

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

MINUTES

Thursday, November 5, 2020

1:15 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

Members: Mr. Clancy, Ms. Ireland, Ms. McPherson, Ms. Posoff

Board

Participants: Mr. Dubow, Mr. Epps, Ms. Hernández Vélez, Mr. White

College

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

Cabinet

Members: Ms. Rooney, Ms. Witherspoon, Dr. Zanjani, Ms. Zellers

Guests: Mr. Acosta-Morales, Ms. Barber, Dr. DiRosa, Dr. Seymour, Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of October 8, 2020

The minutes were approved unanimously.

(b) Academic Program Review: Liberal Arts: Honors Option (A.A. Degree)

Dr. Gay highlighted points from the executive summary: the fall in enrollment, the increase in part-time students, in Black students and in female students, and the retention and graduation rates. Significant improvement is needed for assessment of student learning. While the program has been assessed at the course level, this has not been done at the program level, and the assessment methods have not been of high quality in terms of student learning outcomes. The program does have innovative partnerships, including with the Philadelphia Museum of Art. Recommendations in the academic program review relate to improving enrollment, increasing diversity, and improving assessments. Dr. Sweet, the division dean, concurred with the overall findings. The program has had innovative initiatives and projects to strengthen

outcomes in graduation and transfer rates, but has missed opportunities to assess and evaluate what the program has done and to improve on that. One example of this is the change to allow a new part-time block and its possible effect on enrollment and graduation. The program should also address equity and the notable differences in enrollment for Black and for female students.

In response to various questions from committee members, Mr. Acosta-Morales, the department chair, explained that the drop in enrollment was an intentional move on the part of program to provide more opportunities for part-time students by decreasing the number of full-time sections. In regards to diversity of students, Mr. Acosta-Morales explained that the program is addressing the lack of diversity in Honors faculty and described its recent efforts to counter this. The program has also taken steps to more directly support students of color, including collaborating with the Center for Male Engagement. Having an option for part-time students opens up the possibility for dual enrollment students to take Honors courses. Dr. Seymour, the program's curriculum coordinator, added that the program welcomes using data for improvements. Regarding strengthening assessments, Mr. Acosta-Morales said that the program has made progress in this area and continues to do so, including mapping learning outcomes from the course level to the program level and making the learning outcomes more specific.

Action: The Student Outcomes Committee unanimously recommends that no action take place until the following documented evidence in three categories is submitted by the designated due dates for the Committee to determine the future of the program:

- **Assessment**
 - **A fully developed systemic assessment plan – Due January 25, 2021**
 - **Perform full cycle of assessment based on assessment plan and report detailing cycle's results and next steps – Due June 7, 2021**
- **Program Development**
 - **Perform environmental scan, assessment of need and market analysis – Due February 26, 2021**
- **Develop program revision design – Due April 2, 2021**
- **Develop revised program – Due September 30, 2021**
- **Enrollment Growth Plan**
 - **Develop and launch enrollment growth plan with emphasis on recruitment, enrollment, retention, and completion based on analysis due in February and revision design – Due June 30, 2021**

(c) Academic Program Review: Behavioral Health and Human Services (A.A.S. Degree)

Dr. Gay stated that the Behavioral Health and Human Services (BHHS) program is a long-standing program at the College and while large, it has seen decreases in enrollment over time. It has a higher percentage of part-time students than the College

overall, but also a higher proportion of students with 24+ credits. It enrolls significantly more Black students than the College (70% vs. 46%) and more female students, which might reflect the field to some extent. The program has been able to retain and graduate students at rates comparable to the College; about 20% of A.A.S. degrees awarded in 2019 came from this program. Many students also transfer, even though this is a career program; the program has agreements with multiple four-year institutions. The advisory committee usually meets annually (though not this year with the pandemic). The program does need to improve its assessments; the focus has been too much on course level as opposed to the program level. It also needs to focus on documenting how they close the loop, per Middle States standards. Recommendations from the review include focusing on enrollment and the unique needs of its students, and on improving assessments. Dr. Sweet, the division dean, agrees with the points made by the audit, including the need for greater evaluation of student learning outcomes and increasing new students.

In response to questions from the committee, Ms. Barber (the program's curriculum coordinator) said there is growth in and demand for the field in the City and corresponding increases in salaries, especially when students earn their bachelor's degree. Dr. Gay noted that it is difficult to get data from students after they graduate, but the College is examining possible vendors and means to do so. Dr. DiRosa, the department chair, provided as an example addiction counselors, who can earn a certificate at the College, immediately enter the field, and move their way up with a four-year degree while in the workforce. Dr. Sweet explained there is a need for addiction specialists in the City and program staff have been examining how to prepare students for that field; the program is catching up on meeting demand. Ms. Barber described how the program's curriculum coordinator traditionally works with the Workforce unit of the College to foster outreach to the community, to offer BHHS courses at community sites, and to bring students into the BHHS program. The advisory committee and individual faculty active in the City also contribute to outreach efforts. Dr. DiRosa and Ms. Barber agreed that outreach needs to be expanded and it needs to be more intentional. The program has developed new courses and already has practicum courses which contribute to this. The program is also working with the Marketing department to better brand and promote itself.

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Due to time constraint, remaining agenda items were deferred to future meetings.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for January 7, 2020 at 1:15 p.m. via Zoom.

Attachments:

Minutes of October 8, 2020

APR Executive Summary Liberal Arts Honors Option

APR Executive Summary for Behavioral Health and Human Services

PowerPoint Online 7 Week

Credit Momentum KPIs

Careers Programs Advisory Committee 2020

Career Connections Employers by Program Map

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

MINUTES

Thursday, October 8, 2020

1:00 p.m.

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Presiding: Ms. Fulmore-Townsend

Committee

Members: Mr. Clancy, Ms. McPherson, Ms. Posoff

College

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

Guests: Mr. Coleman, Ms. Frizell, Ms. Gordon

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of September 3, 2020

The minutes were approved unanimously.

(b) Workforce Development Discussion

Committee members had provided Ms. de Fries and Dr. Hirsch questions as items for discussion about workforce development and employer connections. Ms. de Fries noted that the first topic to discuss is employer engagement. Previously, the Workforce and Economic Innovation (WEI) division had developed a list of employers they wanted to engage; this list was provided to the Board of Trustees. Ms. de Fries enumerated the variety of ways the College works with employers in the region, including providing work-based learning experiences for students and to support their own employees' professional development. Employer Advisory Committees are another method.

Dr. Hirsch explained that all career programs have advisory committees with representatives from companies and employers. There are over 20 advisory committees with over 150 industry representatives across them. They provide

feedback on curriculum development efforts and help the College build pathways to employment for students. While the advisory committees meet once or twice a year, conversations take place throughout the year between programs and committee members regarding opportunities for students. Ms. de Fries added that WEI refers highly engaged employers to the deans to be on these advisory committees; these companies are included on the tiered employer partner list. For the partner list, employers are divided into various tiers depending on their level of engagement with programs and the College. For companies on tiers indicating lower levels of engagement, WEI can then prioritize developing connections with these companies.

WEI also works with the academic deans to prioritize which programs would benefit from increased employer engagement. Dr. Hirsch provided as an example of high employer engagement the Diagnostic Medical Imaging program. This program has robust conversations at advisory committee meetings attended by representatives from multiple hospitals and health organizations. Ms. Fulmore-Townsend asked about capacity in order to move more employers into top tiers on the partner list. Ms. de Fries explained that the Employer Engagement Manager and the Director of Career Connections are the main staff who work with employers, along with the Pathway Coordinators.

Ms. de Fries described Corporate College, which concentrates on engaging larger scale employers (500+ employees) or consortia of employers. With Corporate College, WEI can provide training at the employer's location or employees are able to take advantage of the employer's tuition reimbursement policy. Examples of such companies include Einstein Health Care Network, Penn Medicine, and UPS. For consortia of employers, the Early Childhood Education and the Behavioral Health/Human Services (BHHS) programs are popular. Work-based learning experiences are another connection with employers; these take place for both credit (Nursing and Allied Health programs, BHHS, and American Sign Language) and non-credit (Clinical Nursing Assistant, Dental Assisting) programs. Apprenticeships and Pre-Apprenticeships are likewise available for both credit and non-credit programs; one example is the 1199C program for Early Childhood Education. The College also collaborates with Philadelphia Works on such opportunities.

Further details are available in the attached pdf document.

(c) Academic Program Review (APR) Process

Ms. Gordon (Office of Assessment and Evaluation) provided a summary of the process of APRs before they are sent to the Student Outcomes Committee. This includes data and documentation review, collaboration with faculty, and at least two rounds of formal feedback and revisions. Reviews are sent to the Academic and Student Success Council, which also provides feedback that may require revisions before the report is sent to the committee. Programs are to undergo this process every five years. The process often starts at least three months before the projected deadline, although adjustments have been made for COVID and as needed. Attached

to the overview document is a description of the role of the Student Outcomes Committee in this process. Dr. Gay explained that this has been in place for several years, including the purpose of the APRs. The Student Outcomes Committee can approve the program for five years; can approve for fewer than five years; can request data to review before deciding on next steps; or can discontinue a program. The committee was also given the schedule for the APRs for informational purposes.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for November 5, 2020 at 1:15 p.m. via Zoom.

Attachments:

Minutes of September 3, 2020

Employer Partnerships Overview

Tiered Employer Partner List – Fall 2020

Workforce and Economic Innovation – January 2020 Update

Labor Market Information

Academic Performance Review (APR) – Collaborative Process Summary

Student Outcomes Committee – Role in APRs

APR – Key Indicators Guide

Five-Year APR Schedule of Obligations

NILOA – Program Review and Assessment for Continuous Improvement

Academic Pathways 2020-2021

Community College *of* Philadelphia

Academic Program Review:
Liberal Arts: Honors Option A.A.

Authors:

Dr. Brian Seymour, Teresa Frizell, Osvil Acosta-Morales, Elizabeth Gordon

Fall 2020

I. Executive Summary

A. Key Findings for the period Fall 2015-Spring 2020

Enrollment and Demographics

1. Honors enrollment decreased from 133 in Fall 2015 to 63 in Fall 2019. This is a 53% decrease in enrollment.
2. The Program composition shifted from 28% part-time students to 46% part-time.
3. In Spring 2020, 79% of Honors students had more than 24 credits. Across the College, 49% of students had more than 24 credits.
4. At 31.5%, Honors enrollment averaged 14 percentage points fewer students who identified as Black than the College average of 45.7%.
5. Honors enrollment averaged 9 percentage points lower enrollment of students who identified as Female (56.4%) than the College average (63.5%).

Retention

6. At 23%, the average proportion of Program students returning from one Fall to the next averaged 10 points lower than the College's average. The percent of students who did not return to the Program in the Fall was similar to the College's average, at 48%.
7. Students in the Program are matched with an Honors faculty mentor who serves as their academic advisor and central point of support, and who works in close collaboration on a weekly basis with the student's other Honors instructors.
8. Annually, Honors holds an Alumni Panel to facilitate mentoring between current students and alumni, and a social event to keep contact with former students and share in their success.

Success and Graduation

9. Since 2015, 76 students have graduated with an A.A. in Liberal Studies: Honors Option. Future degrees will be an A.A. in Liberal Studies: Honors.
10. At 14%, the Program's Fall to Fall graduation rate averaged 5% higher than the College's.
11. The number of degrees awarded annually halved in the period studied, from 22 in 2015 to 10 in 2019.

Transfer

12. Seventy-nine percent of Honors graduates transferred in the period studied. The College's overall graduate transfer rate is 65.6%.
13. Individual alumni as well as representatives from Swarthmore, Bryn Mawr, and Drexel made classroom visits to recruit students in 2019.

Assessment

14. The Program used students' final grades to assess Program Learning Outcomes in 2014-15 and 2015-16. This is an indirect method of assessment that is widely understood to not be best practice in assessment.

15. The benchmarks for PLOs state that 75 or 80% of students will show competence on the assessment instrument. Assessment reports do not indicate what constitutes “competence.”
16. According to the Program’s 2015-2016 Assessment Report, the Program reviewed curriculum and teaching methods for alignment in response to student’s grades in the course.
17. PLO 3 was last assessed in 2015, indirectly, using course grades. Because course grades are derived from many aspects of student performance other than direct demonstrations of learning or understanding, they cannot provide sufficient data about students’ efficacy or lack thereof in relation to PLO 3.
18. Most action plans were generic and provided no real indication of reflective action based on assessment results.
19. The new course sequence directs full-time students to take IDS 298: Seminar in the Humanities and Social Sciences - Modern during their first semester and then IDS 297: Seminar in the Humanities and Social Sciences – Ancient and Medieval in their second semester in the Program. The newly implemented curriculum map indicates that students are expected to master, and be assessed on, all three PLOs, during IDS 298 (their first semester), while simultaneously indicating that the same three outcomes are reinforced and assessed during IDS 297 (students’ second semester).

Internal and External Partnerships

20. The Program created and placed eight students in internship opportunities at the Presbyterian Historical Society and the Philadelphia Museum of Art.
21. The Program worked with the College to partner with Arcadia University to offer a 6-credit Study Abroad capstone course, IDS 299, for Honors students in London during the summer of 2018. The partnership included \$7500 in travel scholarships for students as well as use of facilities and site support abroad.

Cost

22. Liberal Arts, Honors costs \$4,887.45 per FTE compared to \$4,258.01 for Liberal Studies and \$4,525.35 for the College overall

B. Prior Audit

Liberal Arts: Honors was last reviewed in 2011. Below are the recommendations from that audit and the Program’s response.

The last program audit on file took place in 2011. Findings and recommendations of that audit included possible consideration in the Facilities Master Plan for improvements of classroom and study spaces for Program students on the Main Campus, expanding opportunities for students at the Regional Centers, refinement and implementation of an outcomes assessment plan, establishing articulation agreements with honors programs at transfer institutions, and improved mechanisms for ensuring and tracking student success beyond the immersive 2-semester experience that is central to the Program.

The Program’s primary response was to reduce the full-time sections and offer more part-time sections at Main Campus. The part-time courses broaden the appeal of the honors program by offering students who were already on an academic pathway and not willing or able to enroll in the 15-credit full-time program, which meets five days a week, to enroll in Honors courses. In addition, adding part-time options diversifies the course offerings to new disciplines, like sociology and political science, and engages new faculty. The Program also wrote and assessed Program Learning Outcomes.

C. Recommendations

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

Enrollment and Demographics

	Baseline Fall 2018		Fall 2020		Fall 2022		Fall 2024	
Headcount	53		50		75		75	
Returned to Same Program	14	26.4	30	50.0%	50	66.7%	50	66.7%
Returned to Different Program	3	5.7	8	13.3%	5	6.7%	5	6.7%
Graduated	11	20.8	7	11.7%	10	13.3%	13	17.3%
Did Not Persist	25	47.2	15	25.0%	10	13.3%	7	9.3%

1. Create a plan to meet Fall to Fall Growth and Retention Goals for the Liberal Arts: Honors Program, as planned in the table above.
2. Track the effect of changes to entry requirements on enrollment and demographics to assess whether the changes resulted in an equitable increase in enrollment.
3. Track the effect of offering more part-time courses on enrollment and demographics to assess whether the changes resulted in an equitable increase in enrollment.

Retention

4. Apply feedback from alumni networks to changes that may increase retention.
5. Interrogate curriculum material to uncover implicit biases and opportunities to diversify topics and materials, and track the effects of curricular changes to assess whether the changes resulted in an equitable increase in retention.

Assessment

6. The Program should make a plan to directly assess PLO 3 at the earliest opportunity.
7. Create and provide rubrics or other assessment instruments that define and articulate standards such as “competent,” “solid,” and “excellent.” Define benchmarks accordingly.
8. Program should make a plan to regularly review assessment data, articulate specific action plans, and documents the use of those data in continuous improvement at the Program level. Potential action plans could include reviewing assessment instruments in addition to pedagogy and curriculum. Documentation should articulate specific curricular, teaching

method, or assessment interventions being made in response to specific data, as well as a plan to reassess the outcome at a reasonable interval.

9. Research and implement assessment instruments (assignments, rubrics, scoring guides, or tests) and best practices (including disaggregating data) that capture data on diversity and equity.
10. Apply research from the field of Honors pedagogy on student success, retention, and equity within Honors programs to analyze assessment data for barriers to student success.
11. Evaluate course sequence and Curriculum Map for salience and PLO scaffolding.
12. Assess Program efforts to aid students in preparing for transfer by identifying the assignments or other activities which are most directly linked to students' transfer success, and creating a rubric or other assessment instrument to ensure that these activities remain effective and equitable.

Internal and External Partnerships

13. Program should build upon and expand previously successful external partnerships for advice and resourcing from outside of the College.

D. Narrative

Honors is an interdisciplinary program housed in the Department of History, Philosophy and Religious Studies in the Division of Liberal Studies. There are two tracks in Honors: full-time comprised of 15-credit blocks of five courses that run over two consecutive semesters, and a series of part-time six-credit blocks of two courses that vary from semester to semester.

The primary focus of the Liberal Arts Honors program has traditionally been the two-semester, interdisciplinary full-time program, where students earn thirty credits over two consecutive semesters, and then remain at the College to work toward the 61 credits required to earn an associate degree. Effective 2019-2020, the Program increased emphasis on its part-time options that allow students to take Honors courses in six-credit blocks. For 2019-2020 Honors ran two full-time and two part-time cohorts each semester with 25 students each. In the period studied, the program was restructured to decrease the number of full-time sections and allow more part-time students to enroll.

The past success of the Program is based around three essential tenets that separate Honors from other regional and nationwide community college honors programs:

- 1) Dedication to open access education consistent with the Community College of Philadelphia's mission. Students who maintain a B average and have tested into English 101 are eligible to attend information sessions to consider, in consultation with Honors faculty, if the program is a good fit with their educational goals. It is standard practice at other schools, e.g. Montgomery County Community College Honors Program, to evaluate students based on past academic performance in high school and advanced placement courses. Honors at CCP believes in offering everyone an equal opportunity to engage in serious academic work. We claim that Honors at CCP does not enroll Honors students it graduates them.
- 2) Reliance on Team-Teaching of all courses. Team-teaching places faculty from varying disciplines in the classroom together, thus offering students a view on to how knowledge takes shape in the various fields. This dual-mentoring provides a real-time model of how different minds at work engage in

academic discourse around a given topic. In other words, it is standard practice at most schools to add an honors designation to an existing course taught by a single faculty member in her area of expertise, but this approach offers little opportunity for the meta-critical approach used in Honors at CCP which better prepare students going forward to contribute to the process of knowledge-making.

3) Honors students study in a cohort model. Students are consistently with the same group of faculty and students, sharing an environment that more closely resembles a learning community one might find in a graduate degree program. All students enrolled in Honors courses, and former students still studying at the College, participate in high-impact activities including off-campus visits to cultural sites, public lectures, and various discussion panels. This serves students particularly well in the full-time 15-credit block of five courses. These five-courses are offered in a set pair over a two-semester sequence. The immersive academic environment provides a place for students to thrive at the College.

Community College *of* Philadelphia

Academic Program Review: Behavioral Health and Human Services A.A.S.

Authors: Lorraine Barber, Francesca DiRosa, Pascal Soles, Terrilyn Hickman-Allen,
Christine Coppa, Kerry Arnold, William Miller, Elizabeth Gordon

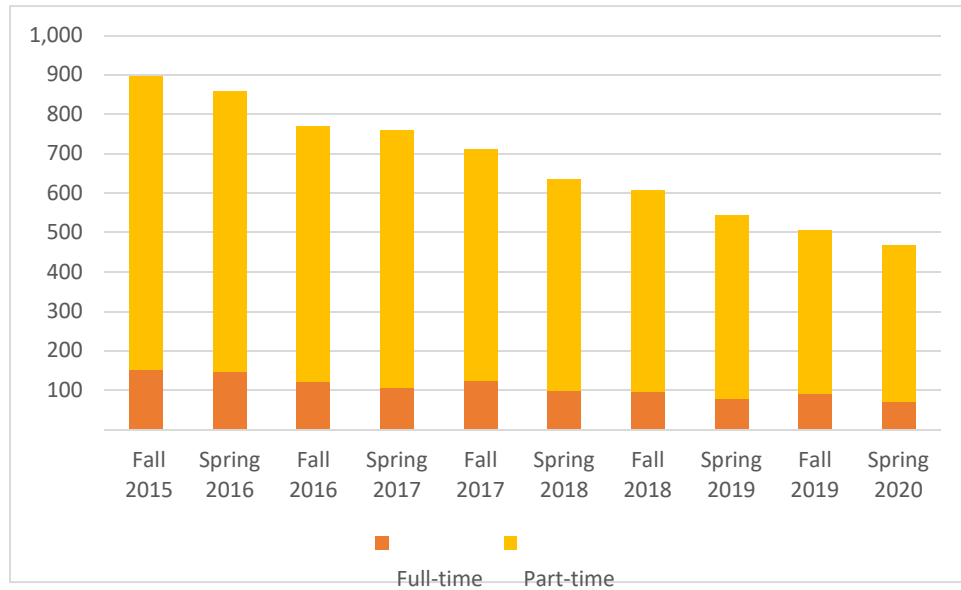
Fall 2020

1. Executive Summary

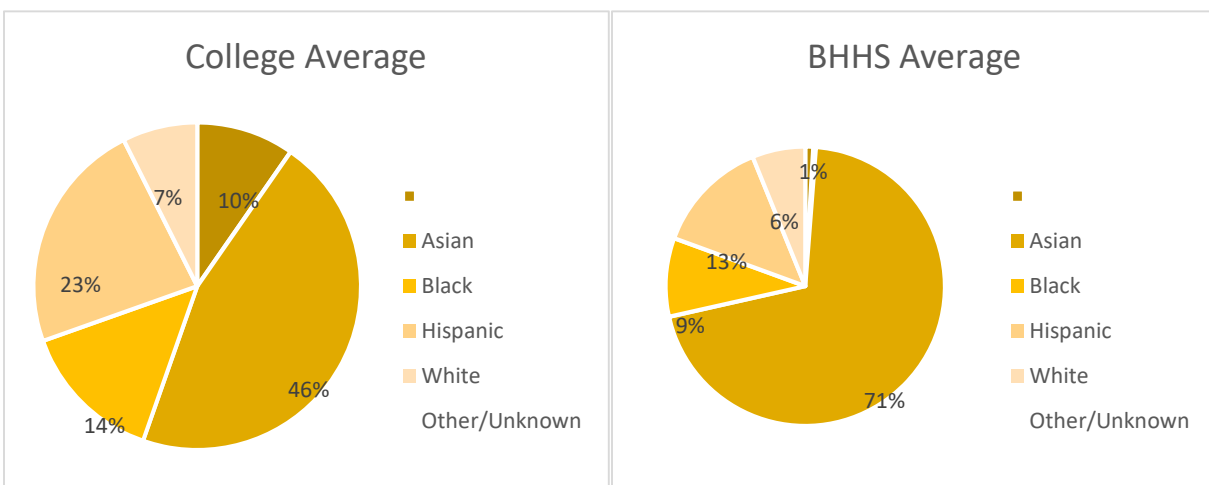
A. Key Findings

Enrollment and Demographics

1. Over the period studied, the Program enrolled a larger proportion of part-time students (83.6%) than did the College overall (73%).
2. Program headcount declined steadily from a peak of 897 students in Fall 2015 to 507 students in Fall 2019.



3. The Program averaged a higher proportion of students with 24 credits or more (56.0%) than the College overall (43.8%), and a lower proportion of students with fewer than 24 credits (34.0%) than the College overall (44.1%).
4. The Program averaged 23.6 percentage points more students who identified as Black (70.2%) than the College’s proportion of students who identified as Black (46.6%).



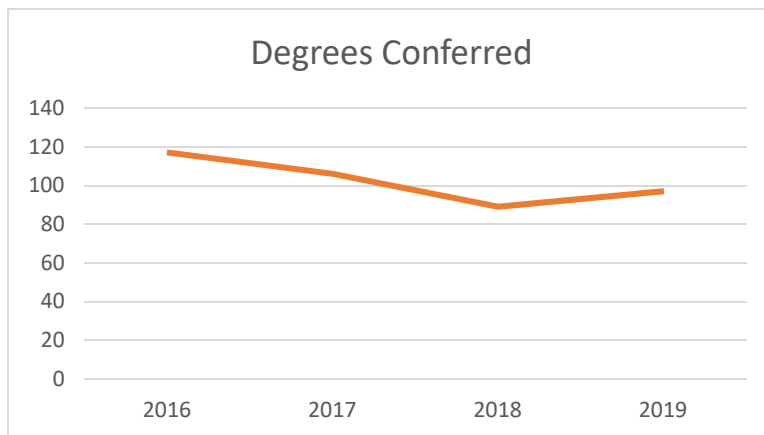
5. The Program averaged 13.4 percentage points more people who identified as Female (76.3%) than did the College overall (62.9%).
6. The Program's age composition was more evenly distributed, on average, than that of the College, with a larger proportion of students over the age of 30 (60.8%) than the College's overall proportion (25.2%).

Retention

7. Fall to Fall, the Program averaged a higher proportion of students who persisted within the same program (36.3%) and who graduated (15.8%) than did the College overall (35.6% and 9.6%, respectively).

Success/Graduation

8. The Program awarded nearly one-fifth (97) of the AAS degrees conferred at CCP (558) in 2019. It awarded a total of 409 AAS degrees during the period studied.



Transfer

9. Though transferability is not typically the focus of an A.A.S. program, over the period studied, 43.3% of Program graduates transferred to another institution. This represents a higher proportion of transfers than that of graduates of the A.A.S. programs at the College overall (40.3%).

Advisory Committee

10. The advisory committee meets annually in April and is comprised of leaders from both the behavioral health and human service work force industry, and higher education. Because of College closures due to COVID-19, no advisory committee meeting was held in 2020.

Assessment

11. The Program has four Program Learning Outcomes, each of which was assessed at least once in the period studied; all but one were assessed twice in the period studied.
12. Action plans following discussion of course-level results of Program assessment results were broad and recommended either revisions to assessment instrument items, or no further actions if benchmarks were met.

13. Assessment results are primarily analyzed only at the course or assignment level; clear documentation of Program efforts to “close the loop” by using assessment results to inform continuous improvement at the Program level is lacking.

Workforce Development

14. Between 2015 and 2020, targeted professions¹ grew over 19% in the Philadelphia metropolitan area. They paid median hourly wages of between \$15.53-\$22.72.

Cost

15. Costs incurred per Full-Time Equivalent student (FTE) of the BHHS program averaged \$3,778, lower than both the Division of Liberal Studies’ average of \$4,091 per FTE, and the College average of \$4,323 per FTE.

Findings from last audit (May 2013)

1. Re-evaluate the Certificate in Disability Studies.

This program has chronically low enrollments. However, feedback from advisory committee members is that there is a need for practitioners with these skills. The curriculum faculty need to explore the following:

- A. The reasons for the lack of student interest.
- B. If the credential of a certificate is truly what employers are interested in, or if the need can be covered simply by course taking patterns.
- C. If the Disability Certificate could be more effectively combined with a different certificate, such as Human Services. Timeline:

Completed by the end of Spring 2014 Semester. Responsible Parties:
Curriculum Coordinator, Dean of Liberal Studies.

Program Response: The Certificate in Disability Studies was initially developed in response to several BHHS Advisory Committee members who expressed interest in their staff receiving disabilities skills training. Interest in the certificate did not stem from BHHS students. In response to low enrollment patterns, the certificate was re-evaluated with input from the industry.

Follow up with Alliance Industry/agency providers revealed a need for general foundational knowledge and skills practice for working with individuals with disabilities that could be met as a course combined with the existing Human Services Academic certificate. By 2015/2016, BHHS 161 and 261, originally the two required courses for the certificate along with 3 electives, were consolidated into a single course, BHHS 161, which incorporates both knowledge and skills practice. Although the certificate was closed, the course is currently offered as an elective of the Humans Services Academic Certificate.

¹ As defined by positions and industries most likely to employ graduates holding an Associates degree in Behavioral Health and Human Services.

2. Revise the Social Gerontology Certificate.

The program needs to follow the recommendation of its Advisory Committee and work to revise this program to make it more visible and viable to students, who should be interested in this, given the aging population in the region.

Timeline: Completed by end of Spring 2014 Semester.

Responsible Parties: Curriculum Coordinator or designee.

Program Response: Agencies specializing in aging studies require a bachelor's degree as a minimum requirement for gainful employment, rendering a certificate credential inapplicable. In 2019, taking the comments of the BHHS Advisory Committee and low enrollment patterns into consideration, the program reviewed the Social Gerontology Certificate and determined that students would be better served by moving the material to a specialized course rather than preserving the full certificate. BHHS 171- Introduction to Social Gerontology was revised in 2019 and is now titled Introduction to Aging Studies. The revision is an integration of the previous BHHS 171 and its second half, BHHS 277, last offered in 2010, to form an updated, more comprehensive course offering that is reflective of the current population of older adults. The certificate was closed, however the course remains in the curriculum as an elective course, as well as an elective option for the Human Services Certificate.

3. Codify structures that encourage students to formally enroll in Human Services and the Recovery and Transformation Certificates prior to graduation.

These certificates appear to have low enrollment, but have a large number of students graduating from them. In order to fully understand the needs of and outcomes for these students, they need to be able to be tracked through their career in the certificate. As mentioned earlier, the faculty have started that process. Ensuring that there are formal structures in place both within BHHS and in related areas (such as advising) will ensure these new practices continue.

Timeline: Completed by start of Fall 2013 Semester.

Responsible Parties: Curriculum Coordinator or Faculty Designee.

Program Response: In response to the previous recommendation, BHHS FT faculty established hours in Academic Advising with pre-signed forms from the Curriculum Coordinator to facilitate student enrollment into certificates. Since the college-wide implementation of My Degree Path, an advising tool that is visible to both students and faculty, students now formally enroll in the Human Service and Recovery Transformation Academic Certificates and the Recovery Leadership Proficiency Certificate by the same processes that students declare or change any major. Now that students are assigned program-specific academic advisors, we anticipate a closer relationship with the Academic Advising office and an increase in enrollment in the certificates.

4. Revise the curriculum map for BHHS and develop maps for the certificates.

Currently, it appears that students are being introduced to the same concepts in every course in the program—they never achieve mastery of any. While in the field there may be skills that are

not mastered until they are deployed, real-time, in the working world, students should be moving beyond introductory level skills once they have taken several courses in the program.

Timeline: Completed by start of the Fall 2013 Semester.

Responsible Parties: Curriculum Coordinator or Designee.

Program Response: In response to this APR recommendation, the curriculum map was revised to better reflect course sequencing. As a result of improved understanding of the curriculum mapping processes and assessment, faculty are continuously reflecting and making changes accordingly. The current curriculum map still does not accurately reflect the level of scaffolding that is currently occurring within the coursework that students are taking throughout their BHHS academic degree path. The program will review and revise the scaffolding of skills and knowledge to better reflect program outcomes, especially as those outcomes are updated and/or revised.

5. Submit requests for classrooms with appropriate technology to meet pedagogical needs for the courses where appropriate, as well as additional materials/equipment.

Although no program is guaranteed exclusive use of a specific classroom space, where the College can support documented need for technology associated with best educational practices, it should attempt to do so. The program should provide information that identifies specific courses and/or course sessions that require the need to video record students and request appropriate space for these times. Any requests for additional or new equipment, space, etc., should be submitted to the Department Head and Division Dean.

Timeline: Ongoing

Responsible Parties: Curriculum Coordinator, Department Head, Dean.

Program Response: We have successfully requested classrooms with the college course scheduler that facilitate interactive group work and offers needed technology.

6. Develop a concrete enrollment management plan for the curriculum that includes student feedback.

The program has outcomes, across the board, that are higher than the College's average. Understanding, what specifically about the BHHS program, in more than anecdotal ways, allows for sustained high retention, transfer, and graduation rates would be valuable for the institution as a whole.

There may also be room for growth. For example, exploring the reasons for the gradual decreases in number (from more than three times the College average to twice that of the College) of graduates (e.g. financial aid issues, advising students to more closely follow the outlined course sequences, matching course offering times to student needs) and working with students to improve performance in non-major classes (as evidenced by the Perkins data) would have the potential to further increase student success in the program overall.

Timeline: Started Fall 2013 Semester; Completed Fall 2014.

Responsible Parties: Department Faculty, Director of Academic Assessment and Evaluation, Dean of Liberal Studies.

Program Response: Several factors have contributed to a decrease in enrollment in the BHHS program. Students in programs such as Liberal Arts, Liberal Arts Social Behavioral Option have historically been a recruiting pool for the BHHS program. When the Psychology program was established in 2016, it became more attractive to students who are primarily interested in transfer to 4-year institutions. Students who may have previously considered BHHS increasingly choose higher-visibility programs such as psychology when declaring a major upon admission. Online human service programs that offer greater flexibility options for students have proliferated in recent years.

The BHHS Program has traditionally had more success with recruitment in the workforce. In collaboration with the Workforce and Economic Innovation department, BHHS and The Alliance (an industry group for human services and behavioral health providers) coordinate course and certificate offerings with prospective agency partners seeking professional development for staff. Currently plans are underway to offer a 100-level BHHS course in fall 2021 that will likely result in a cohort of 15-20 students from different Alliance partner agencies. Key incentives for building reciprocal recruitment relationships with agencies include a) having courses offered at the agency so that travel to campus does not become a barrier; b) increased motivation by taking courses with co-workers; c) being able to remain at the agency for practicum. Further enrollment management activities include flexible and data driven course scheduling options, phone campaigns, collaboration with Academic Advising, Counseling, Student Development, and Admissions.

B. Action Items

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

Enrollment and Demographics

1. Increase Enrollment as follows:

	Fall 2018 (Benchmark)	Fall 2021		Fall 2023		Fall 2025	
Headcount	607 Students	616	1.5% increase in headcount*	638	3.6% increase in headcount	664	4.1% increase in headcount
		# of students by category	% of students by category	# of students by category	% of students by category	# of students by category	% of students by category
Returned to Same Program	39%	265	43%	287	45%	312	47%
Graduated	11%	70	11.4%	74	11.6%	79	11.8%
Did Not Persist	46.6%	261	42.3%	257	40.3%	254	38.3%
Returned to	3.3%	20	3.3%	20	3.1%	19	2.9%

Different Program						
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*Increase from Fall 2018 headcount

2. Investigate potential causes of overall enrollment decline and implement recruitment, retention, or other enrollment management interventions as indicated.
3. Investigate the unique needs, including material interests and enrollment patterns, of older adult students to inform planning for recruitment, retention, and growth.

Assessment

4. Program should discuss assessment results collectively and document use of assessment results to inform continuous improvement at the Program level.
5. Revise the BHHS curriculum map to reflect current practices, assessments, and PLO scaffolding.
6. Use previous assessment results and academic performance measures to inform development of Program Revision. Create a plan within program revision for regular PLO assessment, to include faculty discussions and follow-up steps.

Workforce Development

7. Because workforce development is central to sustaining and growing enrollment, Program should investigate how community trends and needs can inform program development and revision.
8. Take advantage of connections within the community from practicum placements, faculty connections, transfer partners, and advisory committee to enhance and broaden previously successful workforce recruitment strategies.

C. Narrative

The Behavioral Health and Human Service (BHHS) program at Community College of Philadelphia emphasizes the foundational knowledge, values, helping skills, and personal insight necessary to work with and on behalf of all people. Preparing students for engaged citizenship is an essential component of program learning outcomes. Using a whole-person and ecological approach to service delivery, the Program is teaching students to recognize themselves as change agents cultivating and advocating for resilience and transformation in individuals, families, groups, and communities.

The BHHS program is an A.A.S degree program that prepares students for both entry-level positions in the field of Human Services as well as opportunities for transfer into related curricula at four-year institutions. Providing skills-based coursework and simulated opportunities in the classroom for students to practice their skills and knowledge of underlying theoretical perspectives is the hallmark of this Program.

The BHHS Coordinator collaborates with CCP’s Workforce and Economic Innovation Division to partner with behavioral health and human service employers who frequently seek out the BHHS program for

professional development, and to develop their internal career ladder by providing opportunities for their staff to attain certificates and, ultimately, degree credentials from CCP. One partnership is with The Alliance, a non-profit association of organizations who provide service to children and adults with mental health conditions, substance use disorders, and/or intellectual disabilities, among others. The BHHS Program is on track to offer a 100-level course to Alliance member agencies by fall 2021 that will lead to the Human Services Academic Certificate.

According to Phila.gov website,¹ “Philadelphia is facing the greatest public health crisis in a century. Every neighborhood in the city is being hit hard by an epidemic of opioid use and overdose.” Compounding this epidemic are co-occurring variables, including mental health challenges, domestic violence and homelessness, which are left to behavioral health and human services systems to address.

The program is positioning itself to meet the concomitant issues that have arisen alongside the opioid crisis in Philadelphia by developing a new trauma-informed practice course and planning to revise and develop other coursework that supports the behavioral needs of Philadelphia’s behavioral health facilities.

The BHHS program must work proactively to maintain its status as a primary means for the training and professional development of staff in behavioral health facilities. In keeping with this position, a central part of Program work within the community will continue to be presenting the two Recovery Certificates (Recovery and Transformation AC and Recovery Leadership PC) to clients in recovery programs as an educational pathway while in the process of their recovery. Thus, in collaboration with the Office of Collegiate Recovery, BHHS faculty will focus more efforts on recruitment and training within the recovery communities.

Demographics – Online 7 Week Courses

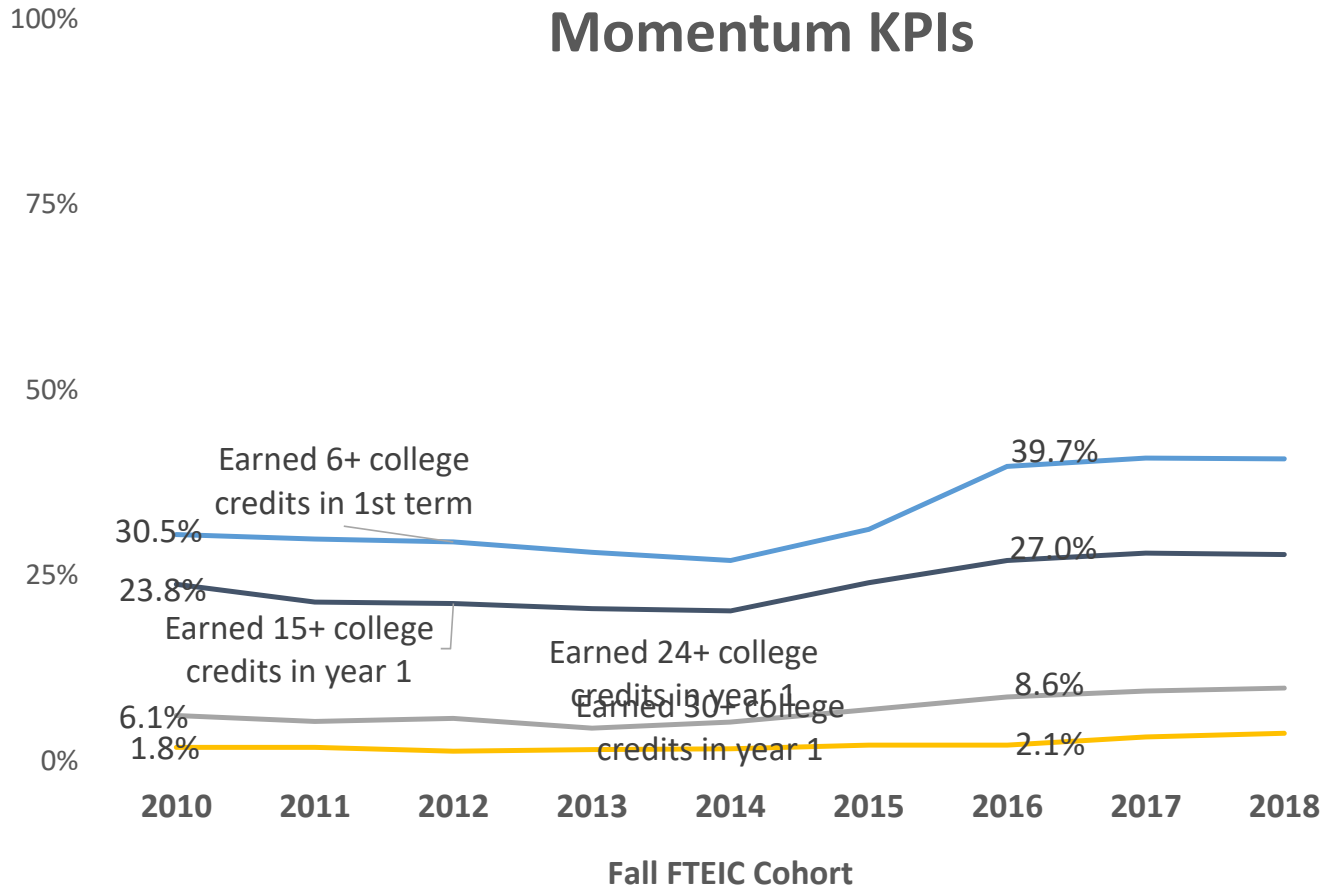
	Summer 2019		Summer 2020	
	#	%	#	%
Asian	242	11.08%	536	12.00%
Black Non-Hispanic	896	41.01%	1711	38.32%
Hispanic	282	12.91%	633	14.18%
Other/Unknown	159	7.28%	303	6.79%
White Non-Hispanic	606	27.73%	1282	28.71%
<i>Total</i>	2185	100.00%	4465	100.00%
Female	1622	74.23%	3245	72.68%
Male	561	25.68%	1209	27.08%
Other/Unknown	2	0.09%	11	0.25%
<i>Total</i>	2185	100.00%	4465	100.00%

Grade Breakdown – Online 7 Week Courses

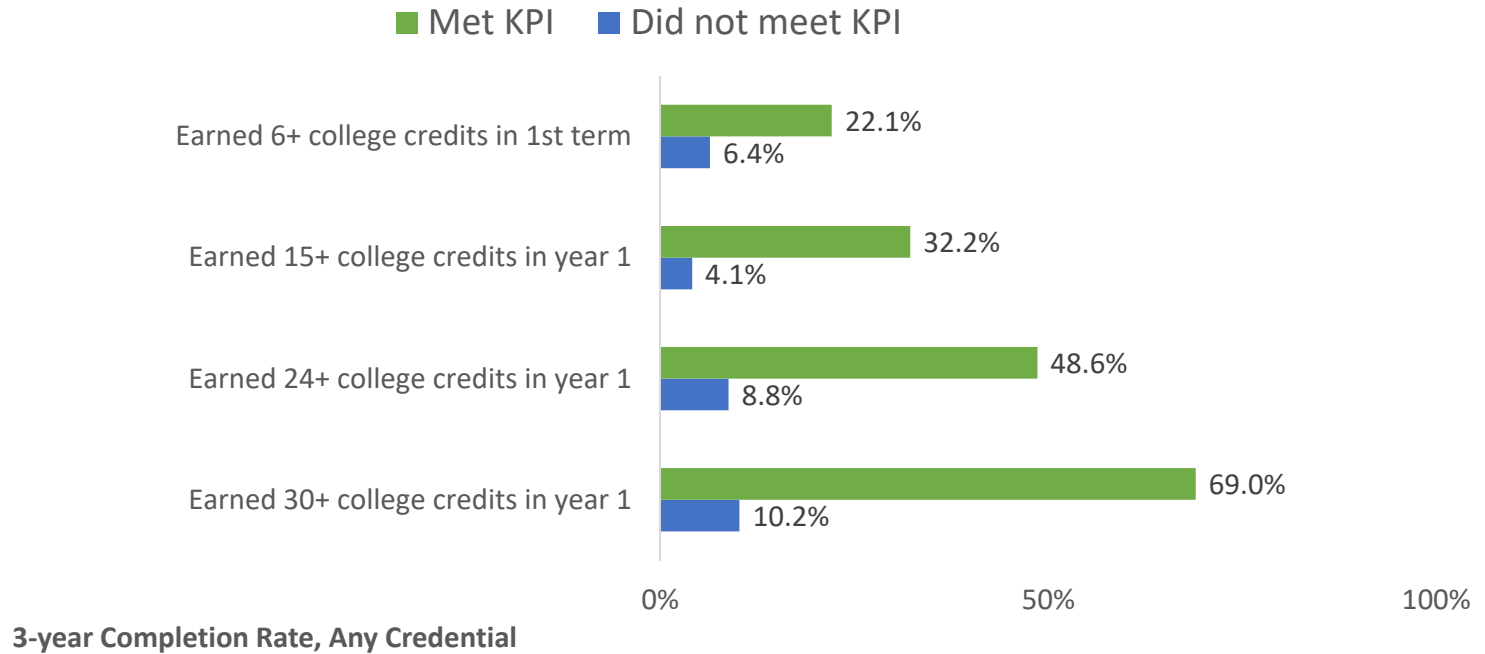
	A/B/C/P		MP/D/F/FS		I/W/NR	
	<i>Summer '19</i>	<i>Summer '20</i>	<i>Summer '19</i>	<i>Summer '20</i>	<i>Summer '19</i>	<i>Summer '20</i>
Asian	268 (86.5%)	736 (91.8%)	25 (8.1%)	40 (5%)	17 (5.5%)	26 (3.2%)
Black Non-Hispanic	797 (71.7%)	1821 (77.3%)	183 (16.5%)	346 (14.7%)	131 (11.8%)	189 (8%)
Hispanic	303 (82.6%)	775 (85.8%)	36 (9.8%)	75 (8.3%)	28 (7.6%)	53 (5.9%)
Other/Unknown	179 (86.5%)	361 (84%)	20 (9.7%)	44 (10.2%)	8 (3.9%)	44 (10.2%)
White Non-Hispanic	661 (89.4%)	1501 (90.7%)	36 (4.9%)	75 (4.2%)	42 (5.7%)	75 (4.2%)

Note: Percentages in parenthesis are row percentages and frequencies are individual letter grades.
 For example, “Of the letter grades received by Black students in Summer ‘20, 11.8% were I’s, W’s, or NR’s.”

Community College of Philadelphia Credit Momentum KPIs

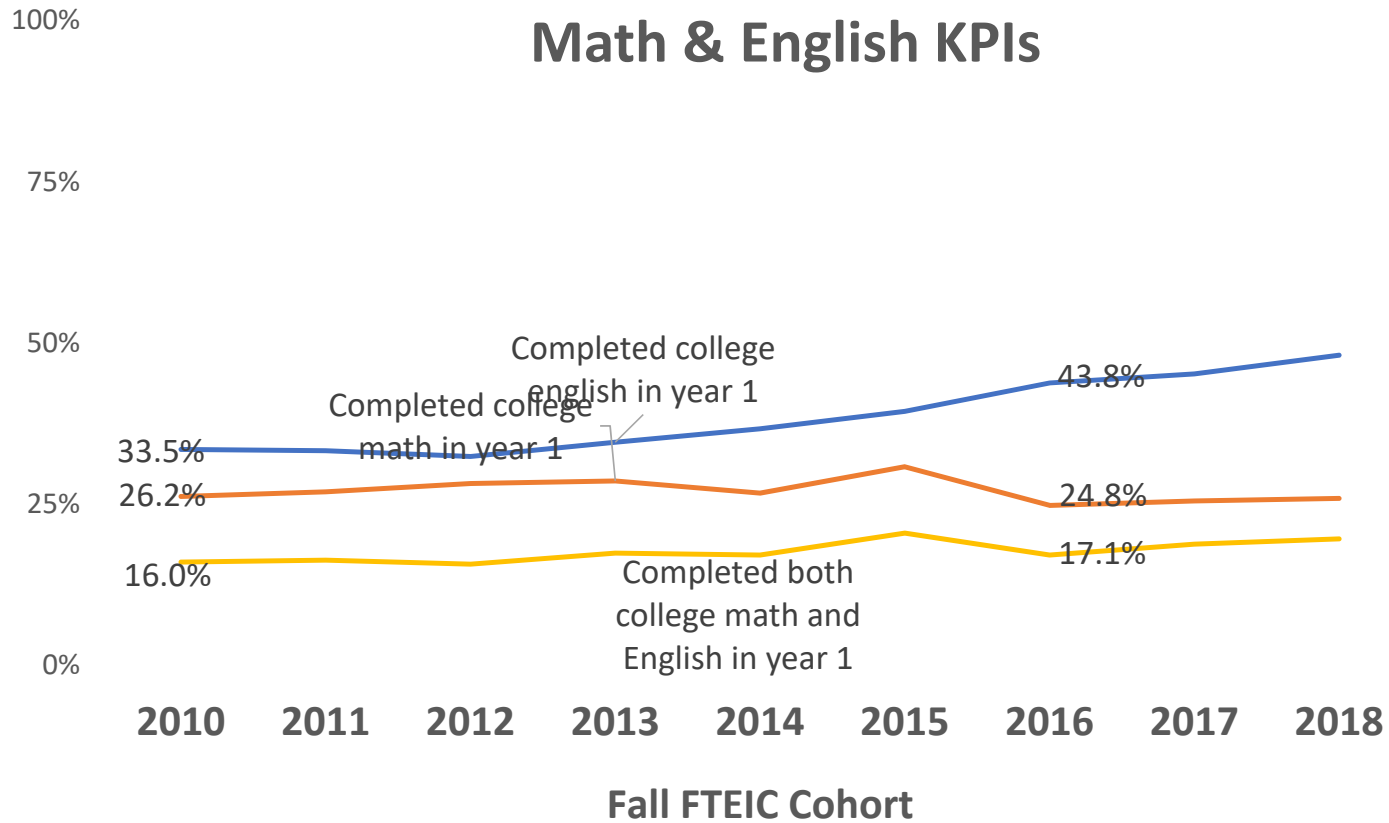


Community College of Philadelphia 3-year Completion Rates by KPI Status



Note: Graphs shows comparison rates for Fall 2014 FTEIC entrants (part time and full time) who completed with any credential within three years, disaggregated by whether or not students met particular KPI definition in their first year. For example, 22.1% of students who earned 6+ college credits in their first term completed within three years.

Community College of Philadelphia Gateway Math & English KPIs



COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Architecture		
Karen Blanchard, AIA	Architect	WRT
George Claflen, AIA	Architect	Claflen Associates Architects
Nicole Dress, AIA	Architect	BLTA
Bob McConnell, AIA	Architect	EwingCole
Dan McCoubrey, AIA	Architect	VSBA
George Wilson, AIA	Architect	Meyer Design
Jim Doerfler, AIA	Professor of Architecture	Philadelphia University
Rashida Ng, R.A.	Professor & Department Head, Architecture	Tyler School of Art, Temple University
	Program Director, Architecture; Associate Teaching	Westphal College of Media Arts and
Rachel Schade, AIA	Professor; Associate Director for Student Placement	Design, Drexel University
Hala Abdeljaber	CCP Alumnus / Student	Temple University
Christopher Chan	CCP Alumnus / Student	Temple University
Molly Pace	CCP Alumnus / Student	Philadelphia University
ASL-English Interpreting		
Denise Brown	Director	Northeast Regional Office for the Deaf and Hard of Hearing
		Office of Specialized Services - School
Adam Buck	Hearing Support Coordinator	District of Philadelphia
Twyan Cropper	President	Philadelphia Black Deaf Advocates
Jo Ann Madden	Manager	Sorensen Communication
Brandice Mazick	Interpreter	Freelance/Community
Neil McDevitt	Executive Director	Deaf Hearing Communication Centre
Laurena Mundy Mott	Interpreter	Freelance/Community
Julie Marothy	Interpreter/Owner	Deaf-Hearing Interface
Amanda Moyer	Director of Interpreting Services	PA School for the Deaf
Emily Claveau	Certified Deaf Interpreter	Community/School District of Phila
Automotive Technology		
Ben Yelowitz	President	Crest Auto Stores / POJA
Ed Giacomucci	Technical Author	SPX
Doug Roseberry	Industrial Account Manager	Snap-On Tools
Jamie Haberle	Service Director	Central City Toyota

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Mary Lynn Alvarino	Director of Operations	Automobile Dealers Association (ADAGP)
Patrice Banks	Owner	Girls Auto Clinic
David Down	General Manager	Chapman Nissan
Marc Bear	Service Manager	Chapman Nissan
Steve Herring	Transportation Career Coordinator	School District of Philadelphia
Mike Mills	Technical Instructor	SEPTA
Kafi Birch	Manager and CCP Alumnus	SEPTA
	Executive Director (Philadelphia)	Keystone Development Partnership
Stu Bass	Consultant	Transportation Workers Union
Drew Hogan (Joe Duffy, Alternate)	President	Tools & Equipment Solutions
Calvin Jones	Regional Business Development Manager	MATCO Tools
Kimberle Helme	Talent Acquisition Specialist	Enterprise Holdings
Brian Vetter	Technical Instructor	SEPTA
Michael Westerfer	Technical Instructor	SEPTA
Hector Guzman	Field Director	Automobile Dealers Association (ADAGP)
John Ryder	Territory Manager	AAA Midatlantic
Carmelo Robles	Shop Foreman	Central City Toyota
Mark Harrington	General Manager	Infiniti of Ardmore
Rich Torchia	Technical Education Sales Manager	Cornwell Tools
Automotive Technology - Nissan		
Michelle Johnson	Technician Development and Recruiting	Nissan Group of North America
Billy Haines	Aftersales Division	Nissan Group of North America
Brooke Cicale	Fixed Operation Manager	Southern NJ/DE Nissan
Gary Cross	Senior Supervisor, Dealer Technology	Nissan Motor Corporation
Rafael Cordero	Sr. Fixed Operation Manager	Greater NYC - Nissan Motor Corp
		Greater Philadelphia Area - Nissan
Tim Beam	Service Development Manager	Motor Corp
Ricardo Gomez	Dealer Tech Specialist	Nissan North America
Nicholas Flamini	Dealer Tech Specialist	Nissan North America

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Willard Jones	Area General Manager	Greater Philadelphia Area - Nissan Motor Corp
Marc Bear	Service Manager	Chapman Nissan
Tom Olkowski	Service Manager	O'Neil Nissan
Tom Taylor	Service Manager	Faulkner Nissan or Jenkintown
Bob Bollinger	Service Manager	Concordeville Nissan
Timothy Blanchette	Service Manager	Sheridan Nissan
Behavioral Health and Human Services		
Fred Martin	Consultant	PRO-ACT, 444 N. 3rd. Street
Albert Meyer	Consultant	Gaudenzia, Inc.
Thomas Shae	Consultant	Corporation for the Aging
Mary Harper	Consultant	Office of Addictive Service
Paul Sachs	Executive Director	Merakey (Philadelphia)
Kelly Smack	Philadelphia Center Manager	CleanSlate Centers
Brooke Feldman	Assistant Director for Recruitment in Philadelphia	West Chester University
Janine Mariscotti	Program Director and Chair, Department of Social Work	LaSalle University
Jerry Howard	Consultant	Horizon House, Inc.
Derrick Ford	Consultant	Behavioral Health Special Initiative
Elaine Green	Dean of the School of Continuing and Professional Studies	Chestnut Hill College
Julieta Thomas	Consultant	1036 Rising Sun Avenue
Biomedical Equipment Technology		
Karen Topping	Projects Manager, Biomedical Engineering	Children's Hospital of Philadelphia
Scott M. Leshner	Technical Services Manager	CES Operations-Northeast - Agiliti
Rich Sable	Product Manager	EQ2
Jim Marsalla	Director of Clinical Engineering	Holy Redeemer Health System
Jeff Goldstein	Program Coordinator	Thomas Jefferson University Hospital
Edward Snyder	Director Healthcare Technology Management	Cooper University Hospital
		Biomedical Instrumentation Main Line
Chuck Rodgers	Biomedical Coordinator	Health Riddle Hospital
Michael Soltys	Director, Medical Technology Management	University of Pennsylvania Health System
Dr. Vladimir Genis	Professor & Program Director, Engineering Technology	Drexel University

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Eric Legget	Director of Clinical Education	Nemours A.I.DuPont Hospital for Children
Tom Hediger	Clinical Engineering Director	Phillips Healthcare
Michelle Armstrong	Director, CTE	School District of Philadelphia
Gary Shipman	Director of Biomedical Engineering	Inspira Health Network
Thomas J. Runkle	Vice President-Supply Chain Management	Cooper University Hospital
Salim Kai	Senior Director	Children's Hospital of Philadelphia
Barry Gould		St. Francis Medical Center
Roscoe C. Bowen	Chief, Healthcare Technology Management	U.S. Department of Veterans Affairs
Randolph Creamer	Director, Biomedical Engineering	Deborah Heart and Lung Center
Building Science		
Alex Dews	Executive Director	Delaware Valley Green Building Council
Tom DiCampi	Project Manager	Talson Solutions
Julie Hancher	Co-Founder and Editor-in-Chief	Green Philly Blog
Steve Luxton	Executive Director	Energy Coordinating Agency
Dominic McGraw	Energy Project Coordinator	City of Philadelphia, Energy Office
Marco Ricca	Senior Energy Advisor	CLEAResult
Emily Schapira	Executive Director	Philadelphia Energy Authority
Nick Skari	Quality Control	CMC Energy Services, Inc.
Matt Walker	Community Outreach Director	Clean Air Council
Leah Wirgau	Education and Engagement Manager	Delaware Valley Green Building Council
Walt Yakabosky	Director of Training	Energy Coordinating Agency
Chris Zelov	Principal Organizer	Spring Garden Eco-District
Rob Fleming	Director, MS in Sustainable Design program	Philadelphia University
Business and Accounting		
Allie Bassman	Manager of Talent Development	Saxbys Coffee
Grace Manning	Manager of Social Impact	Saxbys Coffee
	Performance Consultant, Human Resources &	
Nicole DiGiulio	Organizational Development	Mercy Health System
Christina Blackburn	Director of Recruiting	New York Life
Julie Hunter	Manager, Staffing and HR	WHYY
Sharon Thompson	HR Supervisor	UPS
Ted Klemmer	VP of Recruitment	Laborocity

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Dawana Holmes	Sr. Team Leader, Human Resources	Target
Andrea Jack	CEO	D&P Financial Services
Michael Cooper	Senior Vice President, Regional Director of Public Affairs	Citizens Bank
Karim Nanji	Recruiter	Comcast
Rinath Kirshner	Talent Acquisition Manager	Comcast
Chantel Carter	Senior Team Leader	Target
Stan Sienkiewicz	Vice President, Reseach Support IT	Federal Reserve Bank of Philadelphia
G. Stevens Simons	Wealth Management Advisor and CCP Alumnus	Gibraltar Wealth Management, LLC
Stephanie McMullen	HR Business Control Officer	Santander Bank
Sandra Valencia-Perez	HR Director	KEHE Distributors
Computer Technologies		
Brian Finnegan	Information Technology Faculty Chair	Peirce College
Michelle Rogers, Ph.D.	Associate Professor, Information Science	Drexel University
James Gist	Information Technology, CTE	School District of Philadelphia, Office of Career and Technical Education
Matt Tinney	CEO	Windows Mgmt Experts, Inc.
Chris Querubin	IT Consultant	Windows Mgmt Experts, Inc.
Tom Boutell	Chief Software Architect	Apostrophe Technologies
Shaquay Selby	Tech Recruiter	Tek Systems
Edison Freire	Director of Gateway Initiatives	JEVS Human Services
Construction Management		
Kenneth Balch, PE	Project Manager	CVMNEXT Construction
Edward Keeter	Associate Professor and Director, Construction Management	Philadelphia University
Donald Ashton	Director of Safety Services	General Building Contractors Association
Kevin Cooke	Vice President, Interiors and Special Projects Division Manager	Turner Construction
Charles Brock	Director	Carpenters Apprentice School of Philadelphia & Vicinity

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Angela Louro	Director of Education and Professional Development	General Building Contractors Association
Angela McCaffrey	Chief Operating Officer	Bittenbender Construction, LP
Ralf DiPietro	Deputy Commissioner, Operations Division	City of Philadelphia
Kevin Fields	Operations Manager	Turner Construction
Christine Fiori	Clinical Professor & Program Director, Construction Management Program	Drexel University
Philip D. Udo-Inyang, Ph.D., P.E.	Civil Engineering & Environmental Engineering Dept.	Temple University College of Engineering
Raymond Welte	Vice President, Field Operations Dept.	Philadelphia Gas Works
Nazariy Danylyshyn	CCP Alumnus / Subcontractor	Self-employed
Kiara Rivera	CCP Alumnus / Soldier	PA National Guard
Christopher Mullen	CCP Alumnus / Soldier	GENCARP
Eric Frisbie	Manager of Cost Engineering	SEPTA
David Tinley	Architect	
Jennifer Williams	CCP Alumnus	Bittenbender Construction
Sean Dorrman	CCP Alumnus	Bittenbender Construction
Tom DiCampli	CCP Alumnus / Project Manager	P Agnes
Criminal Justice		
Tracey Livingston	Investigator	Federal Public Defender
Rich McSorley	Deputy Trial Commissioner	Criminal Justice Center
Brian Sprowal	Captain	Philadelphia Police Department
Stanley Sheppard	Probation Officer	Adult Probation and Parole
Tamyra Tutt	Juvenile Probation and Parole Supervisor	Juvenile Probation and Parole
Alexander Figueroa	Trooper	PA State Troopers
Jerrold Bates	Staff Inspector	Philadelphia Police Department
Jack Fleming	Inspector	Philadelphia Police Department
Gina Kozlowski	Juvenile Probation and Parole Supervisor	Court of Common Pleas, Family Division
Andre Norwood	Attorney	Law Offices of Andre Norwood
Culinary Arts		
Heather Rodkey	General Manager	Rex1516
Waydia Moore	Chef	Capital Grille

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Scott Clarke	Owner and Executive Chef	Blue Monkey Catering
Randy Bain	Executive Director	Aramark Leisure
Sonny Ingui	Executive Chef	The Logan Hotel
Chef Benjamin Burger	Executive Chef	Philadelphia Cricket Club
Alyssa Termini	Associate Program Director	C-CAP
Chef Michael Maronski	Executive Chef	A La Peg Brasserie
John Thomas	Chef	Sabrina's Café
Chef Benjamin Wurst	Chef Rotisseur	Wild Blue Catering
Eric Johnson	HR Manager	Cambria Hotel
Chef Drew Smalbach	Executive Chef	Whitemarsh Country Club
Matt Rossi	General Manager	Nick's Roast Beef
Rosemary Trout, MS	Instructor, Culinary Science	Drexel University, Center for Hospitality and Sport Management
Jennifer Williams	Employment and Retention Specialist	Philabundance Community Kitchen
Dental Hygiene		
Anabela Amado, RDH	Manager and CCP Alumnus	Health Link Medical Center
Angela Barnes	CCP Alumnus	
Annette Cassidy, RDH	CCP Alumnus	
Laura DeHennis	Past President	Pennsylvania Dental Hygienists Association
Devona Dunn	CCP Alumnus	
Dr. Philip Giarraputo	Dentist	
Sue Giorgio, RDH	Co-Chair, Government Relations	Pennsylvania Dental Hygienists Association
Jaclyn M. Gleber, RDH, Ed.D.	Director of Continuing Education	Thomas Jefferson University
Angela Hall, RDH	CCP Alumnus	
Ahn N. Ly, CDA, RDH, DMD	Dentist and CCP Alumnus	Self-employed
Kathy McAdoo	Past Trustee	Pennsylvania Dental Hygienists Association
Dr. Erin McGrath	Dentist and CCP Alumnus	

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Jean Rath	Director	St. Christopher's Foundation for Children
Helen Raykhman	Owner	Community Oral Health Initiatives
Emily Rudick	Clinical Instructor and CCP Alumnus	R&H Dental Power
Cynthia Sheehan	CCP Alumnus	Temple University Kornberg School of Dentistry
Hope Waller, RN, CNS		Kensington High School
LaVerna Wilson	Past President and CCP Alumnus	Tri-State Dental Hygienists Society
Dr. Barry Stein	Dentist	
Diagnostic Medical Imaging		
Kathleen Friel, RT		Jefferson Frankford Hospital
Jennifer Kelly, R.T.		Jefferson Frankford Hospital
Kimberly Donnelly, RT		Jefferson Torresdale Hospital
Colleen Jacoby, B.S., R.T.		Jefferson Torresdale Hospital
Lindsay Kelly, RT		Jefferson Torresdale Hospital
Chris Bloh, RT		Children's Hospital of Philadelphia
Kristen Carmany, RT		Children's Hospital of Philadelphia
Kate Madera, RT		Children's Hospital of Philadelphia
Brian Marshall Jr., RT		Children's Hospital of Philadelphia
Anthony Nicholson, RT		Children's Hospital of Philadelphia
Marianna Schultz, RT		Children's Hospital of Philadelphia
Regina Smith, RT		Children's Hospital of Philadelphia
Mark Burrows, RT		Corporal Michael J. Crescenz VAMC
Georgianna Pander, RT		Corporal Michael J. Crescenz VAMC
Nyaquio Dolopei, RT		Corporal Michael J. Crescenz VAMC
Gail McCrae, RT		Corporal Michael J. Crescenz VAMC
Marcella Coleman, RT		Mercy Philadelphia Hospital
Margie Briggs, R.T.		Methodist Hospital
Twanna Cannady, RT		Methodist Hospital
Natalie Coppola, R.T.		Methodist Hospital
Hernando Mongelos, R.T.		Penn Presbyterian Medical Center
Kelly Unger, B.S., R.T.		Penn Presbyterian Medical Center

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Mark Byrd, RT		Penn Presbyterian Medical Center
Karen Cippoloni, RT		Penn Presbyterian Medical Center
Melissa Iorio, RT		Penn Presbyterian Medical Center
Corey Woods, RT		Penn Presbyterian Medical Center
Leah Griffin, FT		Pennsylvania Hospital
Richard Merschen, EdS, RT	Lead Technologist - Cardiac Cath Lab	Pennsylvania Hospital
Barbara O'Grady, RT		Pennsylvania Hospital
Sonja Payne, RT		Pennsylvania Hospital
Jason Rafferty, RT	Manager, Diagnostic Radiology	Pennsylvania Hospital
Betsy Smith, RT		Pennsylvania Hospital
Andrew Upham		Pennsylvania Hospital
Shannon Curry-Bradly, RT		Pennsylvania Hospital
Michael Dolan, A.A.S., R.T.	Chief Technologist	Lourdes Medical Center of Burlington County
Thomas Coen	Student - Class of 2020	Community College of Philadelphia
Lache Marcus	Student - Class of 2021	Community College of Philadelphia
Education, Birth - Grade 4		
Mary Graham	Executive Director	Childrens Village
Deb Green	Executive Director	Parent Infant Center
Yael Johnson	Student Representative , Community College of Philadelphia	Bala House Child Care
Carol Austin	Executive Director	First Up
Kendra Thomas	Adjunct Instructor , Program Manager	First Up
Emmanuel Harris	Alum of Community College of Philadelphia	Parent Infant Center
Carol Wong	Executive Director	Chinatown Learning Center
Deb Lawrence	Assistant Professor, Early Childhood Education	Delaware County Community College
Essence Allen	Graduate SPED Faculty	Widener University
James Cupit	Early Childhood Administrator	School District of Philadelphia
Engineering Science		
Dr. Berk Ayranci	Instructor, Civil and Environmental Engineering	Temple University, College of Engineering

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Dr. Kenneth A. Barbee	Associate Professor Professor of Mechanical Engineering and Director of	Drexel University, School of Biomedical Engineering
Dr. David Brookstein	Undergraduate Affairs	Temple University
Dr. Shawn Fagan	Engineering Advisor Assistant Professor, Dept. of Mechanical Engineering and	Temple University, College of Engineering
Dr. Antonios Kotsos	Mechanics Department Head and Professor, Dept. of Materials	Drexel University
Dr. Michele Marcolongo	Engineering Associate Director, Laboratory for Research on the	Drexel University
Dr. Andrew R. McGhie	Structure of Matter	University of Pennsylvania
Dr. Ronald Mersky	Director of Engineering Outreach	Widener University, School of Engineering
Ms. Noelle Palladino	Assistant Director of Transfer Advising Laboratory Manager, Laboratory for Research on the	Drexel University, College of Engineering
Dr. Alex Radin	Structure of Matter	University of Pennsylvania
Dr. David Reiser	College of Engineering	Temple University
Dr. Gail Rosen	Assistant Professor, Electrical and Computer Engineering	Drexel University, School of Biomedical Engineering
Dr. Janusz W. Romansky	Senior Mechanical Engineer	Piasecki Aircraft Corporation
Dr. Mark Sunderland	Assistant Dean, Department of Engineering and Textiles A. W. Grosvenor Professor, Department of Materials	Philadelphia University
Dr. Antonios Zavaliangos	Science and Engineering	Drexel University
Dr. Ian Marcus	Assistant to the Dean, College of Engineering	Drexel University
Dr. Jonathan Spindel	Director, Engineering Program	Thomas Jefferson University
Christine J. Vasko	Mechanical Systems Manager	The Boeing Company
Facility Management		
Alana F. Dunoff	Consultant	AFD Facility Planning
Lesley Groff	Director of Facilities	Mennonite Home Communities

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Karla Hill, MS, SPHR, SCP	HR Director	City of Philadelphia, Office of Housing and Urban Development
Zahra Khaku	Facilities Space Management Specialist	Comcast
Marc Liciardello	Vice President Global Corporate Services	Aramark Corporation
Mohnie Mangat	Director of Operations	SMG
Christopher Newman	Deputy Commissioner for Administration	City of Philadelphia, Streets Department
Kevin O'Toole, CFM, NCARB	Senior Manager Corporate Real Estate & Facilities Management Professor and Coordinator, Facility Management Program	Vanguard
Clifton Fordham	Program	Tyler School of Art, Temple University
Rashida Ng	Chair, Architecture Program	Tyler School of Art, Temple University
Christopher Chan	CCP Alumnus / Student	Temple University
Ashjam Abdeljaber	CCP Alumnus / Student	Temple University
Admir Sabljic	CCP Alumnus / Student	Temple University
Andre Alexander	CCP Student, FM-Construction Option	Community College of Philadelphia
Martha Santos	CCP Student, FM-Design Option	Community College of Philadelphia
Bianca Ware	CCP Student, FM-Design Option	Community College of Philadelphia
Matheus Cruz	CCP Alumnus / Student	Community College of Philadelphia
Beatriz Silva	CCP Alumnus / Student	Community College of Philadelphia
Jeffrey Thomas	Senior Project Manager	Vanguard Global Workplace Experience
Fashion Merchandising and Marketing		
Chantel Cupid	Sales Supervisor	GUCCI
Tuesday Gordon	Manager/Buyer	Joan Shepp
Joe Hancock	Program Director, MS Retail & Merchandising	Drexel
Jenea Robinson	Owner	March + Mane
Katherine Scilien	Owner	Stone Cooper
Fire Science		
Robert Drennen	Retired Battalion Chief	Philadelphia Fire Department
Olivia Myers	Firefighter - Administrative	Philadelphia Fire Department
Carl Randolph	Deputy Fire Chief, Special Operations Commander	Philadelphia Fire Department
Robert Jeter	Fire Captain, Operation - Philadelphia Fire Academy	Philadelphia Fire Department

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Interior Design		
Colleen Harrington	Senior Project Interior Designer at HOK	HOK
Christine Kepko	President / Department Head, Interior Design Director, Interior Design and Associate Professor, Architecture	CC Design, Inc. / Arcadia University Philadelphia University Westphal College of Media Arts and Design, Drexel University
Lauren Baumbach		
Rena Cumby, IDEC	Associate Professor, Interior Design Chair, Interior Design, Graphic Design and Illustration and Professor, Interior Design	Moore College of Art Princeton University
Kathryn Dethier		
Amy Hartzell	Senior Interior Designer	Drexel University
Alex DeHaven	CCP Alumnus / Student	Moore College of Art
Lujain Hamed	CCP Alumnus / Student	Philadelphia University
Caitlin Neal	CCP Alumnus / Student	Community College of Philadelphia
Martha Santos	Student, Interior Design	Community College of Philadelphia
Matilda Markovic	Student, Interior Design	
Medical Laboratory Technology		
Vijal Patel	Blood Bank Supervisor	Corporal Michael J. Crescenz VA Medical Center
Terri Wallowitch	Administrative Director of Laboratory Services	Deborah Heart and Lung Center
Valerie Lanzetta	Instructor and CCP Alumnus	Jefferson Hospital
Shyqirie Kupa	Assistant Laboratory Director	Our Lady of Lourdes
Caroline Burke	JNE Administrative Director	Jefferson Health Northeast
Jadine Chow	Laboratory Supervisor	Atlantic Diagnostic Laboratories
Stephanie Colfer	Operations Manager, Clinical	Atlantic Diagnostic Laboratories
Barbara Snyderman	Senior Laboratory Specialist	Ortho Clinical Diagnostics
Thomas Rhein	Field Application Specialist, Clinical Microbiology	Biomerieux
Noreen Miller	Laboratory Operations Manager	Jefferson Health Northeast
Samantha Skea	CCP Alumnus	
Dr. Darshana Jhala	Chief Pathology and Laboratory Medicine Service	Corporal Michael J. Crescenz VAMC
Sahil Patel	Lab Manager	Corporal Michael J. Crescenz VAMC
Laureen Nearey	Lab Supervisor Outpatient Lab	Lankenau Medical Center
Danielle Wertz		MLHS
Raquel Deleon-Gonsalves	Microbiology Supervisor	Temple Hospital

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Advisory Committees - Membership Lists

Member Name	Position	Organization
Dianne Marsango	Laboratory Director	Cooper University Hospital
Rosemarie Francis		Mercy Health System
Nursing		
Dr. Linda M. Celia, DrNP, RN, BC	Assistant Clinical Professor	Drexel University College of Nursing and Health Professions
Shannon Smith, MSN, RN	School Health Services Coordinator	School District of Philadelphia, Office of Specialized Services
Dr. Al Rundio	Associate Dean for Nursing and CNE	Drexel University College of Nursing and Health Professions
Dr. Cheryl Monturo	Professor, Department of Nursing	West Chester University
Dr. Elizabeth Speakman, EdD, RN, ANEF, FNAP	Nursing Education Consultant	
Claire Kean, MSN, RN	Professor, Nursing	Bucks County Community College
Dr. Loretta Sweet	Vice President for Health and Equity and Professor,	Drexel University College of Nursing and
Jemmott, PhD, RN	Nursing	Health Professions
Jennifer Tapner, RN	Executive Director	Watermark Community
Paralegal Studies		
Helen Howlett	Senior Litigation Paralegal	Endo Pharmaceuticals
Nancy Garner	Assistant Director for Knowledge Services	Jenkins Law Library
Michael Furman	Human Resources Consultant (Public representative)	Self-employed
Christine Flynn	Litigation Paralegal and CCP Alumnus	Haggerty, Goldberg, Schleifer & Kupersmith, P.C.
Stephanie Ristvey	Principal	Ristvey Legal Search, LLC
Jamie Gullen	Attorney	Community Legal Services
Johanna Noonan	CCP Alumnus	
Marilyn Howard Cox	Paralegal Manager	Janney Montgomery Scott
Alfred Flowers	Employment Specialist and CCP Alumnus	Connection Training Services
Linda Barron	Administrative Director and Director of Paralegal Services	Marshall Dennehey Warner Coleman & Goggin
Steven Ludwig	Partner	Fox Rothschild
Jamerra Cherry	Paralegal	Joseph, Greenwald & Laake
Linda Sherman	Legal Specialist	WES Health System
Lynette Lazarus	(Public representative)	Retired Social Studies Teacher

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Advisory Committees - Membership Lists

Member Name	Position	Organization
Carol Lydon	Paralegal	Clark Hill PLC
Ken Johnson	CCP Alumnus and Parlegal	GSK
Photographic Imaging and Digital Video Production		
Harris Fogel	Photography Critic	freelance
Jessica Griffin	Photojournalist	freelance
Justin Chan	Owner	freelance
Christine Foster	Professional Photographer	freelance
John Webb	Owner	freelance
Michael Mercanti	Photo Editor	freelance
Andrea Korff	TV Video Producer	WHYY
Amanda Stevenson	Professional Photographer	freelance
Mark Stehle	Professional Photographer	freelance
Jay Hartigan	Audio Producer	freelance
Felicia Perretti	Professional Photographer	freelance
John Welsh	Video Filmmaker	freelance
Addison Geary	Professional Photographer	freelance
Respiratory Care Technology		
John Mullarkey	RESP Educational Coordinator	Temple University Hospital Hospital of the University of Pennsylvania
Margaret Pierce	Department Head, Respiratory	Methodist Hospital
Laura Fantazzi	Department Head, Respiratory	Presbyterian Medical Center
Roseann Rapa	Department Head, Respiratory	Temple University Hospital
Paul Samuels	Respiratory Supervisory	Episcopal Hospital
Hernan Alvarado	RESP Research Coordinator	Aria Torresdale Jefferson Hospital
Lauren Diduch	RESP Department Head	Children's Hospital of Philadelphia
Lisa Tyler	RESP Clinical Coordinator	Children's Hospital of Philadelphia
Honey Pezzimenti	RESP Supervisor	Temple University Health System
Anoop George	RESP Supervisor	Thomas Jefferson University Hospital
Jerin Juby	Supervisor	Penn Presbyterian Medical Center
Guilbert Eusebio	Respiratory Therapist and CCP Alumnus	Thomas Jefferson University Hospital
Jamile Jacobi	Respiratory Therapist and CCP Alumnus	Community College of Philadelphia
Demetrius Fountain	Student, RESP program	Community College of Philadelphia
Vincent Rao	Student, RESP program	Community College of Philadelphia

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Jennifer Hill, RRT	Respiratory Therapist and CCP Alumnus	Einstein Medical Center Hospital of the University of Pennsylvania
Anthony Jackominic	Lead Therapist	
Kellie Joseph, RRT	CCP Alumnus	
Dr. Paul Karlin, DO	Pulmonologist - Medical Advisor, RESP Program	Jeanes Hospital
Monica Purcell, RRT	Respiratory Coordinator	Thomas Jefferson University Hospital Hospital of the University of Pennsylvania
Edward Tollock, RRT	Educational Coordinator, Respiratory Care Service	Albert Einstein Medical Center
Terry Vizak, RRT	RESP Department Head	Cooper Hospital
Dhuraa Collaku	RESP Department Head	Aria Torresdale Jefferson Hospital
Michelle Cole	RESP Department Head	Jeanes Hospital
Sibi Thomas	RESP Department Head	
Sound Recording and Music Technology		
Shani Aviram	Programming Director	MEGAPOLIS Audio Festival
	Assistant Shop Supervisor and Digital Audio Specialist in	
Eric Carbonara	Sound Technology, Media Arts Dept	University of the Arts
Rick Hall	Sound Recording Engineer	Stylograph Records
Joe Hannigan	Recording Engineer and Sound Design	Weston Sound
		Temple University, Boyer College of Music and Dance
Sandy James	System Support Specialist and Webmaster	University of Pennsylvania
Eugene Lew	Instructional Technology Specialist, Dept. of Music	Weathervane Music / Miner Street Recordings
Brian McTear	Studio Owner	Self-employed
Bill Moriarty	Music recording and sound design	Weathervane Music / Miner Street Recordings
Matt Poirier	Engineer	Township Line Music School
James Sauppe	Instructor / Music Producer	Westphal College of Media Arts and Design, Drexel University
Ryan Schwabe	Assistant Teaching Professor	Kawari Sound
Zach Goldstein	Studio Manager	University of the Arts
Kevin Hanson	Faculty	Temple University
Sean Bailey	Faculty	University of the Arts
Michael Johnson	Faculty	

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Advisory Committees - Membership Lists

Member Name	Position	Organization
Tourism and Hospitality Management		
Andrew Lovell, MLA	Associate Director of Industry Relations, STHM	Temple University
Corvette Kittrell	Program Facilitator, HRTT	Philadelphia Academies, Inc. Philadelphia Convention and Visitors Bureau
Greg DeShields	Executive Director Multicultural Affairs Congress	Cheyney University of Pennsylvania
Dr. Ivan B. Turnipseed	Chair, Hospitality and Recreation Management	Drexel University Center for Hospitality and Sports Management
Michael Traud	Program Director Hospitality and Tourism	Widener University
Dr. Jeffrey Lolli	Associate Professor School of Hospitality Management	Urban Air Willow Grove
Cicely Reece	Franchise Owner	Sojourn Philly
Qamara Edwards	Business and Events Director	Cambria Hotel
Eric Johnson	HR Manager	Philly Pretzel Factory
Tommy Guest	Owner Operator	Holiday Inn Express Midtown
Marney Cronin	Director of Sales	Sugarhouse Casino
Maryann Warrington	Licensing Specialist	Drexel University Center for Hospitality and Sports Management
Rosemary Trout, MS	Instructor, Culinary Science	Greater Philadelphia Hotel Association
Suzanne Geyer	Associate Executive Director	

Academic Pathway	Major	Fall 2019 Enrollment	# of Employers	# of Prospective Employers
Business, Entrepreneurship, Law	Accounting	196	19	5
Business, Entrepreneurship, Law	Business General	1454	25	4
Business, Entrepreneurship, Law	Culinary Arts	117	14	3
Business, Entrepreneurship, Law	Digital Forensics	19	3	4
Business, Entrepreneurship, Law	Fire Science	78	1	0
Business, Entrepreneurship, Law	Hospitality Management	39	15	4
Business, Entrepreneurship, Law	Justice	276	9	3
Business, Entrepreneurship, Law	Paralegal Studies	96	13	5
Business, Entrepreneurship, Law	Technical Studies	3	1	4
Creative Arts	Arts & Design	311	3	4
Creative Arts	Digital Video Production	108	5	4
Creative Arts	Fashion	88	12	3
Creative Arts	Music Performance	23	3	4
Creative Arts	Photographic Imaging	58	3	2
Creative Arts	Sound Recording & Music Technol	105	4	2
Creative Arts	Theater	76	0	5
Design, Construction, & Trans	Architecture	89	9	1
Design, Construction, & Trans	Automotive Technology	56	15	2
Design, Construction, & Trans	Building Science	8	5	1
Design, Construction, & Trans	Construction Management	71	14	6
Design, Construction, & Trans	Facilities Management	121	10	4
Design, Construction, & Trans	Interior Design	27	6	0
Education & Human Services	Behavioral Health/Human Services	507	23	4
Education & Human Services	Education Secondary Humanities/S	41	6	1
Education & Human Services	Education Secondary Math/Scienc	16	6	1
Education & Human Services	Education, Early Childhood	502	48	1
Education & Human Services	Education, Middle Level	62	8	2
Education & Human Services	Liberal Arts-Social/Behavioral Scien	178	18	0
Education & Human Services	Psychology	594	3	0
Healthcare	Dental Hygiene	68	11	3
Healthcare	Diagnostic Medical Imaging	41	3	5
Healthcare	Health Services Management	83	10	1
Healthcare	Healthcare Studies	4168	16	1
Healthcare	Medical Laboratory Technician	39	3	2
Healthcare	Nursing	293	21	1
Healthcare	Respiratory Care Technology	54	4	1
Liberal Arts & Communication	American Sign Language/Interpret	37	4	1
Liberal Arts & Communication	Black Studies	6	0	5
Liberal Arts & Communication	Communication Studies	141	16	0
Liberal Arts & Communication	English	201	2	0
Liberal Arts & Communication	International Studies	35	4	0
Liberal Arts & Communication	Liberal Arts	1954	7	0
Liberal Arts & Communication	Liberal Arts Honor Option	35	3	1
Liberal Arts & Communication	Mass Media	105	20	1
Liberal Arts & Communication	Religious Studies	5	1	4
Science & Technology	Applied Scienc & Engineering Tech	70	7	3
Science & Technology	Biology	141	0	4
Science & Technology	Chemistry	41	0	1
Science & Technology	Computer Information Systems IT	653	8	4
Science & Technology	Computer Science	192	5	7
Science & Technology	Cybersecurity	94	3	2
Science & Technology	Engineering Science	159	13	5
Science & Technology	Mathematics	15	0	0
Science & Technology	Network Technology Management	12	2	4
		13961	464	135

Summary Tables & Charts

Enrollment By Academic Pathway

Academic Pathway	Fall 2019 Enrollment
Business, Entrepreneurship, Law	2278
Creative Arts	769
Design, Construction, & Trans	372
Education & Human Services	1900
Healthcare	4746
Liberal Arts & Communication	2519
Science & Technology	1377
Total	13961

Existing Employers by Academic Pathway

Academic Pathway	Current Employers
Business, Entrepreneurship, Law	100
Creative Arts	30
Design, Construction, & Trans	59
Education & Human Services	112
Healthcare	68
Liberal Arts & Communication	57
Science & Technology	38
Total	464

