

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

MINUTES

Thursday, January 7, 2021

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

College

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

Cabinet

Members: Ms. Zellers

Guests: Mr. Acosta-Morales, Ms. Gordon, Dr. Kahn, Mr. Musumeci, Mr. Prejsnar,
Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of November 5, 2020

The minutes were approved unanimously.

(b) Academic Program Review: Religious Studies (A.A. Degree)

Ms. Gordon (Office of Assessment and Evaluation) noted the following for the Religious Studies program: it was previously called Liberal Arts: Religious Studies option; it became an independent degree program in 2014; and enrollment has been shrinking. Detailed assessments are clearly taking place, but there is a lack of documentation regarding actions taken based on assessment data. Recommendations for this Academic Program Review replicate those from the review five years ago. This indicates that the program continues to face the same challenges. As such, it is being recommended that the program be discontinued, that Religious Studies courses still be offered, and that a Religious Studies proficiency certificate be an option for Liberal Arts students. If the program is not discontinued, then it needs to address the recommendations which mirror those in the last report regarding enrollments, transfer rates, assessments, etc.

Dr. Sweet (Dean of the Liberal Studies Division) said that low enrollments were not a result of the program's efforts, which have been extensive but had limited effect. Mr. Prejsnar (Program Coordinator and Assistant Professor) highlighted the program's outreach efforts (including with the Presbyterian Historical Society) and the development of a new course and proficiency certificate. In regard to the Presbyterian Historical Society, a student recently had a paid internship with them and wrote a series of articles for their website. The Committee expressed its appreciation for Mr. Prejsnar's efforts and dedication. With discontinuing the Program, the College will use established protocols for a discontinued program which include contacting students to alert them and offer options such as completing the program or moving to a different program.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees discontinue the Religious Studies AA. program.

(c) Academic Program Review Follow-Up Report: International Studies (A.A. Degree)

Dr. Sweet explained that there was a full audit of the program two years ago and since then the program has been working on recommendations from the review and implementing changes. Dr. Khan (Program Coordinator and Assistant Professor) described how one central recommendation was to establish an identity for the program to distinguish it from other Liberal Studies programs. To those ends, the program has created a course which introduces students to the field of global studies, Introduction to Global Studies 101, and is considering a second Global Studies course. The second recommendation was to revise the program learning outcomes, which the program has done. Dr. Kahn has developed a listserv to easily reach out to students. The program is also considering partnering up with 4-year institutions; for example, Drexel and CCP have decided to apply for a grant together. Regarding the recommendation to expand and build relationships with businesses, Dr. Kahn has spoken with the director of the College's Power Up Your Business program who provided several useful suggestions. By increasing these relationships with businesses, students who want to enter the workforce have more options. The program is showing the community how it is preparing students for the global market that exists in Philadelphia. With the recent program developments, students with this degree who transfer to a 4-year institution will have been properly trained for the field.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review follow-up report for the International Studies A.A. program with approval for five years.

(d) Student Outcome Data

The student outcome data presented is a continuation of the review from the summer. The demographic data shows the number of students who took online courses in

Summer 2019 and those in Summer 2020. The number of students for Summer 2019 is smaller than for 2020 because the data is for online courses only and most courses in 2019 were in person. The data is disaggregated for race/ethnicity and for gender. An analysis of grades for online courses was also completed, looking at passing grades (A/B/C/P), lower or non-passing grades (MP/D/F/FS) and for incompletes and withdrawals, with data disaggregated by race/ethnicity. For the most part, students did at least as well in Summer 2020 as they did in 2019 and there was a decrease in MP/D/F/FS grades. Disparities still exist between African American and Hispanic students and White students. Strategies continue to be put in place to address these gaps. In Summer 2020, there was more personalized outreach to students. Virtual support services were also in place for Summer 2020. The College closely monitored flags and communications raised by faculty in Starfish, which resulted in more follow-up with students. The College provided in-depth training for faculty who had not taught online before and for students to help them prepare for online learning.

(e) Requested Information

Career Program Advisory Committee Membership

Dr. Hirsch presented information on career program advisory committees. The list of advisory committee members provides an overview of the business partnerships programs have. Diversity, equity, and inclusion have been a focus for the last two years, including in regards to breadth of businesses and representation. There should be active engagement among the advisory committees, including mentoring students, providing contacts for jobs, and offering work-based learning opportunities for students during their studies. Being on an advisory committee can benefit businesses; Allied Health advisory committees have members looking for future employees. Faculty also participate in the advisory committee meetings, further strengthening relations between businesses and programs. Department heads work with faculty to develop meeting agendas and determine what should be discussed. Dr. Hirsch stated that a goal is to develop a website for advisory committees so that this information is available to everyone.

Career Connections Employers by Program Map

The handout shows the relationships with employers by Academic Pathway. Career Connections has this information in a database with program connections; the database allows them to find gaps. Since a wide variety of programs need support, Career Connections works with the deans and the Vice President to determine what the Career Coordinators should prioritize. The handout has the number of employers with whom the College is already working, the number of prospective employers, and the number of students by program. The committee noted that information about the size and diversity of the employers would be helpful. Ms. Fulmore-Townsend requested that committee members consider what guidance and insights they can offer.

(f) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for February 4, 2021 at 1:00 p.m. via Zoom.

Attachments:

Minutes of November 5, 2020

APR Executive Summary: Religious Studies

APR Executive Summary and Follow-up Report: International Studies

PowerPoint Online 7 Week

Career Programs Advisory Committees 2020

Career Connections Employers by Program Map

**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.

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:

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 - **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**

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

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
Adam Buck	Hearing Support Coordinator	Office of Specialized Services - School 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 Scool 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, Research 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 School District of Philadelphia, Office of Secondary School Reform / Division of Career and Technical Education
James Gist	Information Technology, CTE	Windows Mgmt Experts, Inc.
Matt Tinney	CEO	Windows Mgmt Experts, Inc.
Chris Querubin	IT Consultant	Apostrophe Technologies
Tom Boutell	Chief Software Architect	Tek Systems
Shaquay Selby	Tech Recruiter	JEVS Human Services
Edison Freire	Director of Gateway Initiatives	
Construction Management		
Kenneth Balch, PE	Project Manager Associate Professor and Director, Construction Management	CVMNEXT Construction Philadelphia University
Donald Ashton	Director of Safety Services Vice President, Interiors and Special Projects Division	General Building Contractors Association
Kevin Cooke	Manager	Turner Construction Carpenters Apprentice School of Philadelphia & Vicinity
Charles Brock	Director	

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 Temple University, College of Engineering
Dr. Shawn Fagan	Engineering Advisor Assistant Professor, Dept. of Mechanical Engineering and	
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 Widener University, School of Engineering
Dr. Ronald Mersky	Director of Engineering Outreach	
Ms. Noelle Palladino	Assistant Director of Transfer Advising Laboratory Manager, Laboratory for Research on the	Drexel University, College of Engineering
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Dr. David Reiser	College of Engineering	Temple University Drexel University, School of Biomedical Engineering
Dr. Gail Rosen	Assistant Professor, Electrical and Computer 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
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Rashida Ng	Chair, Architecture Program	Tyler School of Art, Temple University
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Ashjam Abdeljaber	CCP Alumnus / Student	Temple University
Admir Sabljic	CCP Alumnus / Student	Temple University
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Martha Santos	CCP Student, FM-Design Option	Community College of Philadelphia
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Carl Randolph	Deputy Fire Chief, Special Operations Commander	Philadelphia Fire Department
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Kathryn Dethier		
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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
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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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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

COMMUNITY COLLEGE OF PHILADELPHIA

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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
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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
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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

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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	

COMMUNITY COLLEGE OF PHILADELPHIA

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Rosemary Trout, MS	Instructor, Culinary Science	Greater Philadelphia Hotel Association
Suzanne Geyer	Associate Executive Director	

Community College *of* Philadelphia

Academic Program Review: AA in Religious Studies

Authors: David Prejsnar, Elizabeth Gordon

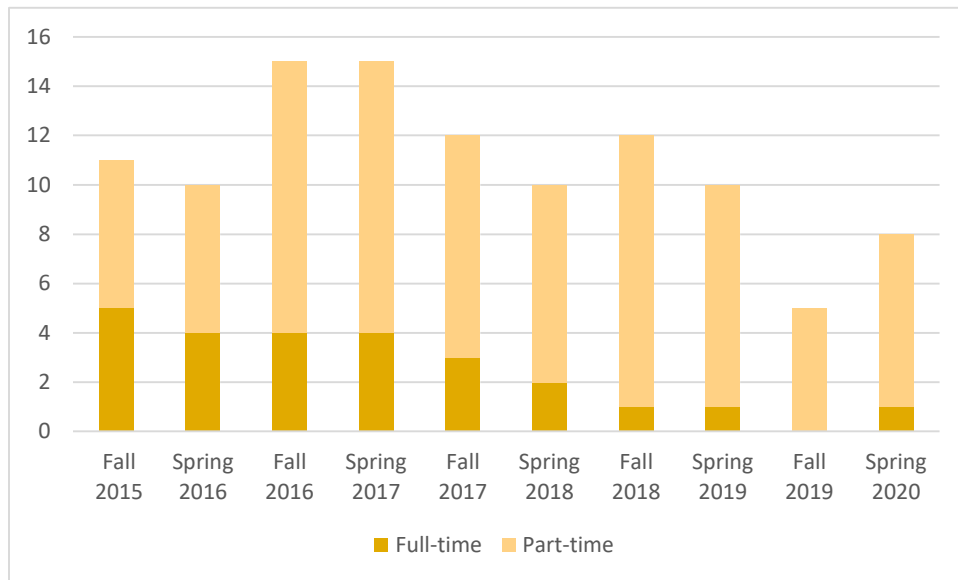
Fall 2020

1. Executive Summary

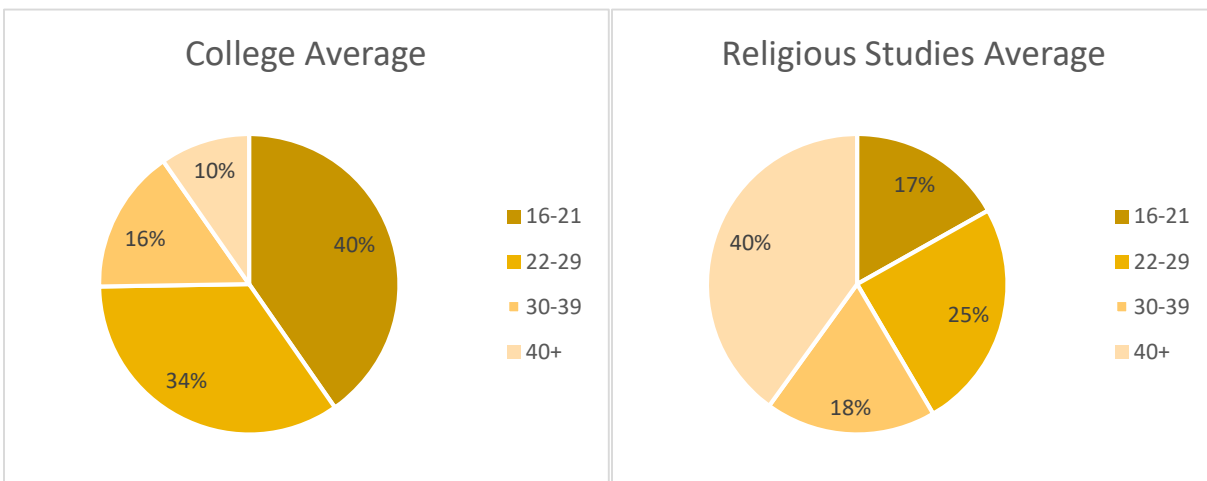
A. Key Findings

Enrollment and Demographics

1. Program headcount has declined from a peak of 15 students in Fall 2016 to 5 students in Fall 2019.



2. The Program averaged 19 percentage points more people who identified as Male (56%) than did the College overall (37%).
3. The Program's age composition was older, on average, than that of the College, with a larger proportion of students over the age of 30 (60%) than the College's overall proportion (25.2%).



Retention

4. Fall to Spring, the Program mirrored the College proportionally on all measures of persistence.
5. Fall to Fall, the Program averaged a larger proportion of students who did not persist (73%) than did the College (48.6%), and smaller proportions of students who returned to the same program (18%) and graduated (4%) than the College overall (33.4% and 9.6%, respectively).

Success and Graduation

6. The Program awarded a total of 5 AA degrees during the period studied.
7. The Program is part of a collaborative partnership with The Presbyterian Historical Society that includes archive access for student research, internships, and exhibiting student work.

Transfer

8. Over the period studied, six students transferred to another institution.
9. One graduate of the Program transferred; that student graduated from their transfer institution.

Assessment

10. All four PLOs were assessed at least once during the period studied; most were assessed each semester.
11. Program benchmarks for all PLOs are that at least 75% of students will receive scores of 2 or better on a 4-point scale. All benchmarks were met each semester.
12. According to the Program, assessment results are used by faculty in advising or intervening with individual students.
13. The degree to which results are discussed among Program faculty, or to which action plans have been implemented or re-assessed, is unclear from available documentation.
14. Assessment data collection was robust, but there was no documentation of analysis or application of data for continuous improvement since 2018.

B. Prior Audit (Fall 2014)

Recommendations from Prior Audit and Program Response:

1. Create Action Plan for Improving Program Management

The program has yet to meet the enrollment goals projected in the Program proposal. Like other small programs that have few full-time associated faculty, there are challenges with completing all the tasks associated with program management (recruitment, retention, audits, program SLOs, advising, (see recommendations below) etc.). The department faculty have recently recommitted to the degree and have begun to initiate program management initiatives. A full plan for program management including: recruitment, advising, marketing, and course options (and ordering in the curriculum map) for students should be developed to grow and sustain the program.

Timeline: Plan Completed Fall 2015

Persons Responsible: Program Faculty, Department Head, Division Dean

Program Response: Following the last Program Audit the Program Faculty met and decided on an action plan for improving program management. The main components of the plan were to improve outreach and advising to students in the program, increase marketing of the Program through Program events, improve course sequencing of program courses including revising the Curriculum Map in conjunction with the new Guided Pathways initiative, and better integrate Program Courses into the College's General Education requirements.

In order to improve outreach to students, the Coordinator for the program has sent an email to students in the program each semester at the beginning of the advising period for the coming semester. Also, since many of the students in the program were taking Religious Studies courses taught by the Program faculty, students have been asked to schedule advising appointments with the Coordinator. These advising sessions usually discuss which courses needed to be taken in the future, as well as transfer and career plans. Also, Advisors and Counselors are asked to direct students in Religious Studies or interested in Religious Studies to the Coordinator. A sheet listing all the upcoming courses is supplied and made available each semester.

The plan to better market the program has involved a number of components. Beginning in 2016 the Religious Studies Program began to offer a Religious Studies lecture each semester. These lectures were open to the Philadelphia community as well as the entire College community. The average attendance at these talks varies but usually is in the range of 80-120 people. The talks and the Religious Studies Program are advertised on other college and university campuses and have attracted students and faculty from other institutions. At each lecture the audience is given brochures on the Religious Studies Program and the courses in Religion. The Coordinator gives a short presentation overview of the Program before the talk. Each semester, the Program sponsored a Meet and Greet event for students with refreshments. These events discuss current issues relating to religion, why religious studies might make sense, and transfer/career opportunities in Religious Studies. Finally, for the past two years during the fall and spring Religious Studies Week the Program has sponsored workshops given by College counselors, staff from Career Connections, and outside speakers on career decisions and internship possibilities related to Religious Studies.

The Religious Studies Program has made changes to improve the course sequence in the Program and improve the course options in order to grow the Program. Some of these changes are also addressed in Recommendation 2. First, the course sequencing was improved in order to ensure that majors in Religious Studies would be able to complete the course sequence in two years. This sequencing is being further refined and improved in the Course Revision that will go to the Academic and Student Success Council by the end of Fall 2020. Second, online sections of RS 101 and RS 170/HIST 170 were developed, allowing students to complete the degree online. These online sections have run successfully with almost full enrollments. Third, through the Guided Pathways initiative the course selection and sequences were improved and student options made more concise. Fourth, a new Religious Studies course, RS 160: Death and Dying, was written. This course will address transfer and career needs of students in the program and should also be attractive to students in programs such as Allied Health and Behavioral Health and Human Sciences. This course is in the final stages of approval, and will become a Program Core Course in the upcoming Program Revision. Fifth, a new Proficiency

Certificate in Religious Studies is being developed and is in the final stages of approval. While separate from the Program it may also be an entry point into the Program for some students, as well as a stackable certificate. Finally, in order to make the Religious Studies courses better reflect the skills addressed in the courses, more attractive to students and allow for students in the program to seamlessly complete the Program, a number of program core courses (RS 101, RS 175 and RS 180) were revised to meet General Education requirements. Currently, RS courses are in the final stages of approval for the new General Education requirements.

2. Improve Efficiency of Course Offerings

The Program must revise its course schedule in order to improve course efficiency. The Program must evaluate their course offerings and offer courses based on enrollment figures. The online courses provide flexibility to the students and should enable the Program to offer fewer courses at regional campuses. This should also include determining if current courses that have not run recently should stay within the course catalog.

Timeline: Spring 2015

Persons Responsible: Department Head and Dean

Program Response: As discussed above, the schedule of Religious Studies courses was revised and the number of course offering reduced to improve course efficiency. It was decided to offer the four most popular Religious Studies courses at least once each year. Over the past five years the two required Religious Studies courses (RS 101 and RS 151/PHIL 151) have run almost every semester, often involving multiple sections. RS 170/HIST 170 has been offered in the fall term, and RS 152/PHIL 152 has been offered in the fall or spring. This sequence will allow students in the Program to complete their degree in two years or less. Online sections of RS 101 and RS 170/HIST 170 were developed, allowing students to complete the degree entirely online. These online sections have usually run successfully with healthy enrollments. Once approved, an online section of the new RS 160 will be developed. In the upcoming Program Revision, RS 160 will be a required foundational course. This will mean that in addition to RS 101, RS 151/PHIL 151 and RS 160 students will only need one more Religious Studies course.

Regarding RS 175 and RS 180, courses offered less often and ones that have not run recently, a plan was undertaken to increase their attractiveness through having them meet General Education Requirements, and to develop and offer online sections of these courses. They were both approved for the current General Education Requirement, and are in the final stages of approval for the new General Education Requirements. An online section of RS 175 has been developed. It is the hope that these changes will attract more students. If this does not happen, then the Program and Department may revisit whether RS 175 and RS 180 should stay in the course catalog.

3. Program Assessment

Looking at the Program documents, it is clear that assessment is occurring. However, the assessment design (and reporting) makes it difficult to determine where specific deficiencies exist when students are not meeting Program SLOs. As a closing the loop activity, the program should develop additional measures and clarify their documentation and reporting procedures in order to better pinpoint areas of strength and weakness within courses and programs. The program faculty have already begun this process.

Timeline: Additional Assessments completed by end of Spring 2015.

Persons Responsible: Program Faculty, Department Head, Office of Academic Assessment and Evaluation

Program Response: The Program and the Department of History, Philosophy & Religious Studies developed and implemented an assessment plan and cycle. According to this plan at least one or more Program Learning Outcome was assessed in one more Program courses during the fall and spring semesters. The Department has modified and clarified the Assessment Rubric. Assessment results from the previous semester have been distributed and discussed at Program meetings. While the overall results have been positive, this assessment has identified a number of weaknesses, such as the ability of students in regard to written communication. The Program faculty have begun the process of building in greater writing and critical thinking “scaffolding” into the courses, to guide the students through writing in the discipline.

4. Identify factors influencing retention, attrition and success

The Program should identify factors influencing attrition and course completion. The Program has a large population of students over the age of forty and should be aware of methods to improve retention and course completion among this age group through bolstering academic supports.

Timeline: Completed Fall 2015.

Persons Responsible: Department Head, Program Faculty, Office of Academic Assessment and Evaluation

Program Response: Factors influencing student attrition and course completion have been identified and addressed through the responses to prior recommendations. First, students were sometimes confused by a wide range of course options in areas such as the humanities or social sciences. This has been addressed through the Guided Pathways initiative, and the development of clear program grids. Second, improved course efficiency and offerings should address the problem of students not graduating due to courses not being offered in a timely manner. Third, the greater number of online sections should also improve retention. Fourth, in the current academic year, students in the Program can now complete their General Education requirements (outside of Math and Science)

entirely within the Program Core, eliminating the need for students to apply for Course Substitutions.

The largest hurdles for students are the Math and Science requirements. Looking at the students in the Religious Studies program who are listed in My Degree Path at the end of November, 2020, only 18% of the students took and passed their Foundational Math and non-lab Science courses at the conclusion of their first nine courses attempted. Many of the students either Failed or Withdrew from their Foundational Math and/or Science courses or did not take these courses within their first nine courses. While important, these courses often present the most serious hurdle for many of our students, especially those who have not recently graduated high school. There are three changes and initiatives that may improve these causes of attrition. First, one of the features of Guided Pathways is to discourage students from delaying taking their math and science courses until their final semesters. As well, the Program is part of the Liberal Arts/Communication Academic Pathway. This Pathway is currently in the process of working with the Foundational Math Department to develop a new course for these programs that would be more appropriate than the current Foundational Math 118. This has a good potential for improving retention for students over forty.

Finally, for some students, such as those already working in a faith-based social welfare organization or seeking a non-degree credential for lay and assistant clerical leadership, the new Proficiency Certificate in Religious Studies, which does not require Math or Science, may be an attractive option. It could also be a gateway and path into an academic degree at the College or at a transfer institution.

C. Action Items

Global Recommendation

Though the Program has clearly made improvements in line with the recommendations from the prior audit, the following areas for improvements are largely parallel to those made in 2014. Because of persistent low enrollment, transfer, and graduation rates despite Program actions, it is recommended that the Religious Studies A.A. Program be discontinued. The Program faculty should work with the Division and the Liberal Arts A.A. program to create a plan to continue offering courses, to teach out or advise students who are presently enrolled in the Program, and to embed the newly developed (Fall 2021) proficiency certificate within the Liberal Arts degree.

If the Program does continue as it is presently constituted, then 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 2019	Fall 2020	Fall 2021
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Headcount	12	5	58.3% decrease in headcount*	7	40% increase in headcount	15	114.3% 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	25%			4	57.1%	9	60%
Graduated	16.7%			0	0%	0	0%
Did Not Persist	58.3%			1	14.3%	4	26.7%
Returned to Different Program	0%			2	28.6%	2	13.3%

*From Fall 2018 headcount. 2018 column updated on July 14, 2020 to reflect most current IR data and to exclude student in an inactive program (Liberal Arts: Religious Studies Option) now being counted on a separate table. 2020 & 2021 projections adjusted accordingly.

- Investigate course enrollment patterns and other academic behaviors of community college students over 30; use this information in the development of any future program or course revisions.

Success/Graduation

- Survey students who enroll in Religious Studies courses but do not complete the A.A. degree program to learn about their motivations, plans, and needs.
- Develop and implement plan, informed by data on behavioral patterns and educational needs of older community college students, to improve retention and graduation rates.

Transfer

- Investigate possible reasons for low transfer rate and implement interventions as indicated.

Assessment

- Consider revising PLO benchmarks to yield more sensitive and actionable data.
- Because there is only one full-time faculty member responsible for Program development, data-driven improvements have been made (e.g. scaffolding more writing activities and instruction throughout the Program in response to assessment data), but their effects have not been clearly documented. Program should develop a plan to regularly discuss assessment data and develop action plans for continuous improvement, and to document the same, as a Program.

External Community Relations

- Build on existing community and academic relationships, and seek out further connections, to expand both experiential and transfer opportunities for students.

D. Narrative

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

It is the belief of scholars in the academic field of Religious Studies that the phenomenon of religion interacts with all aspects of human life and existence. Therefore, students in the program address a wide variety of intellectual questions relevant to the variety of program courses. Of course, Religious Studies at the College does not seek to promote or disprove any religious belief or tradition. In examining these questions, no religious persuasion is expected or presumed for any student. What is expected is a critical examination of the questions and problems raised, a willingness to address questions and understand each tradition on its own terms, and a continual openness to the re-evaluation of one's own beliefs.

Community College *of* Philadelphia

Academic Program Review: AA in International Studies Executive Summary

Authors:

Mak Khan, Teresa Frizell

Fall 2019

1. Executive Summary

A. Key Findings

It is difficult to distinguish this Program from the Liberal Arts AA in terms of curriculum and assessment. The Program does not control any courses. Faculty designed Program Learning Outcomes (PLOs) according to a practice that is no longer utilized at this College, and so the PLOs should be revised and assessed. The Program has a higher rate of graduation than the College overall.

Enrollment and Demographics

1. Program headcount ranged between 46 and 66. It averaged 47% full-time students, in contrast to the College's 27% full-time enrollment.
2. Program enrollment averaged 21% people who identified as Black Females, which was 10 percentage points lower than the average enrollment for the same group across the College. This difference was mainly accounted for by higher enrollment of people who identified as Hispanic.
3. Program enrollment averaged 85% students between the ages of 16-29. This is 10 points higher than the College average for the same group.

Retention

4. At 22.5%, the proportion of International Studies students who returned to the Program from Fall to Spring semester in the same academic year (Fall to Spring) averaged four percentage points lower than the proportion of students who returned to the same program across the College, Fall to Spring.
5. At 38%, the proportion of International Studies students who did not return to the College from one Fall semester to the next Fall semester (Fall to Fall) averaged eight percentage points lower than the proportion of students who did not return to the College, Fall to Fall.

Success and Graduation

6. At 17%, the average proportion of International Studies students who graduated each Spring was seven points higher than the College average.
7. The Program has awarded 61 AA degrees since 2014.

Assessment

8. The Program does not control any courses.
9. Three out of the five PLOs are General Education requirements, which is not aligned with best assessment practice.
10. PLO Assessment only included PLO 1 and 2.
11. The Program rotated assessment of analyzing culture, speaking, listening, reading, and writing in another language across all language courses. Faculty analyzed assessment results and read and applied appropriate teaching techniques from peer-reviewed journals in response.
12. The benchmarks for PLO 1 and 2 are, respectively, a mean score of 60% on the assessment instrument across courses.

13. There were notable differences in assessment results between languages, e.g., 67.5% in French 101 and 86% in Arabic 101.

Cost

14. Cost is tracked by Foreign Languages, not International Studies. Foreign Languages cost averaged \$147.88 per credit hour compared to Liberal Studies average cost per credit hour of \$174.54 and the Colleges’ average of \$177.84.

B. Prior Audit - 2014

Recommendations from Prior Audit and Program Response:

1. Make a determination about the coherence of explicit curricular pathways in the program.
Program Response: The Program did not move forward due to concerns over viability of an introductory course. The Program courses were mapped to liberal arts courses that included an international focus specifically in order to allow students flexibility in choosing courses.

2. Explore ways to increase program size through a program management plan.
Program Response: In order to grow the program, the program coordinator intends to market International Studies as follows:

- **First, enhancing the visibility of the program within the College**
- **Second, adding an annual lecture series on International Studies**
- **Third, adding German and Urdu as language course offerings**

3. Further refine Program Student Learning Outcomes.
Program Response: The program did not refine its learning outcomes, now called Program Learning Outcomes.

C. Action Items

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

Enrollment and Demographics

1. Increase enrollment and retention according to departmental goals listed on the table below.

	Fall 2018	Fall 2019	Fall 2020	Fall 2023	Fall 2021	Fall 2022	Fall 2023
Headcount	59	60	69	74	79	85	90
Returned to Same Program	30.8%	31%	40%	45%	50%	55%	60%
Returned to Different Program	5.8%	5.8%	4.5%	4%	3.5%	3%	2.5%
Graduated	32.7%	33%	40%	45%	50%	55%	60%

Did Not Persist		30.8%	3REMO VE	25%		20%		15%		10%		10%
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2. Implement curricular changes to distinguish an AA in International Studies from an AA in Liberal Arts.

Transfer

3. The office of Institutional Research will provide the Program with data on transfer students' areas of study, time to completion, and graduation rates.

Assessment

4. Revise Program Learning Outcomes so they reflect current practices in International Studies and at the College.
5. Revisit 60% benchmark for Foreign Language courses using peer reviewed research or examples from other institutions to ensure best practice.
6. Analyze assessment results to formulate explanations for differences between languages in mean scores on the assessment instrument. Apply appropriate techniques to increase scores in the languages with lower scores.

D. Narrative

Although relatively new, the International Studies Program is growing and the students are performing well. At 17%, the Program's graduation rate was seven points higher than the College average graduation rate. The program's Fall to Fall retention is also stronger than that of the general student body at the College. The program's outcomes assessment will be revised further to strengthen student learning and to better define the mission of the program.

Considering the shifting directions in the field of International Studies towards understanding international, translational and global affairs, the program will be focusing on key areas of development. Through in-depth conversations with colleagues and faculty here at CCP and at other institutions, and an analysis of the current trends in the labor market for IS graduates, the Program has developed the following strategy to further enhance the relevance and quality of the Program:

1. Promote a recently added feature of graduating with "Distinction in International Studies," which offers an opportunity for students to graduate the program with "Distinction" with a General focus, or with a concentration in Latin America, Africa/Middle East, or Asia Studies.
2. Develop network with institutions of higher education and non-governmental organizations working in the field.
3. In order to develop strong, sustaining, student connections within the program, IS will institute an annual guest lecture series in which the academic community and industry professionals in the field of International Studies will be invited to speak to CCP's IS community.
4. Design and implement an introductory course to International Studies, which will be a foundational course in the curriculum.

Academic Program Review Follow-up Report Summary - November 2020

International Studies, Mak Khan, Coordinator

Action

The Student Outcomes Committee took the following action on 11/7/2019:

The Student Outcomes Committee unanimously recommended the International Studies program should submit a follow-up report in one year providing an update on its progress. The follow-up report should address outreach to four-year institutions and the private sector; learning outcomes; relationships with businesses; labor market trends; tracking graduates; mapping the vision and mission to the curriculum and separating its curriculum from Liberal Arts; and progress on the program review's action items.

Audit Recommendation # 1: Expand outreach to four-year institutions and the private sector.

Partnership with Drexel University for USFIL Grant. Drexel and International Studies are going to apply for 2021 Undergraduate International Studies and Foreign Language (UISFL) program. The tentative program is to organize a one-day symposium, speaking engagements or any kind of rotating campus visits at the beginning and/or end of the grant cycle to best promote the integration of international studies and foreign languages, as well as the promotion of international studies and language learning overall at our respective institutions.

Audit Recommendation # 2: **Assessment:** Revise Program Learning Outcomes so they reflect current practices in International Studies and at the College; Revisit 60% benchmark for Foreign Language courses using peer reviewed research or examples from other institutions to ensure best practice; Analyze assessment results to formulate explanations for differences between languages in mean scores on the assessment instrument. Apply appropriate techniques to increase scores in the languages with lower scores.

- The assessment benchmark is being raised from 60% to 70% effective Spring 2021.
- Different languages present different obstacles in the learning process. Assessing all skills at once will give students who are weaker in one area the opportunity to show their ability in a different area. French, for instance, is a language with many pronunciation intricacies, and many students struggle as a result with Listening and Speaking. However, in many instances those very same students do much better with writing. As a result, notable differences in assessment results between Latin and non-Latin languages is to be expected in some of the assessment areas. Assessing all five skills every semester should even out the scores.
- Teaching strategies and textbook options are being reviewed and updated to best address the learning needs of students, particularly in an online environment.
- The learning outcomes for World Languages are currently under review. The one for culture has already been revised. It reads "Analyze and discuss select aspects of target culture, such as history, traditions, resources and diversity."

Audit Recommendation #3: Expand relationships with businesses.

Began a conversation with Power Up: Community Business Acceleration Program in October 2020 about the avenues of doing collaborative work in building relationship with small businesses. Next Action/Outcome: Power Up and International Studies are going to apply for Ibex and Global Solution- federal funded programs for Community College Exchange Program for the upcoming cycle.

Audit Recommendation #4: Consider labor market trends.

The latest market trend shows that graduates with International studies enter the labor market in a variety of sectors: schools, hospitals, courtrooms, government, and conference centers as interpreters and translators. There has been a 20% increase in these occupations. Given the bilingual and biliterate demands of the labor market, the program has started to position itself for stronger transfer and marketability by developing courses specifically offered in 4-year Global Studies programs and by keeping the foreign language focus of the curriculum as a central aspect.

Audit Recommendation #5: Track program graduates.

The coordinator developed a program-level group emailing system. This listserv has been in use to maintain contact through sharing information about scholarships opportunities, academic event, and avenue for participation in global events.

Audit Recommendation #6: Map the vision and mission of the curriculum and separate IS program from Liberal Arts.

A new course was added to the IS program, GLS 101: Introduction to Global Studies. In this required course, effective Fall 2021, students examine how different nation-systems understand, collaborate and respond to global pandemics and introduces students to the skills, methods, and perspectives that enable them to study international issues at global levels from an interdisciplinary perspective. This foundational course will distinguish International Studies program from the Liberal Arts degree. To further enhance the transferability of the graduates to a four-year degree program in Global Studies, the program will develop another required course, GLS 102: Introduction to Global Banking Systems, in the near future.

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.”

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/Interpreti	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

