

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

MINUTES

Thursday, February 7, 2019

1:30 p.m.

Conference Room M2-34

Presiding: Ms. Hernández Vélez

Committee

Members: Ms. Fulmore-Townsend, Ms. McPherson, Ms. Posoff

College

Members: Ms. de Fries, Dr. Generals, Dr. Hirsch, Dr. Roberts

Guests: Mr. Davison, Ms. Frizell, Mr. Morrison, Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of November 1, 2018

The minutes were approved unanimously.

(b) Enrollment and Completion Data Review

Dr. Hirsch provided an overview of recent enrollment and completion data. From 2008 through 2010, enrollment increased with the recession taking place. Enrollment was steady from 2012 through 2015; many other community colleges in general and institutions in the area experienced a decline during those years. The lower enrollments as seen in later years show the effects of a better economy. Declines began in 2016, particularly with part-time students. Enrollment for full-time students decreased less, which could be related to the establishment of the 50th Anniversary Scholarship and to the Philadelphia School District moving more students through the pipeline leading to college. Philadelphia metro area is a highly competitive marketplace with 105 colleges and universities. Dr. Generals noted that in the Philadelphia area, only West Chester University has experienced positive enrollments; this institution is affordable and is accessible to students from three area community colleges. The proprietary schools undertake aggressive marketing (but students then leave with debt). As a strategy, the College is reviewing offerings at

proprietary institutions and marketing those programs when the College also offers them.

Ms. Hernández Vélez asked about regional projections for employment. Dr. Generals noted that if there are factors that could lead to a recession in the next two to three years, then this would increase students seeking retraining, especially in technology-related fields. The College is able to react more quickly than traditional four-year institutions and can be seen as a support network for students. Dr. Hirsch explained that the College's Academic Pathways chart will look very different in the next few years with the addition of several proficiency certificates and post-degree certificates.

For the three-year graduation rate used by IPEDS, the most recent data is for the 2015 full-time, first-time in college (FTIC) students having a 16% completion rate. This compares to the 2014 cohort with a 13% completion rate. While this is a key measure for both two- and four-year institutions, two-year schools do raise concerns about using full-time students as a measure. For community colleges, the majority of students are typically part-time students. The first cohort of students to experience some of the College's guided pathway efforts is the 2016 cohort, with the 2017 cohort experiencing even more reforms. As such, the College has not yet seen the potential full impact of guided pathways in the three-year completion rate. While IPEDs does not count transfers to four-year institutions, the College does for its own Dashboard. The College has been meeting its benchmark for students who leave without graduating and transfer to another institution.

Dr. Generals mentioned an article that was recently circulated. This article cited 2016 data, which pertains to the 2013 cohort and is thus several years old. The College has written to the City Council and did respond to a similar article from six months ago regarding the use of outdated data. The College's annual report also addresses the increases shown in recent years.

(c) Academic Program Review: Fire Science AAS Degree

Ms. Frizell, from the Office of Academic Assessment, provided an overview of the Fire Science program. The last audit was completed in 2010 and contained several recommendations: offer all required courses within a two-year period; explore certifications; and conduct program learning assessments. These actions have been implemented since Mr. Davison became coordinator in 2016. It is a small program, with students often leaving after completing the first 12 credits. The enrollment has shifted from part-time, older students to more full-time and younger students. Among the fire department's ten-year goals, the only goal not met pertained to educating fire fighters. Mr. Davison believes that the College is the key to meeting this goal and can provide the best education for local fire fighters and volunteers. To Ms. McPherson's question regarding challenges facing the program, Mr. Davison explained that online courses are very attractive to younger students and these students will pay more money for the convenience offered by the online courses at Neumann University.

Mr. Davison described how completing an associate's degree can be an incentive for fire fighters. Having an AAS adds three points on the entrance exam and half a point to the promotion exam. With 10,000 applicants a year and increases in hiring, those three points can be helpful. The fire department needs to explain to fire fighters and potential fire fighters how an education is an investment. The city does provide a limited pool of money for tuition. A degree is not a requirement for paramedics. To address this, Mr. Davison suggested that a title change that encompasses more than Fire Science could be considered.

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

Academic Program Review: American Sign Language/English Interpreting AAS Degree

Ms. Frizell introduced ASL/INT as a unique program that allows students to take courses in American Sign Language and in interpreting at the same time. It attracts a large number of post-baccalaureates because a bachelor's degree (in any field) is needed to be a licensed interpreter. A challenge for the program is tracking employment data, as ASL interpreters fall under the larger "interpreters" category, which also encompasses foreign languages and the FCC-mandated video relay services. The program is working with the Advisory Committee to address this. Mr. Morrison explained that the program has heard from the Advisory Committee that there is a shortage of ASL interpreters. Interpreting referral agencies place interpreters, who are mostly free-lancers. The hourly rate for a new graduate can vary and usually ranges from \$35 to \$40 an hour, while certified interpreters can earn \$75 to \$120.

Mr. Morrison noted that the College's ASL/INT program is the strongest it has been since it was established in 2009-10. It has benefited from the College's guided pathway efforts, in part because the program is essentially cohort-based. The degree encompasses 67 credit hours, which is made up of five general education courses with the remaining credits devoted to ASL and then interpreting courses. The program has also established two shorter post-baccalaureate proficiency certificates to start in Fall 2019. These will better address the needs of students who already have a degree and therefore do not need to complete all the AAS requirements. The first proficiency certificate covers the first 23 ASL/INT courses, with the remainder making up the second proficiency certificate.

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

(d) Workforce Development Update

Ms. de Fries continued with the overview of the Division of Workforce and Economic Innovation (WEI) begun at the previous meeting. Advanced Manufacturing is a focus now. The CNC program had two separate courses (one in fall and one in spring), which is an increase from the one course last year. Enrollments in the courses also increased from six to 11. Sixty-seven (67) percent of students who completed so far reported CNC-related employment (two were recruited while in the program), with pay ranging from \$16.50 to \$30 an hour. Job placement support could add to these numbers. Money for the CNC Labs came from the state. Enrollments in Welding are lower this year, but grant funds allow courses to run with fewer students.

The microcredentials grant's current enrollments are down from last year, but last year's enrollments were supplemented by Welding students. Training in this leads to good jobs, though better reporting could provide more accurate information on this. The College received the third phase of the JOIN grant. These funds paid for special advertising for the Advanced Manufacturing in the Spring (Facebook, bus shelters in front of Career Links, etc.); there were 152 leads. Digital badges were produced for the microcredentials grant; they will also be done for the JOIN grant. For the microcredentials grant, training ended in December; record keeping and data submission are occurring now. Success outcomes for the program were above average.

The Power Up Your Business grant is in the last year of a three-year fiscal commitment from the City Council. As part of this, they did an industry best practices series. The program also partners with Mt. Airy USA; the program provides the curriculum and instruction, while Mt. Airy USA supports recruitment. There was a cohort last October followed by another in January. This program received third place for an innovation award.

Goldman Sachs Ten Thousand Small Businesses finished its fifth year in November. Cohort 18 started in January with 24 students. Last year saw the largest percentage increase in women-owned business and underserved businesses (it should be noted that "underserved" does not address ethnicity but is rather a geographic designation).

Career Connections holds job fairs at the regional campuses now, in addition to the main campus. It hosted an appreciation event for employers. Efforts are being increased to track employment.

(e) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for April 4, 2019 at 1:30 p.m. in Conference Room M2-

Attachments:

Minutes of November 1, 2018

Enrollment and Completion Data

Fire Science Program Review

American Sign Language/English Interpreting Program Review

Academic Pathways 2018-19

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

MINUTES

Thursday, November 1, 2018

1:30 p.m.

Conference Room M2-34

Presiding: Ms. Hernández Vélez

Committee

Members: Mr. Clancy, Ms. Ireland, Ms. Jean-Baptiste, Ms. Posoff, Rep. Roebuck

College

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

Guests: Dr. Carter, Mr. Coleman, Ms. Freeman

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of October 4, 2018

The minutes were approved unanimously.

**(b) Academic Program Review Update: Computer Information Systems-
Information Technology, Network and Systems Administration Proficiency
Certificate, Computer Science, Computer Programming and Software
Development Proficiency Certificate**

Ms. Freeman provided an update on the programs' assessment efforts. She described how the course learning outcomes data had been compiled into program learning outcomes data, which was forwarded to the dean and placed into a repository. Dr. Carter gave an overview of the alignment between program learning outcomes, course learning outcomes, and course assignments. Ms. Freeman also explained the programs' efforts to recruit more female students, including that female Computer Technology faculty are attending more recruiting events and marketing materials are showing more female representation. The programs are also in the process of revamping the advisory committee to include a CTE representative from the high schools; Cisco and Comcast have been invited to attend the next meeting in

December. For recruiting students, the College uses a customer relationship management (CRM) software, which allows programs to learn about students' interests and then target communications with specific students. Committee members suggested working with technology-minded organizations with experience in outreach to raise interest.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program reviews with approval for five years, contingent on annual update reports on efforts related to assessment and recruitment of female students.

(c) Committee Orientation

Ms. de Fries provided an overview of the Division of Workforce and Economic Innovation (WEI). She introduced Mr. Coleman, the Assistant Vice President for Workforce and Economic Development, who oversees Corporate Solutions. Corporate Solutions used to be part of the academic division for Business and Technology, but under Dr. Generals, Workforce Development has a separate division and leadership and is an important component of the College's mission. Ms. de Fries described high level accomplishments since the division was formed. The division has widened its breadth from Corporate Solutions to encompass more Workforce Development options, viewing opportunities through two lenses: the students' perspective and their needs, and the area employers' perspective and their needs. In addition to Corporate Solutions, the division also has Entrepreneurship Programs (to help area small businesses) and Career Connections (to prepare students for careers).

Ms. de Fries summarized the certificate programs offered by WEI. These encompass programs in healthcare, education and wellness (Dental Assisting, Child Development Associate); in technology; in manufacturing, energy, and trades (Advanced Manufacturing, Gas Distribution Pipeline Mechanic); and business and finance (Bookkeeping, Mobile Food Management). These include many new programs and the list is continually expanding. There are several new programs developed for 2019, with technology (such as Amazon Cloud Service and Adobe Creative Workshops) and health care programs (e.g., Massage Therapy) prioritized for the coming year. The division is also developing a Diversity Institute to have eight workshops in various areas; these will be designed by College faculty who already provide training to College faculty and staff, or a consultant.

Several non-credit programs have certification as exit points. In the WEI catalog, credit proficiency certificates related to WEI programs are advertised. Ms. de Fries is working with the Dr. Hirsch, Vice President for Academic and Student Success, on bridging more non-credit to credit programs. In regards to modality, some programs are very hands-on and are therefore offered in person; other programs are offered online or as a hybrid when possible.

Ms. de Fries discussed that alignment with area companies is underway. Ms. Posoff said that she would like to see what programs could map to Comcast needs and Ms. Ireland said her company might have opportunities for training via the WEI division around customer service and their work with the City's 311 Call Center. Dr. General described how the division has made significant progress and its offerings are seen as viable options by area industry. Ms. Posoff asked about the division's top two or three outcomes where it is trying to move the needle and show the largest impact. Ms. de Fries said that the division is trying to create a pipeline for entry-level workers to positions that do not require post-secondary credits and have a family-sustaining wage. WEI has made progress in getting area companies involved in developing curricula. The division is also mapping ways it can fit into the City's workforce strategy. In regards to area high schools, WEI has worked on a limited basis with the Philadelphia School District as part of the Advanced Manufacturing program and has also done some presentations at area high schools. WEI also developed micro-credentials for soft skills. Based on feedback from employers, the division has developed training to address soft skills and help workers define their own career goals.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for February 7, 2019 at 1:30 p.m. in Conference Room M2-34.

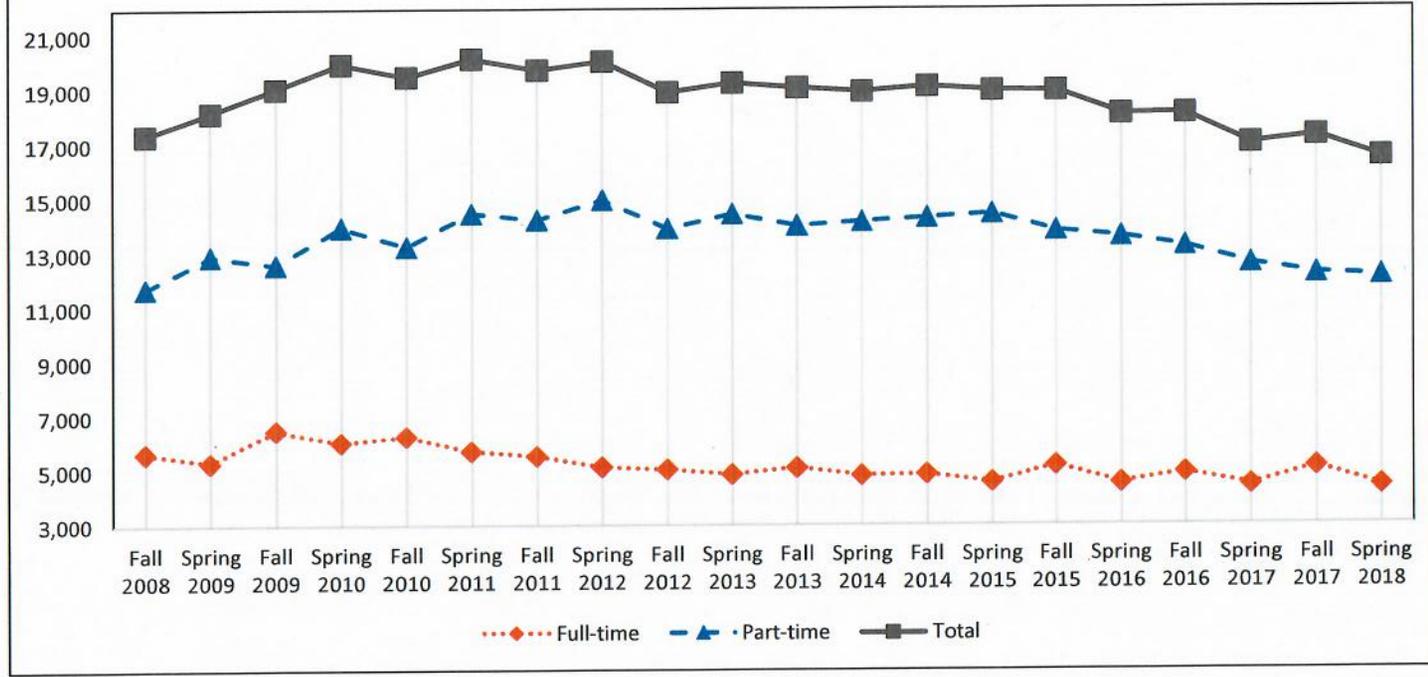
Attachments:

Minutes of October 4, 2018

Division of Workforce and Economic Innovation – Description

Division of Workforce and Economic Innovation – Update

Ten-Year Full and Part-Time Enrollment

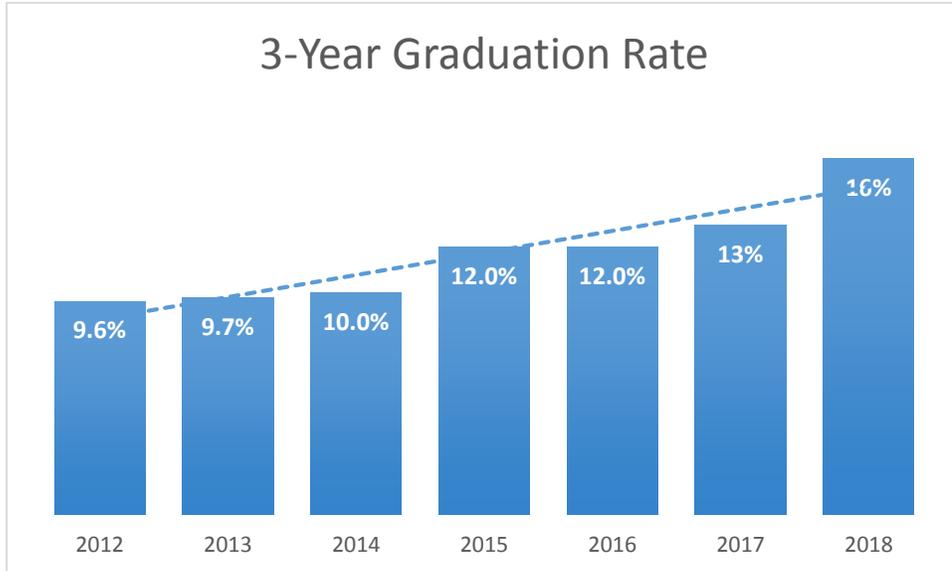


Enrollment	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Full-time	5,641	5,291	6,477	6,025	6,254	5,705	5,527	5,116	5,025	4,838
Part-time	11,725	12,903	12,593	13,963	13,260	14,475	14,233	14,960	13,906	14,431
Total	17,366	18,194	19,070	19,988	19,514	20,180	19,761	20,076	18,931	19,269

Enrollment	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Full-time	5,075	4,793	4,833	4,545	5,158	4,513	4,884	4,426	5,084	4,384	4,983
Part-time	14,006	14,156	14,301	14,437	13,814	13,599	13,242	12,593	12,212	12,120	11,855
Total	19,081	18,949	19,134	18,982	18,972	18,112	18,126	17,019	17,296	16,503	16,838

Community College of Philadelphia

3-Year Graduation Rate



Cohort	2009	2010	2011	2012	2013	2014	2015
Grad Year	2012	2013	2014	2015	2016	2017	2018
	9.6%	9.7%	10.0%	12.0%	12.0%	13%	16%

Community College *of* Philadelphia

Academic Program
Review: AAS in Fire
Science

TERESA FRIZELL, RICHARD DAVISON

I. Executive Summary

A. Key Findings

For the period Fall 2013-Spring 2018:

Prior Audit

The Program implemented three of the recommendations from the 2010 Academic Program Audit (now Academic Program Review):

1. Refine the enrollment management plan to work towards increasing the number of students in the Program and the number who graduate from the Program. This plan should include exploration of:
 - a. Offering all ten required Fire Science courses within a two-year period\
 - b. Adding additional courses
 - c. Adding more daytime courses
2. Explore offering certifications that correspond with appropriate Fire Science courses.
3. Assess the effectiveness of the Program and courses by developing and implementing a learning assessment plan

Enrollment and Demographics

1. The Program enrolled between 25-38 students each semester, with an average of 30.
2. The Program ranged between 66% and 89% part-time enrollment.
3. Fluctuations in the percent of students with more than 24 credit indicate that there is no trend towards Program completion. The Program averaged 49.3% of students with 24 credits or fewer, compared to the College average of 44.5%. The percentage of Fire Science majors with greater than 24 credits ranged between 18.5-53.8%, averaging 38.3% compared to the College's range of 40.7-47.3% and average of 43.1%.
4. At 13%, the average proportion of students categorized as developmental is equal in the Program and College, though the Program's range has varied more than the College's.
5. The Program averaged 83.4% Male enrollment.
6. White enrollment decreased from a high of 60.7% to a low of 16.1% while Black and Hispanic enrollment increased overall. Asian enrollment averaged 2%.
7. Program enrollment shifted from 50% under 30 to 89% under 30.

Retention

8. The majority (70%) of students who departed the Program did so between 0-11 credits.
9. On average, 35% of declared Fire Science majors did not return to the College Fall to Spring, compared to the College's Fall to Spring attrition rate of 28%. The Program's rate of attrition increased to 50% Fall to Fall, while the College's increased to 46%. The number of Fire Science majors who did not return to the College ranged between 13-20 each semester.
10. Females persisted at higher rates than Males Fall to Spring by an average of 16%.

Graduation

11. The Program awarded four AAS degrees in 2013, and has awarded two or fewer each year since 2014.
12. The Program's graduation rate averaged 8%, which was lower than the College's average of 12%.

Assessment

13. The Program began formally assessing and reporting Program Learning Outcomes assessment in 2016.
14. The Program assessed PLOs 1-4 and met the benchmark for all of them.

Success

15. The Program averaged 50.6% long-term success and 19.8% short-term success, with up to 15% higher rates of short- and long-term success than the College.

Advisory Committee

16. At the time of writing this document, the Program Coordinator was creating a new advisory board.

Transfer

17. Although this is not a transfer program, 7 out of the 10 students who transferred did so to other community or proprietary colleges.
18. Neumann University was the baccalaureate-granting institution that received the other three transfers. At Neumann, students can complete a BA in Fire Science entirely online.

Cost

19. The Program consistently costs less per credit hour than the average program cost across Liberal Studies and the College. In AY 2015-2016 and 2016-2017 the Program cost \$129 per credit hour compared to Liberal Studies' \$177 and the College's \$184 per credit hour.

Synthesis of Key Findings

Many students left before attaining 12 credits in the Program; most students who did stay after the first semester retained a G.P.A. of 2.5 or higher and met the benchmark on assessments, but did not complete the Program. Further, the Program saw a demographic shift away from White Males, aged 30 and above, towards Black and Hispanic Males, aged 29 and below. While Males dominated Program enrollment, Females persisted Fall to Spring at higher rates.

B. Action Items

The Office of Assessment and Evaluation makes the following recommendations for the Program:

Prior Audit

1. Review the remaining seven recommendations from the 2010 Program Audit and respond. The response should indicate whether the Program implemented the recommendation in the past or is currently implementing the recommendation. If the Program has chosen not to implement the recommendation, it should explicate the reason.

Enrollment and Demographics

1. Develop an enrollment management plan that focuses on recruitment, retention during the first 12 credits, and graduation.
2. Develop online and/or hybrid courses to meet student needs.
3. Explore the purchase of fire simulation software.
4. Work with the Office of Assessment and Evaluation to survey current and past students regarding their satisfaction with the Program.
5. Explore program-to-program dual admissions agreements with local baccalaureate institutions.
6. Explore options to allow students to begin work towards their Bachelor's Degree before graduating from the College.

Benchmarks

1. Achieve benchmarks set by Program Dean by 2023.

Assessment

1. Continue to assess every PLO at least once in a 5-year cycle as planned.
2. Analyze PLO assessment data and enact teaching and learning improvements.

Narrative

The mission of the Fire Science Program and the Fire Science Proficiency Certificate is to prepare and teach students the appropriate knowledge, skills and abilities to pursue and obtain leadership roles in the fire service industry, as well as to provide a professional public service to the community. All Fire Science faculty are part-time members of the College, including the Program Coordinator. All have extensive careers in the fire service or related fields. Several faculty members also teach at other colleges and or universities. The Fire Science curriculum is designed to serve the needs of Pennsylvania firefighters and volunteer firefighters desiring to progress in professional expertise, knowledge, skills, abilities, and rank. It also prepares high

school graduates and those seeking a career change to become fire safety agents in a growing field in public safety administration, fire management, building inspections, and a myriad of other fire safety categories. The Philadelphia Fire Department recognizes the importance of the Fire Science Associate's degree by awarding a bonus of a half point on all promotional examinations to any firefighter or fire officer who earns this degree. The half point can move firefighters ahead five or more positions on a promotional list.

Community College *of* Philadelphia

Academic Program
Review: AAS in American
Sign Language/English
Interpreting

Executive Summary

TERESA FRIZELL, BRIAN MORRISON
SPRING 2019

I. Executive Summary

A. Key Findings

For the period Fall 2013-Spring 2018:

Enrollment and Demographics

1. The Program enrolled between 28-44 students each semester, with an average of 36.
2. With the exception of Academic Year 2015-2016, part-time enrollment was 90% or above. In Fall 2015 part-time enrollment was around 80% and in Spring 2016 part-time enrollment was 71%.
3. The Program was comprised of 15% or less males throughout the period reviewed.
4. Between 57-75% of students in the Program were White, compared to an average of 23% College-wide.
5. The Program showed around 12% higher enrollments in the 30-39 and 40+ age ranges than the College.
6. The Program attracts post-baccalaureate students and students with Master's degrees.
7. To enter the ASL/English Interpreting program students must earn a minimum grade of "C" in ASL 101 and "B" in ASL 102.

Retention

8. More than 90% of students in the Program were in "Good Standing" compared to the College's rate of 87%.
9. At 47% the Program's Fall to Fall retention exceeded the College's "Returned to Same Program" rate by an average of 11%.
10. The Program's departing "Unsuccessful" rate averaged 4%, 32% lower than the College's average departing "Unsuccessful" rate. Students categorized as "Unsuccessful" have a GPA of less than 2.0.

Graduation

11. Since Fall 2015 the Program's graduation rate has exceeded the College's graduation rate by 5-10%.
12. The Program awarded 32 associate's degrees between 2013-2017.
13. The Program attracts post-baccalaureate students, likely due to The Registry of Interpreters for the Deaf requirement that interpreters hold bachelor's degrees from accredited institutions in any subject. During the time period under review, 27 students completed the course sequence but did not graduate from the College.

Transfer

14. The Program has an articulation agreement with St. Joseph's University.
15. In Pennsylvania, only two baccalaureate-granting institutions offer ASL/English interpreting programs. Due to their distance and curriculum similarity, these schools are not options for many students seeking a bachelor's degree and interpreter training simultaneously. In all other programs students must put their interpreter education on hold to complete their bachelor's degree.

Assessment

16. Each of the five PLOS have been assessed annually since 2013, based on the Program's course schedule.
17. The Program plans to continue to assess PLOs annually, with assessment information gathered on the Assessment Overview form.
18. Each PLO has met benchmark each year.

B. Action Items

The Office of Assessment and Evaluation makes the following recommendations for the Program:

Enrollment and Demographics

1. Examine data about students who depart with fewer than 24 credits in order to draw conclusions about why these students depart the Program.
2. Determine the ideal size of the Program based on course offerings, physical/space constraints, and class size restrictions. Create an action plan to achieve that size.
3. Analyze achievement data and, if necessary, construct a plan to achieve parity in opportunity and achievement across race, ethnicity, gender, and age.

Graduation

4. Develop an ASL/English Interpreting post-baccalaureate certificate for implementation in Fall 2019.
5. Develop and implement strategies to increase graduation/program completion commensurate with program growth and patterns of enrollment by 2023, using Spring 2019 graduation as a baseline.

Employment

6. Work with the ASL/Interpreting advisory committee to generate more and more reliable employment information.

Assessment

7. Review program benchmarks every five years and make adjustments as faculty see fit.

C. Narrative

ASL/English interpreting as a career holds many possibilities. Because the demand for skilled interpreters far exceeds the number of qualified professionals, nationally certified interpreters are able to find work all over the United States. Credentialed interpreters are constantly in demand in educational settings from pre-school through graduate school. These interpreters are part-time or full-time employees of their school district or university, and are often employed with benefits. Qualified interpreters are also in demand in medical, legal, mental health, theatrical, governmental, and religious settings, among others. Interpreters may be on staff in these settings, they may work through an interpreter referral agency, or they may be privately contracted. In the Philadelphia region, many interpreters work through referral agencies. These agencies report to Program faculty that not all requests can be filled due to the lack of available interpreters.

ACADEMIC PATHWAYS 2018-19

COMMUNITY COLLEGE OF PHILADELPHIA

Health Care	Science & Technology	Design, Construction & Transportation	Business, Entrepreneurship & Law	Creative Arts	Liberal Arts & Communications	Education & Human Services
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DEGREES

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 – Accelerated*	Digital Video Production	Communication Studies	Education: Early Childhood
Health Care Studies	Chemistry*	Building Science	Business - General	Music Performance*	English	Education: Middle Level
Health Services Management*	Computer Information Systems – IT	Construction Management	Culinary Arts	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*	Hospitality Management		Mass Media	Psychology
	Mathematics*		Justice		Religious Studies	
	Network Technology Management and Administration		Paralegal Studies*			
			Technical Studies*			

ACADEMIC AND PROFICIENCY CERTIFICATES

Medical 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	Music Production PC		Recovery Leadership PC
	Cybersecurity II PC		Entrepreneurship PC	Technical Theater PC		
	Network & Systems Administration PC		Fire Science & Public Safety PC			
	Process Technology PC		Geographic Information Systems PC			
	Web Development PC		Paralegal Studies* PC			
			Post-Baccalaureate Accounting PC			

* Select program

FALL 2018 (Updated 7/18/18)