer to Temple University and that passing the required math courses has proven challenging to students. Dr. Generals asked how the College is meeting the needs of Philadelphia. Dr. Saia explained that the program is working with the

Workforce and Economic Innovation division on the Early Childhood (Birth to 4<sup>th</sup> Grade) program. There is currently no dire need for employment in K-4. Dr. Sweet explained that students need to have a bachelor's degree to teach in the Philadelphia school district.

**ACTION: The Student Outcomes Committee approved the motion that action on the four associate's degrees in Education be deferred until a progress report is submitted. The report should address progress made on the recommendations in the Academic Program Review. An analysis on the viability of continuing each of the four Education Programs and a formulated recommendation for the future direction of the Education Program must in particular be carried out. The report should be submitted by November, 2018.**

**(d) New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for April 5<sup>th</sup>, 2018 at 1:30 p.m. in Conference Room M2-34.

**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

Academic Program Audit Follow-up Report Summary  
Religious Studies, AA  
Prof. David Prejsnar, Coordinator for Religious Studies

- **Description of Program:** The Religious Studies program is designed for students preparing to transfer to a baccalaureate degree-granting institution with a major in religion or theology, students contemplating a career in religion either as a scholar or a cleric, students who want to explore their own religious beliefs in relation to the beliefs of others, and students interested in the role of religion in the contemporary world. The current Religious Studies AA major is predominately a transfer program.

### Action

The Student Outcomes Committee took the following action on 2/5/15:

Action: The Student Outcomes Committee of the Board recommends that the Board accept the audit with amendments to the recommendations to include: identification of metrics/targets; identification of community partnerships; a strategy for recruitment and retention; comparison groups for benchmarking; and information about where students are going. The Committee recommends targets and potential partnerships be identified in a memo in one month, and a follow-up report be provided in October 2015.

**Audit Recommendations and Responses Summary** – The Religious Studies program has successfully responded to the recommendations and feedback from the SOC and the 2015 Audit report.

### Action Items Updates

- **Program Metrics/Targets** – The headcount of students in the Religious Studies major in the fall of 2015 was 4 students. By the spring 2017 this had increased steadily to 15 students, with a slight decrease for early fall 2017 (October) to 11 students. With Guided Pathways we expect this to increase beginning spring 2018. The target is to have 20 students in the major by 2019.
- **Identification of Community Partnerships** – The Religious Studies Program and the Department of History, Philosophy & Religious Studies has begun a partnership with the Presbyterian Historical Society (PHS) to help students in History and Religious Studies learn how to use primary source archives working with trained archivists. Plans are for students in the fall 2018 RS 170 course to begin working at the PHS. The PHS Executive Director, Dr. Beth Hessel, will be visiting the College on April 3 and delivering the Diane Freedman Memorial Lecture on “The Intersections of Religious Freedom, Participatory Citizenship and Democracy.” The Religious Studies Program is also working with the city’s Department of Public Health – Faith and Spiritual Affairs to build partnerships with faith based groups in the city. In addition, through a series of grants faculty in the program and the department have worked with a number of departments at the University of Pennsylvania.
- **Retention and Recruitment Strategies - Guided Pathways** - The Religious Studies degree program is part of the College’s Guided Pathways initiative and beginning in spring 2018 the Religious Studies AA Program is part of the Liberal Arts & Communications Academic Pathway. The program has been revised to establish more guided choices to meet general education requirements, and improve student recruitment and retention. These structural changes will improve retention and recruitment, issues raised in the program audit. (Recommendation #4).



- **Comparison Groups For Benchmarking** – A survey by the American Academy of Religion (AAR) /Community College Humanities Association (CCHA) (2005) found the average number of majors in Religious Studies at 2-year colleges was 7.8. Two community colleges in New Jersey reported 4 and 5 majors each. Two other AAR benchmarking surveys placed the number of students in the Religious Studies major at 4-year institutions at 10-17. Based on these benchmarks the number of Religious Studies majors at the College exceeds the benchmarks.
- **Transfer Destinations** - Over the past three years 33 students have left the program, with about half (15) transferring to mostly four-year institutions. Specific colleges they transferred to are: Temple, La Salle, University of Pennsylvania, Rowan College, CUNY Queensborough, Indian River State College, Asbury University, Grand Canyon University, Camden County College, and Delaware County Community College.
- **Assessment of Program Learning Outcomes** - The program faculty has in place a schedule for assessing the Program Learning Outcomes, and has completed an initial round of assessment for all four PLOs with very positive results. The four PLO's ranged from 80% - 58% of students in the two highest levels of proficiency – strong or good proficiency. The specifics are: PLO#1 – 74% Strong/Good, PLO #2 – 80%, PLO #3 – 58%, and PLO #4 74%.
- **Improving Program Management and Efficiency of Course Offerings** - The Program Audit made recommendations in two related areas: program management and efficiency of course offerings (Recommendations # 1 & 2.) The Religious Studies Program has developed such a plan and improved the efficiency of course offerings. The Program now provides a more coherent academic pathway and program grid, clearer on-ramps for students interested in the program, coordination with other programs in the Liberal Arts & Communication Academic Pathway, better integration of the Program Coordinator with dedicated advisors and counselors, a dynamic form for course substitution, and more consistent contact between students in the program and the Program Coordinator. In addition, Religious Studies courses are now offered on a consistent but staggered basis, courses are being offered successfully during seven week and ten week terms, all program core courses are or will be offered on-line, and, with recent Writing Intensive Certification for RS 101, students who complete the five Program core courses will have seamlessly met their General Education requirements. This will help students in the Program experience writing in the discipline, improve recruitment and retention, and make Religious Studies courses a more attractive option for students outside the Program.

## **Communication Studies/Mass Media Action Items Update for the Student Outcomes Committee**

### **Action**

The Student Outcomes Committee took the following action on 4/6/17:

**The Student Outcomes Committee unanimously approved the motion that approval of the Communications Studies A.A. and Mass Media A.A. programs be deferred until a progress report is submitted. In the report, the program should address articulation agreements, retention, and assessment.**

### **Audit Recommendation**

Address articulation agreements

### **Action Item Update**

In terms of articulation agreements, while we have been in talks with Drexel University, a program-to-program agreement with Temple University remains our primary goal, and there is good news and bad news on that front. The bad news is that, over the summer, Temple restructured its Strategic Communication program into two distinct majors of Communication and Social Influence (CSI) and Public Relations (PR). While we had been working towards an articulation agreement with Strategic Communication, the Communication Studies unit faculty at CCP had to reevaluate the programs at Temple and come to some consensus about which program would best serve our students and their interests. The good news is that, after reviewing the course sequences for each, as well as Temple's Communication Studies program (which is slightly more media-oriented), we resolved to pursue the agreement for CSI and have restarted conversations with Temple's Coordinator for Undergraduate Strategic Initiatives, but we don't yet have an agreement worked out.

### **Audit Recommendation**

Address retention

### **Action Item Update**

For student retention, the primary step taken by Communication Studies and Mass Media is a course addendum to change the prerequisites of English 114 – Introduction to Speech Communication, so that students placed in ENGL 098 could take it. (ENGL 114 is a directed elective for COMM and a program requirement for MAMD.) The goal here is twofold: 1) allow students who intend to major in COMM or MAMD to gain credits toward their degrees while they are still limited by their 098 placement status, thereby aiding retention of students at the developmental level who might otherwise be discouraged by the lack of credits earned; and 2) attract some developmental students to the programs, while again moving them forward toward a degree.

### **Audit Recommendation**

Address assessment

### **Action Item Update**

Finally, the unit has made considerable progress in the area of assessment, though there is still a great deal of work to go in formalizing new processes of assessment and in getting unit faculty to adhere to them. During a unit meeting in the Fall semester, the coordinator of

Assessment and Evaluation visited and explained some best practices around using Canvas Outcomes for course assessment. As of the Spring 2018 semester, we will have Outcomes-based data for at least five courses: ENGL 107, ENGL 115, ENGL 117, ENGL 118, and ENGL 214. Since this process is still quite new, and faculty were only introduced to it in October, there are a number of procedural kinks to work out – including the fact that not all faculty use Canvas rubrics, which this data collection depends on – but the Curriculum Coordinator is working with Assessment and Evaluation to set up a comprehensive infrastructure for the data collection, and then to aggregate and interpret the data. We will then use the data to help encourage greater faculty compliance in successive semesters.

--David Raskin, Curriculum Coordinator for Communication Studies and Mass Media

## **Paralegal Studies Action Items Update for the Student Outcomes Committee**

**Elizabeth Canapary, Curriculum Coordinator, Paralegal Studies Program**

### **Action**

The Student Outcomes Committee took the following action on 4/6/17:

Action: The Student Outcomes Committee unanimously approved the motion that the Paralegal Studies program should be approved for five years with the caveat of a progress report to be submitted by December 2017. In the report, the program should address recruitment and section enrollments and should include the curriculum map.

### **Audit Recommendation**

Address recruitment

### **Action Item Update**

The Paralegal Studies Program has also made steps to recruit more students into the program:

- Paralegal Studies Program Faculty have worked collaboratively with admissions to increase enrollment, including joint participation in high school day and joint attendance at regional graduate school fairs to highlight the Post-Degree Proficiency Certificate to recent baccalaureates;
- Paralegal Studies Program Faculty have presented this year to admissions, counseling and advising to highlight the positive outcomes of graduates.
- Paralegal Studies Program Faculty have attended the International Practice Managers Association Annual Meeting, Philadelphia Association of Paralegals conferences and meetings and monthly Women in E-Discovery meetings;
- Paralegal Studies Program Faculty have met with marketing to revise relevant marketing materials and to provide information regarding the internship and advisory board, which meeting resulted in an article published in Pathways highlighting the program.

### **Audit Recommendation**

Address section enrollments

### **Action Item Update**

The Paralegal Studies Program is working to improve section enrollment in its courses through a number of measures. As you will see from the attached proposed guided pathways map, the Paralegal Studies Program proposes to increase section enrollment by reducing the number of electives offered each semester, while at the same time providing students with advanced notice of scheduling.

## Audit Recommendation

Include curriculum map

## Action Item Update

Guided Pathways Proposed Webmap

### Paralegal Studies Program Map

#### First Semester

Code	Course Number and Name	Units	Advisory Notes
<b>Engl 101</b>	ENGL 101 English Composition 1	3	<p>Students obtain a legal mentor in PLS 101.</p> <p>Students earn a minimum GPA of 2.0 in all courses and minimum of 2.5 in major courses.</p> <p>*Note that PLS 101, along with PLS 121, PLS 215 and DF 101 (select as a general elective) will enable students to also earn the Proficiency Certificate in E-discovery (the e-discovery certificate is a college certificate and not an ABA-approved program).</p> <p>Students in PLS 101 receive an orientation to the Program.</p> <p>Peer tutors available.</p> <p>Learning lab support available, particularly The Writing Center, if needed.</p> <p>If interested, explore transfer options with Paralegal faculty.</p> <p>Participation in the Justice / Paralegal / Social Science Career Fair is encouraged to begin to explore career options.</p> <p>Participation in networking and service learning opportunities offered by the Fox Rothschild Center for Law and Society is encouraged.</p> <p>Program Facebook group available for networking and information.</p>
<b>Mathematics</b>	FNMT 118 Intermediate Algebra	3	
<b>Major Course</b>	*PSL 101 Introduction to Paralegal Studies	3	
<b>Tech Comp</b>	CIS 103 Applied Computer Technology	3	
<b>Directed Elective</b>	[In consultation with advisor, student selects one of the following:  ANTH 112 - Cultural Anthropology  HIST 103 - History: the 20th Century]	3	
<b>Second Semester</b>			

Code	Course Number and Name	Units	Advisory Notes
<b>Engl 102 – Info Literacy</b>	ENGL 102 The Research Paper	3	Students earn and maintain a 2.5 GPA overall, which will enable them to take an internship their last semester.
<b>Major Course</b>	PLS 111 - Legal Research and Writing I	3	Students obtain licenses for Westlaw and Lexis in PLS 111 and obtain a membership to the Jenkins Law Library.
<b>Major Course</b>	PLS 115 - Legal Technology	3	Students learn Relativity and receive information about Relativity Fest Conference which offers student scholarships to attend.
<b>Humanities Directed Elective</b>	[In consultation with advisor, student selects one of the following:  ENGL 116 –Interpersonal Communication  ENGL 117 – Group and Team Communication  ENGL 118 – Intercultural Communication]	3 or 4	Students connect with program’s career assistance and develop a first Paralegal resume.  *Note that PLS 101, along with PLS 121, PLS 215 and DF 101 (select as a general elective) will enable students to also earn the Proficiency Certificate in E-discovery (the e-discovery certificate is a college certificate and not an ABA-approved program).  Peer tutors available.  Upon completion of a resume, students are added to the Program’s listserv and provided with “Jobs of the Week.”
<b>Major Course</b>	PLS 121 - Civil Litigation I	3	Service learning and networking opportunities provided through the Fox Rothschild Center for Law and Society.  Facebook Group for Program provides networking, volunteer and job opportunities.  Students have the opportunity to hear from and meet legal professionals each spring during Law and Society Week.
<b>Third Semester</b>			
Code	Course Number and Name	Units	Advisory Notes
<b>Major Course</b>	JUS 171 – Juvenile Justice	3	Students earn and maintain a 2.5 GPA overall, which will enable them to take an internship their last semester.
<b>Major Course</b>	PLS 211 - Legal Research and Writing II	3	Students taking PLS 215 learn Relativity.

<b>Natural Science Directed Elective</b>	<p>[Student may choose one of the following courses:</p> <p>EASC 111 - Environmental Conservation</p> <p>BIOL 106 – General Biology</p> <p>BIOL 104 – Forensic Biology]</p>	<p>3</p>	<p>Students receive weekly job listings and other program notices and should work with the Program and College’s career support to refine resume and develop career skills.</p> <p>Peer tutors available.</p> <p>Participation in the Justice / Paralegal / Social Science Career Fair (offered each Fall) is encouraged. Students in their third semester, should dress for success and bring resumes.</p>
<b>Directed Electives</b>	<p>Students can choose two directed electives based on the following guidelines:</p> <p>The following electives are offered by the Paralegal Studies Program in the fall:</p> <ul style="list-style-type: none"> <li>• Business Orgs for Paralegals</li> <li>• E-Discovery</li> <li>• Civil Lit II</li> <li>• Family Law</li> <li>• Legal Internship</li> </ul> <p>The following electives are offered by the Paralegal Studies Program in the spring:</p> <ul style="list-style-type: none"> <li>• Tort Law</li> <li>• Real Estate Law</li> <li>• Immigration Law</li> <li>• Legal Internship</li> </ul> <p>The following electives are offered by the Paralegal Studies Program in the summer:</p> <ul style="list-style-type: none"> <li>• Employment Law</li> <li>• Wills Trusts &amp; Estates</li> </ul>	<p>6</p>	<p>Service learning and networking opportunities provided through the Fox Rothschild Center for Law and Society.</p> <p>Facebook Group for Program provides networking, volunteer and job opportunities.</p>
<b>Fourth Semester</b>			

Code	Course Number and Name	Units	Advisory Notes
<b>Directed Elective</b>	<p>Students can choose three directed electives based on the following guidelines:</p> <p>The following electives are offered by the Paralegal Studies Program in the fall:</p> <ul style="list-style-type: none"> <li>• Business Orgs for Paralegals</li> <li>• E-Discovery</li> <li>• Civil Lit II</li> <li>• Family Law</li> <li>• Legal Internship</li> </ul> <p>The following electives are offered by the Paralegal Studies Program in the spring:</p> <ul style="list-style-type: none"> <li>• Tort Law</li> <li>• Real Estate Law</li> <li>• Immigration Law</li> <li>• Legal Internship</li> </ul> <p>The following electives are offered by the Paralegal Studies Program in the summer:</p> <ul style="list-style-type: none"> <li>• Employment Law</li> <li>• Wills Trusts &amp; Estates</li> </ul>	3	<p>Students earn and maintain a 2.5 GPA overall.</p> <p>Students complete a professional resume, either in the PLS 295, Legal Internship or with the assistance of the Paralegal faculty and Career Staff.</p> <p>Students complete the Program and earn their Paralegal degree. Students taking the suggested elective will also be eligible for the E-discovery Proficiency Certificate.</p> <p>Students receive weekly job listings and other program notices and should work with the Program and College’s career support to apply for positions.</p> <p>Peer tutors available.</p> <p>Service learning and networking opportunities provided through the Fox Rothschild Center for Law and Society.</p> <p>Facebook Group for Program provides networking, volunteer and job opportunities.</p> <p>Students have the opportunity to hear from and meet legal professionals each spring during Law and Society Week.</p>
<b>Major Requirement</b>	DF 101 - Introduction to Digital Forensics	3	
<b>Major Requirement</b>	JUS 241 – Criminal Law	3	



Community College of Philadelphia  
Academic Program Review  
Diagnostic Medical Imaging

Authors:  
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Rebecca Peterson

Contributors:

Spring 2018

### Diagnostic Medical Imaging Checklist for Externally Accredited Programs

CCP's APR Section	External Accreditation Source Document	Supplemental Information Required (Yes/No)
Program Narrative/ Program Analysis	Award Letter	N
Findings	Award Letter/OAE	N
Recommendations	None	N
Statement of Mission Alignment	Self Study, 15	N
History and Revision to Curriculum (since the last review)	Self Study, 75	N
Key Performance Indicators <ul style="list-style-type: none"> <li>• Headcount</li> <li>• Demographics</li> <li>• Retention</li> <li>• Degrees awarded</li> <li>• Section Enrollment (course operating efficiency)</li> <li>• Cost</li> </ul>	IR Dashboard Self-study exhibit	Y
Learning Outcomes and Assessment	Self study, 20 Assessment plans 2016 and 2017	Y
Resources	Program list	Y

#### I. Program Narrative/ Program Analysis

The mission of the Diagnostic Medical Imaging Program (DMI) is to prepare individuals in the judicious use of ionizing radiation in both diagnostic radiographic and fluoroscopic procedures. This is accomplished by the application of knowledge in anatomy, physiology, and osteology; in the skillful positioning of the client-patient; the selection of correct technical factors; the proper handling and manipulation of radiation-producing equipment; the utilization of accepted radiation protection. The Program emphasizes the use of digital technology in procedures in order to prepare students for employment in up-to-date laboratory settings.

The Diagnostic Medical Imaging Program Curriculum begins once a year in Late Summer Session. The curriculum consists of eight consecutive semesters—24 months including summer sessions—combining classroom/laboratory components at the College with Clinical Education courses at an area affiliate hospital. During Clinical Education, the student is supervised by College faculty and clinical staff while interacting with patients in the Radiology Department. Admission to the Program is competitive. The application asks for a college GPA of 2.5 or above, a score of 64 on the Kaplan Allied Health pre-admission test, and high school biology or its equivalent. Students deemed eligible by GPA and test score are then invited for an in-person interview. The interview questions are predetermined, consistent across students, and are scored on a rubric. Interview questions seek to assess student motivation, influence in pursuing a DMI career, knowledge of the field, self-awareness, strong support system, leadership, community involvement, and verbal and non-verbal skills.

## **II. Key Findings**

- a. The Program was reviewed by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and was awarded accreditation for a period of eight years in April 2016. This is the maximum amount of time that JRCERT may award accreditation. An interim report is required in the fourth quarter of 2019.
- b. The Diagnostic Medical Imaging Program has a robust assessment plan that clearly connects Course Learning Outcomes to Program Learning Outcomes.
- c. For the past 15 years the program has achieved a 100% first-time pass rate on the ARRT Radiography examination.
- d. The Program graduates more White Non-Hispanic females than the College. The Program could consider strategies to increase the number and competitiveness of diverse applicants in the Program pipeline. For example, the Program could request the J numbers of all applicants to the program every three years to examine the demographic data. This data could be used to assess the accessibility of the Program to diverse populations at the College, e.g., if the applicant pool is not diverse the Program could ask for assistance from outreach programs at the College such as K-16 Partnerships, the Pennsylvania KEYS Program, and the Center for Male Engagement. If the applicant pool is diverse but women of color and men are not creating competitive profiles, the Program can work within the Division of Math, Science, and Health Careers to identify courses and concepts that are creating barriers to access to diverse populations. From there the Division can explore how to present multiple means of representation, engagement, and assessment to broaden access.
- e. The Guided Pathways Initiative, including AH 101, will help clarify the path students should take to achieve success College-wide.

## **III. Recommendations: None**

## **IV. Statement of Mission Alignment**

The mission and goals of the Diagnostic Medical Imaging Program align with the mission, vision and core values of the College in multiple ways. The DMI Program provides students with “a coherent foundation for college transfer, employment and lifelong learning” in the medical imaging field. The Program has strong affiliation agreements with eight clinical sites in the city of Philadelphia, which helps realize the College’s vision of serving Philadelphia “by preparing its students to be informed and concerned citizens, active participants in the cultural life of the city, and enabled to meet the changing needs of business, industry and the professions.” The DMI Program “draws together students from a wide range of ages and backgrounds” and seeks to ensure students will competently and safely perform radiographic procedures, communicate effectively, think critically and demonstrate professionalism. There is a strong support system by both faculty and clinical affiliates to support DMI students in achieving their goals.

For the past 15 years, the program's 100% pass rate on students' first attempt of the ARRT's Radiography examination supports the College's vision "as a premier learning institution where student success exemplifies the strength of a diverse, urban community college." Additionally, as an accredited Program committed to meeting the standards set forth by the JRCERT, the DMI Program operations support the College's core values of integrity, academic excellence, diversity, commitment to teaching and learning, communication and respect. As entry-level Radiologic Technologists, the graduates of the DMI Program become part of the third largest category of health care professionals. The DMI Program is one of many "superior career programs" at the College that prepares "students to meet current and evolving labor market need."

### **History and Revision to Curriculum (since the last review)**

In January 2017, the American Registry of Radiologic Technologists (ARRT) implemented revised content specifications for the board examination in Radiography. The content categories have been reduced from five to four main areas: Patient Care, Safety, Image Production, and Procedures. Subsequently, the American Society of Radiologic Technologists (ASRT) approved a revised Radiography curriculum, which included multiple changes across all content categories to align with the new exam content specifications. The ASRT document is now divided into three content areas, which include pre-professional core curriculum, optional content, and radiologic science resources. Learning objectives related to the content have also been incorporated into the new ASRT curriculum to serve as a resource for Radiography programs.

A major change seen in both the ARRT and ASRT updated documents is the complete removal of conventional film imaging, replacing it with a new focus on digital radiography applications.

Given these changes, the Program has begun revisions of all DMI courses to bring them into alignment with current standards. Additionally, the program changed the sequencing of general education course requirements to ensure students are prepared for the DMI courses that follow.

As of March 15, 2018, the following have been approved by the Academic and Student Success Council:

- Diagnostic Medical Imaging (DMI) program addendum
- DMI 101: Introduction to Diagnostic Medical Imaging (revision)
- DMI 105: Image Production and Evaluation I (revision)
- DMI 106: Image Production and Evaluation II (revision)
- DMI 131: Patient Care and Procedures I (addendum)
- DMI 132: Patient Care and Procedures II (addendum)
- DMI 198: Clinical Education III (addendum)
- DMI 221: Advanced Imaging/Computer Modalities (addendum)
- DMI 222: Angiographic/Interventional Procedures (addendum)
- DMI 231: Patient Procedures III (addendum)
- DMI 261: Radiation Biology and Protection (addendum)
- DMI 299: Clinical Education VII (addendum)

### Key Performance Indicators

- 100% of the 82 graduates from 2013-2017 have passed the ARRT Radiography examination on the first attempt.
- DMI's fall-spring retention rates have increased since the Program's self-study for reaccreditation in 2013, from 67% from 2011-2013 to 91% from 2015-2017.
- 26 students began the Program in late summer 2015 and 21 graduated in June 2017 for a Program Completion Rate of 80.7%.
- Between 2012 and 2016, 50 graduates actively sought employment in Medical Imaging and 48 are employed for a five-year job placement rate of 96%.
- In the past three years DMI's graduating class has been between 66% and 88% White Non-Hispanic. While this is broadly reflective of the demographics of the field in the Philadelphia-Camden-Wilmington Metropolitan Statistical Area (MSA), it does not reflect the demographics of the College, in which White Non-Hispanic graduates comprised on average 27% of the graduating class those years.
- Between 2007 and 2017 the Program's graduates were 28% male on average. During this time the College's graduates were between 32-34% male.

### Cost

FTEs	Direct instructional costs	Indirect Costs	Total Operating Costs	Program Cost per FTE, 2016-2017	Program cost per credit, 2016-2017
47.3	\$799,166	\$250,779	\$1,029,945	\$21,797.78	\$735.55

The high cost of the Program in relation to other College programs is primarily due to JRCERT's standards for clinical supervision, which require a low student-faculty ratio.

### Section Operating Efficiency

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
<b>Sections</b>	23	27	25	31	33	42	37	37
<b>Capacity</b>	84%	85%	85%	74%	86%	85%	82%	80%
<b>Average Enrollment</b>	13.65	14.63	14.63	12.12	16.77	15.27	14.49	14.56

Section enrollment is determined by JRCERT standards.

### Assessment

Diagnostic Medical Imaging follows a robust assessment plan and follows best practice in assessment in a number of ways:

1. By explicitly connecting Course Learning Outcomes (CLOs) to Student Learning Outcomes (SLOs).
2. By collecting data on the assessment of mastery of these outcomes through multiple methods

3. By collecting data on the assessment of mastery of these outcomes on a regular schedule

As per guidelines from their accreditor, there is a focus on end-of-program outcomes and preparation for first time licensure pass rates and job placement.

DMI utilizes multiple means of assessment such as clinical competencies, simulations, written examinations, and verbal feedback. Most benchmarks seek 90% or greater mastery, and are achieved. Those that are not have specific points for remediation on the assessment plan and are followed through. In 2016 the Program began a cohort-based assessment plan that uses cross-sectional analysis to compare each year's cohort to earlier ones. Cross-sectional analysis over time is useful for tracking cohort-wide features such as performance on specific assessments. The Clinical Preceptor uses a checklist as well as qualitative comments for student evaluation. Also as part of this process the student is asked for feedback on positive experiences, areas the Program should improve, and whether or not they would work at the clinical affiliate. This multi-faceted assessment of the students' clinical experience helps the Program ensure it is meeting the JRCERT Accreditation standards of Integrity and Curriculum and Academic Practice, the College's Vision Ideals of "(s)uperior career programs that prepare students to meet current and evolving labor market needs" and the College's Core Values of Commitment to Teaching and Learning as well as Communication.

The Program expects to change the current Program Completion Rate benchmark of 50%. A JRCERT standards revision is currently underway, and DMI faculty have attended continuing education seminars regarding the revision process and potential changes. One proposed change to the JRCERT standards is a program completion rate requirement of 80%. Under the current standards, the JRCERT does not set a program completion rate, instead allowing the program to do so. The DMI program completion rate benchmark has been set at 50% for many years. The program has been exceeding the 50% benchmark. However, 80% is much higher than the average PCR from the past few years (70% average for Class of 2015-2018). In anticipation of potential changes to the accreditation standards and an increased PCR benchmark, the program has implemented grading policy changes to help improve attrition. The current Class of 2019 has an anticipated PCR of 90% as of the spring 2018 semester.

### **Initiatives**

To keep current with requirements and expectations set forth by the Joint Review Committee on Education in Radiologic Technology (JRCERT), American Registry of Radiologic Technologists (ARRT) and the American Society of Radiologic Technologists (ASRT), the DMI program strives toward continual improvement. Recent initiatives include the following:

- An updated fixed radiographic unit was installed in the summer of 2016.
- The program added a portable radiographic unit to its laboratory equipment in 2016. This has been a valuable asset in preparing students for all aspects of clinical imaging.
- Hahnemann University Hospital was recognized as a clinical education setting in 2015.
- Mercy Fitzgerald Hospital was recognized in 2016 to allow students from Mercy Philadelphia Hospital to experience rotations in Interventional Cardiology.

- Also in 2016, Pennsylvania Hospital's affiliation agreement was updated to increase clinical capacity at the site. It was previously a secondary site used only for advanced imaging modality rotations. It is now a primary site for students.
- Penn Medicine Rittenhouse was also recognized as a clinical education setting in 2016.
- A re-affiliation between the program and the Philadelphia VA medical center is currently in the final stages of completion.
- In 2017, the program implemented a clinical tracking system called E\*Value. This paperless system has streamlined clinical evaluation and assessment. All aspects of clinical education are managed via the system, including student scheduling, time tracking (clocking in/clocking out), evaluations, case logging and assessment reporting. Having all documents in one place has greatly improved communication and collaboration amongst the clinical faculty, clinical preceptors, Clinical Coordinator and Program Director.
- In March 2018, a smart board was installed in the DMI laboratory. This will allow faculty to facilitate more active lab sessions and conduct appropriate digital image analysis.

Community College of Philadelphia

Academic Program Review

**DENTAL HYGIENE**

Authors:  
Teresa Frizell  
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Spring 2018



## Dental Hygiene: Checklist for External Academic Program Review

CCP's APR Section	External Accreditation Source Document	Supplemental Information Required (Yes/No)
I. Program Narrative/ Program Analysis	Self-Study, 23	N
II. Findings	OEA	N
III. Recommendations	None	N
IV. Statement of Mission Alignment	Self Study, 17	N
V. History and Revision to Curriculum (since the last review)	Self Study, 19	N
VI. Key Performance Indicators <ul style="list-style-type: none"> <li>• Headcount</li> <li>• Demographics</li> <li>• Retention</li> <li>• Degrees awarded</li> <li>• Section Enrollment (course operating efficiency)</li> <li>• Cost</li> </ul>	Found in section(s)/ page(s) Headcount (EXHIBITS, 74) Retention and Degrees Awarded (EXHIBITS, 14) Section Enrollment (EXHIBITS, 77) Cost (EXHIBITS, 15)	N
VII. Learning Outcomes and Assessment	Curriculum binder and assessment plan	Y
VIII. Initiatives	Program Director	Y
IX. Resources	Found in section(s)/ page(s) Exhibit 4-1-B and 4-1-C	N

### I. Program Narrative/ Program Analysis

The Dental Hygiene Program at the Community College of Philadelphia provides a high-quality, integrated, collegiate-level academic and professional education. The Program instructs graduates to serve and educate individuals in the community, and to function as integral members of a dental team. The Program provides a safe and service-oriented environment in which Dental Hygiene students learn how to provide ethical and quality patient care. The Program offers the only free dental hygiene clinic in Philadelphia, providing the surrounding community with a vital health service and helping to inculcate a spirit of service in its students. Students are taught how to review current research in the field, which will enable them to be life-long learners making informed decisions regarding patient education, quality patient care, and service to a multicultural community. The scope and depth of the curriculum of the Dental Hygiene Program includes a total of 24 months of study, requiring 83 semester credit hours for graduation and resulting in the award of an Associate in Applied Science (A.A.S.) degree.

The Dental Hygiene Program consistently meets or exceeds American Dental Association benchmarks for passage of clinical exams and placement of graduates in the field of dental hygiene. There has been ongoing, stable and adequate funding for the Program throughout its

existence. Allocations for faculty salaries, benefits and professional development are substantial and assure the Program's ability to recruit and retain qualified faculty.

Program entrance is highly competitive. Students are introduced to the Program, informed of entrance and Program requirements, and tour the lab as part of AH 101, Introduction to Healthcare Professions. Applicants to the Program must have a high school diploma or GED, a minimum grade point average of 2.50, six credits of specific science and math prerequisites, and qualification by College and Allied Health competency testing. Background checks, health insurance, and infectious disease testing is also required. Certain criminal convictions or disease status could bar students from receiving state licensure.

Students apply to the Program through the Office of Admissions. Applications are evaluated to determine if the students meet the Program's admission criteria. If the Program criteria are met, the student docket is sent to the Dental Hygiene Program Director. The Program Director then completes a rating sheet based upon points and those students with the highest ratings are accepted into the Program until the maximum capacity limit has been reached. Documentation for student acceptance is completed by the Program Director who then returns the docket to the Office of Admissions for action.

## **II. Key Findings**

- A. The Program was recently granted the longest period of continued accreditation without reporting requirements allowed by the Commission on Accreditation of the American Dental Association. On February 2, 2017 the Program was awarded continued accreditation "without reporting requirements" for seven years.
- B. The Dental Hygiene Program has a robust assessment plan that clearly connects Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs) and assess student learning on a regular and systematic basis.
- C. Since 2011, 100% of the Program's graduates passed the Dental Hygiene National Board, the CDCA patient treatment examination, and the CDCA slide examinations within six months of graduation.
- D. The Program has been active in equipment acquisition, particularly with regards to up-to-date digital and computerized equipment.
- E. The Program graduates more White Non-Hispanic females than the College. The Program could consider strategies to increase the number and competitiveness of diverse applicants in the Program pipeline. For example, the Program could request the J numbers of all applicants to the Program every three years to examine the demographic data. This data could be used to assess the accessibility of the Program to diverse populations at the College. For example, if the applicant pool is not diverse the Program could ask for assistance from outreach Programs at the College such as K-16 Partnerships, the Pennsylvania KEYS Program, and the Center for Male Engagement. If the applicant pool is diverse but women of color and men are not creating competitive

profiles, the Program can work within the Division of Math, Science, and Health Careers to identify courses and concepts that are creating barriers to access to diverse populations. From there the Division can explore how to present multiple means of representation, engagement, and assessment to broaden access.

- F. The Guided Pathways Initiative, including AH 101, will help clarify the path students should take to achieve success College-wide.

**III. Recommendations: None**

**IV. Statement of Mission Alignment**

The Dental Hygiene Program’s goals are consistent with the College’s Mission Statement in that they “provid[e] a coherent foundation for college transfer, employment and life-long learning” and “prepar[e] students to be informed and concerned citizens and who are enabled to meet the changing needs of business, industry and the professions.” The Program encourages “self-fulfillment based on service to others, preparation for future work and study and enjoyment of present challenges and accomplishments” through learning and service opportunities.

The Program’s goals are also consistent with the College’s Vision Ideals. The Program is structured so that graduates complete an integrated, collegiate-level education, are prepared to meet the labor market needs, and are prepared to meet the needs of the employers.

**V. History and Revision to Curriculum (since the last review)**

The Local Anesthesia course, DH 210, has been implemented due to the addition of local anesthesia to the dental hygiene scope of practice.

**VI. Key Performance Indicators**

- A. Between 2011-2015 the Program had a graduation rate of 80% or higher. In 2015 that rate dropped to 77%. Of the students who did not graduate in 2015, 3 were dismissed for academic reasons, two left the Program due to a change in interest, and two left for personal reasons.
- B. Since 2011 100% of students passed the National Board Dental Hygiene Exam, the Slide Exam, and the Clinical exam within 6 months of graduation.
- C. 99% of graduated students were employed as Licensed Dental Hygienists or pursuing further education 9 months after graduating.
- D. From 2014-2016 the Dental Hygiene Program graduates averaged 75% White Non-Hispanic females. This matches the demographics of the Dental Hygiene field in the Philadelphia-Camden-Wilmington Metropolitan Statistical Area (MSA). However, over the course of those years the College’s graduates were 17% White Non-Hispanic females. In 2017 the Program’s graduates were 56% White Non-Hispanic female
- E. Cost

FTEs	Direct instructional costs	Indirect Costs	Total Operating Costs	Program Cost per FTE, 2016-2017	Program cost per credit, 2016-2017
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58	\$1,273,847	\$307,614	\$1,581,461	\$27,266	\$923.00
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This high cost per credit hour is explained by the extensive equipment inventory outlined in the Resources section of this document and is justified by the Program's job placement success. Some of these costs are offset by Perkins funding each year

#### F. Section Operating Efficiency

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
<b>Sections</b>	84	85	81	84	78	84	87	93
<b>Percent Capacity</b>	90%	81%	80%	92%	93%	75%	80%	84%
<b>Average Enrollment</b>	16.60	17.05	14.69	19.08	17.33	15.56	15.77	17.48

#### VII. Learning Outcomes and Assessment

- a. The Dental Hygiene Program has a robust assessment plan and follows best practice in assessment in a number of ways:
  - B. By explicitly connecting CLOs to PLOs
  - C. By collecting data on the assessment of mastery of these outcomes through a variety of methods
  - D. By collecting data on the assessment of mastery of these outcomes on a regular schedule
  - E. By analyzing assessment data at curriculum meetings and making adjustments to courses accordingly

Per guidelines from their accreditor there is a focus on end-of-program outcomes, preparing students to pass their licensure exams on the first attempt, and job placement. Program Learning Outcomes are assessed on a two-year cycle, which follows the Program cycle.

Dental Hygiene has 4 Program Learning Outcomes:

1. The Dental Hygiene graduates will complete a comprehensive and integrated collegiate level-academic and professional education.
2. The Dental Hygiene graduates will be competent to serve and educate individuals in the community.
3. The Dental Hygiene students will conduct quality patient care which will be assessed, planned, implemented and evaluated in a safe and service oriented environment.
4. The Dental Hygiene graduates will function as integral and ethical members of the dental health team and be lifelong learners by reviewing the current research which will enable the graduate to make informed decisions regarding patient education, quality patient care and service to the community.

Within each goal the Program lists the assessment method and expected result, the month the data is collected, who is responsible for collection, and where the data is kept. The Program collects this assessment data through a multi-lens approach including written and oral

examinations, observations of performed procedures and simulations, and student and alumni surveys.

The Dental Hygiene Program faculty members continually review and assess students' performance and their own instruction. Performance from both national board results and final course grades are reviewed at the Program's curriculum meetings which are held at the end of each semester. Changes and/or updates are discussed and implemented for the following year.

Students who failed or withdrew from a Dental Hygiene course are now required to complete additional clinical experiences that include: taking radiographs for both a child and an adult patient, completing study models, providing nutritional education to a patient, and completing a written re-take of the clinical final examinations of DH 192, Clinical Dental Hygiene II and DH 210, Local Anesthesia to a proficiency level of 75%.

Additional strategies that have been implemented since the last Academic Program Review include the "Case Documentation" assignment in DH 294, the provision of additional clinic practice sessions, and the creation of a 'mock' board examination for both the National Dental Hygiene Examination and the CDCA Patient Treatment Examination in DH 295. Each of these initiatives have improved the Program's outcome results.

Students complete a course and an instructor evaluation at the end of a semester to all faculty members on a rotating basis. Results are tabulated and the course evaluations are shared and discussed during the fall and spring Dental Hygiene curriculum meetings.

#### **VIII. Initiatives**

- A. The Program was re-accredited in 2017 by the Commission on Dental Accreditation. This two-year process included a lengthy self-study followed by a site visit by Commission members.
- B. The Program offers students enrichment and community service opportunities as required by the Commission on Dental Accreditation, including the Ronald McDonald Mobile Care Van, Sealant Saturday, and an on-campus free dental hygiene clinic.
  - o Annually the Program offers Sealant Saturday in which Program students, faculty and alumni place free dental sealants on the chewing surfaces of back teeth of children ages 6-16 years in order to help prevent dental cavities. Each year approximately 55 children receive an oral examination, home care education and sealants.
  - o The on-campus clinic is the only free dental hygiene clinic in Philadelphia. The clinic treats over 700 patients per year. Patients returning the patient satisfaction survey respond with nearly 100% positive reviews. The few negative reviews commented on administrative procedures, not quality of care.
- C. The Dental Hygiene Program collaborates with other Allied Health programs at the College, presenting a table clinic/poster session on an array of topics. Each year the students then present their poster/table clinic to Dental Hygiene professionals at the Pennsylvania Dental Hygiene Annual Session.
- D. Each year students form a group, fundraise, and support the Oral Cancer Walk.
- E. Students support numerous food and clothing drives/initiatives throughout the year.

- F. The Program applies for and receives Perkins funding to keep equipment up to date, particularly in the area of digital imaging and sensors and computerized data recording.

**IX. Resources**

**Chart of Equipment and Activities Supported by Perkins Funding**

2009	2010	2011	2012	2013	2014	2015	2016
Program and course revision	Radiology processors	Ultrasonic	Dental chairs	Radiology chairs	Digital Panoramic	Radiology unit	Magna Clave autoclave
Panoramic loupes	Curing lights	Hand pieces	Unit lights	Eaglesoft Support	Cavitrons	STATUM	Dexter Dental Mannequin
Digital camera for intraoral photos	Radiology unit	Intraoral camera - Wand	Magna Clave	Model trimmers	Eaglesoft Upgrade and Support	Radiology mannequins	Digital sensors
	Hygiene unit carts		Local Anesthesia Simulators	Maxisweep ultrasonic	STATUM	Computer for radiology room	EagleSoft software
	Defibrillator	STATUM		Curing Lights	Digital camera for intraoral photos		Dental Digital Camera
	Cavitron units						Dental Wet Model Trimmers
							Laptop computers for each dental unit

**Other Resources**

<p><b>In the main clinic (W1-24) there are 16 treatment areas that include each of the following:</b></p> <p>Dental Chair  Dental Unit  Operating Light  Operator Stool  Dental Assisting Cart  Assistant Stool  X-Ray Viewbox  Ultrasonic Scaling Machine  Prophy Jet (at four of the units)  Sink  Under Sink Storage  Cupboard</p>	<p><b>In the special procedures room (W1-24B) there is one each:</b></p> <p>Dental Chair  Dental Unit  Operating Track Light  Operator Stool  Assistant Stool  X-Ray Viewbox  Sink  Computer Station  Digital Radiography  Digital Intra-oral Camera  X-Ray Machine</p>	<p><b>In the adjacent lab (W1-23B) there is one of each:</b></p> <p>Dental Chair  Dental Unit  Operating Track Light  Operator Stool  Assistant Stool  X-Ray Viewbox  Sink</p>
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**Instruments and Small Equipment Provided by the Dental Hygiene Program**

<p><b><u>Intra Oral Photographs</u></b></p> <p>Camera  Sterile Container with Hot Water  Occlusal Mirror  2B Mirror  Retractors (2)</p>	<p><b><u>Finish and Polish Restoration</u></b></p> <p>Hirshfield 5/11  3M strips  Dappen Dish with Pumice  Dappen Dish with Tin Oxide  Latch Type Cups (2)  Latch Type Brush (1)  Articulation Paper on Metal Holder  Floss</p>	<p><b><u>Temporary Restoration Set-Up</u></b></p> <p>Matrix Bands  Wooden Wedges  Large Discoid Cleoid  Articulating Paper and Holder  IRM  Paper Pad (Waxed)  Cotton Pellets  Small Plastic Instrument with small condenser  Hollenback Carver  Measuring Scoop or IRM  Small Football Bunisher  Spatula  Small Discoid Cleoid</p>
<p><b><u>Pit and Fissure Sealants</u></b></p> <p>Self-cured Sealant Material  Light-cured Sealant Material</p>	<p><b><u>Pulp-Testing Set-Up</u></b></p> <p>Typodont mounted on Benchmount</p>	<p><b><u>Topical Fluoride Set-Up</u></b></p> <p>Topical Neutral Sodium Fluoride</p>

<p>Curing Lights Cotton Pellets Cotton Rolls (Short and Long) Mixing Wells Applicator Brushes and Micro-Brushes Etching Agent Garners Protective glasses 2x2's Articulation Paper on Metal Holder</p>	<p>Pulp Tester Lead wire Long and Short Probe Tips Saliva Ejector Tooth Paste Gauze, cotton rolls Saliva Ejector Ethyl Chloride Spray Large cotton pellet</p>	<p>Garners Disposable Fluoride Trays (X- Small-Large) Cotton Rolls 5% Fluoride Varnish with applicator tips</p>
<p><b>Arestin</b> Syringe Arestin tip</p>	<p><b>Air-Powder Polishing</b> Air-Powder System Handpiece with Wire-Cleaner Large Powder Dispenser Small Powder Dispenser 2 High Speed Suction Tips Non-petroleum lubricant on Tongue Depressor Gauze Saliva Ejector Patient Drape</p>	<p><b>Local Anesthesia</b> Frasaco Local Anesthesia Simulators with injection technique sensors (12) Topical Anesthesia—20% Benzocaine and 5% Lidocaine Cotton tip applicators Gauze Cartridges of local anesthesia drugs—Carbocaine, Lidocaine with 1:100,000 epinephrine, Septocaine with 1:100,000 epinephrine, Septocaine with 1:200,000 epinephrine Integra Miltex N-Tralig syringes (PDL syringes)--6 Petite Local Anesthesia Syringes; Local Anesthesia syringes Needles—25 long, 27 long, 25 short, 27 short, 30 short, 30 ultrashort Kilgore Dentoforms with clear gingiva (4) Protector cards</p>
<p>Dental Films Size 0 Size 1 Size 2</p>	<p>Dental Sensors Size 0 Size 1 Size 2</p>	<p>The following are used to sterilize and disinfect instruments, small equipment and supplies:</p>



Size 4 Panoramic Duplicating	Size 3	Tuttnauer Sterilizer, Model 3870 – instrument sterilization Statim 2000 Cassette Autoclave by SciCan -- rapid instrument sterilization One-gallon plastic, lidded container with Cidex – cold sterilization Two-quart stainless steel, lidded container with Cidex – cold sterilization Birex – mixed daily for surface disinfection
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<b>Instruments and Small Supplies Purchased by the Students</b>				
QTY/units or packs	Benco Item #	Manufacturer	Description	Please check each item
1 pk	1024-008	Dentsply	Nupro Mint Fine Propphy Paste	
2 ea	4692-808	Benco	Petite Aspirating Syringe	
3 ea	1330-025	Young	Trace Disclosing Sol.	
1 ea	1023-849	J&J	Floss Dispenser Plastic #2736	
6 ea	3240-762	Benco	Iris floss—Unwaxed 200 yd	
1 ea	1066-679	<b>Young</b>	<b>ProCarePowder 3.5 oz. mint</b>	
1 pk (12 in a pk)	1010-264	G C America	Tray Spacer Perf 7D SM UP BG 12	
1 pk (12 in a pk)	1010-255	GC America	Tray Spacer Perf 4D MED UPBG12	
1 pk (12 in a pk)	1010-246	GC America	Tray Spacer Perf 1D LG UP BG12	

1 pk (12 in a pk)	1010-291	GC America	Tray Spacer Perf22D S LOWBG 12	
1 pk (12 in a pk)	1010-282	GC America	Tray Spacer Perf21D M SOWBG12	
1 pk (12 in a pk)	1010-273	GC America	Tray Spacer Perf20DLLOWBG12	
2 pk	4473-214	Benco	Barrier Film LF BLU 4x6 RL1200	
3 ea	1892-455	ADEC	Air/Water Syringe Tip (PK3)	
2 pk	3929-895	Valum	Gown ISOL Blu Elast Cuff CS50	
1 ea	1712-452	OP-DOP	Visor Shield Poly Sys WHT	
1 pk	3180-729	NK	Overglove (10 bx of 100)	
1 pk	4556-358	Benco	Sponge 2x2 4 ply NW NS CS5000	
1 pk	3351-044	Maytex	Mask Earloop Blu CS12	
2 ea	2506-521	DUX	Steri Cage (FR. Vanilla)	
1pk	2333-486	Pretec	Disp. Prophyl Ang. Soft CupBX144	
1 pk	2433-887	Butler	Disp. Prophyl Ang. w/ Brush Bx50	
2 pk	1960-121	Sterip	Steri-Shield Covers BLU Bx500	
1 pk	1495-796	Benco	Dappen Dish Plastr Asst pk200	
12 pk	1968-918	Butler	Toothbrushes Adult Soft Full DZ	
1 pk	1968-936	Butler	Toothbrush Adult SM Soft DZ	
1 pk	1968-954	Butler	Toothbrush—Youth soft 3 rowDZ	
1 pk	4473-232	Benco	Syr. Sleeve Air/Water clr bx500	
1 ea	1054-806	Relian	Dappen Dish--Clr	
1 ea	4692-424	Benco	Plastic Knife #6R	
3 ea	2327-082	Benco	Emulate alginate reg 500 gm bag	
1 pk	3236-339	HuFriedy	Utility Gloves Nitrile pk 3	
1 pk	4232-260	Benco	Film Vision SR FB- 58#2Bx150	

1 pk	4232-242	Benco	Film Vision XR FB-54 #O Bx 100	
1 pk	3089-687	EK	Film 1P-11 Paper #1 SNGL PK 100	
1 ea	3765-928	Benco	Mixing Bowl Alginate 600CC	
1 ea	1255-143	Rinn	Snap-A-Ray film holder pk3	
10 pk	2541-733	Benco	Gloves--Nitrile	
1 ea	1204-868	Rinn	XCP Inst. w/o BW	
1 ea	3819-290	Benco	Alginate Spatula	
1 ea	N/C	Dentsply	Millimeter Ruler	
1 ea	3679-745	Columbia	Tooth Prep #31 Model	
1 ea	1499-023	Columbia	Model articulating 660 SFt gin	
1 ea	2095-725	BV Medical	BP Unit LG adult complete blk	
1 pk	4359-802	Benco	Bur Carbide RA#6 pk 10	
1 pk	4359-866	Benco	Bur Carbide RA34 pk 10	
1 pk	4359-893	Benco	Bur Carbide RA #2 PK 10	
1 ea	4616-908	NSK	I-prophy air	
1 ea	3834-684	Axis	NTI Polisher RA GRN PO133	
1 box			Dispoable bib-eez	
1 ea.			Stethoscope	

## Measures of Student Success

### Momentum

- Developmental Placement
  - 2015-16 and 2016-17
- Completion of College-Level English In First Year
  - Fall 2014 FTIC Cohort & Fall 2015 FTIC Cohort
- Completion of College-Level Math In First Year
  - Fall 2014 FTIC Cohort & Fall 2015 FTIC Cohort

### Persistence and Completion

- Fall-to-Spring Retention
  - Fall 2015 Cohort & Fall 2016 C Cohort
- Fall-to-Fall Retention
  - Fall 2014 Cohort & Fall 2015 Cohort
- Momentum and IPEDS Completion Rates
  - For full-time, first-time-in-college students only
  - Left college prior to earning a degree and transferred within 3 years

### Demographics/Students Characteristics (when available)

- Race/Ethnicity
- Gender
- Pell Status
- FT-PT Status

# 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