



MEETING OF THE BOARD OF TRUSTEES
Thursday, October 6, 2011 – 3:00 p.m.
Isadore A. Shrager Boardroom

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Community College of Philadelphia

The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES

AGENDA

Thursday, October 6, 2011 – 3:00 p.m.

Isadore A. Shrager Boardroom

- (1) Consent Agenda
 - (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of September 1, 2011
 - (b) Gifts and Grants
 - (c) West Philadelphia Regional Center Outfitting and Construction Budget
 - (d) 2010-11 Fiscal Year Audit Report
- (2) Report of the Chair
- (3) Foundation Report
- (4) Report of the President
 - (a) Institutional Effectiveness Report
- (5) New Business
- (6) Next Meeting: Thursday, November 3, 2011
3:00 p.m. – Isadore A. Shrager Boardroom M2-1
- (7) Executive Session

Future Committee Meetings:

Student Outcomes

Thursday, October 6, 2011
1:30 p.m. – Room M2-34

Business Affairs

Wednesday, October 19, 2011
9:00 a.m. – Isadore A. Shrager Boardroom

Upcoming Events:

Foundation Annual Golf Tournament Monday, October 3, 2011
11:30 a.m. – Torresdale Frankford
Country Club

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, September 1, 2011 – 3:00 p.m.

Present: Ms. Fernandez, presiding; Mr. Blatstein, Ms. Cunningham, Ms. Hernández Vélez, Mr. Honickman, Mr. Lassiter, Representative Roebuck, Ms. Sumners Rush, Ms. Vieira, Mr. Wetzel, Mr. White, Dr. Curtis, Ms. Bauer, Ms. Brown-Sow, Ms. DiGregorio, Ms. Garfinkle-Weitz, Dr. Gay, Dr. Hawk, Dr. Hirsch, and Ms. Ray

(1) Executive Session

The Executive Session was devoted to a conference related to internal Board matters.

Ms. Fernandez opened the meeting. She stated that prior to approval of the Consent Agenda, Dr. Curtis would make brief remarks regarding a naming opportunity that the Board would be approving as part of the Gifts and Grants section of the agenda.

Dr. Curtis informed the Board that the Gilroy and Lillian P. Roberts Foundation will contribute \$1,000,000 to name the Rotunda in the U.S. Mint Building the Gilroy Roberts Rotunda. He stated that Gilroy Roberts, Ninth Chief Engraver of the United States Mint, created his most celebrated work in the College's Mint Building—the design of the Kennedy half dollar. The foundation owns a collection of art and artifacts of Gilroy Roberts and intends to bring a permanent exhibition of the collection to be displayed in the Rotunda while retaining ownership of the collection. Dr. Curtis stated that the Gilroy and Lillian P. Roberts Foundation will support the costs of exhibiting and curating the collection. He stated that the funds will be used for capital improvements to the Mint Building.

(2) Consent Agenda – Board of Trustees

Ms. Fernandez asked for a motion on the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of July 7, 2011
- (b) Gifts and Grants
- (c) American Sign Language/English Interpreting Program Audit
- (d) Marketing Program Audit
- (e) Management Program Audit

Ms. Sumners Rush moved, with Mr. Lassiter seconding, that the Consent Agenda be approved. The motion carried unanimously.

(3) Slate of Board Officers for 2011-12

Ms. Cunningham reported that the Nominating Committee for Board Officers consisting of her as chair and Ms. Hernández-Vélez, Ms. Holland, and Mr. Lassiter had met and was recommending the following slate of Board Officers for 2011-12:

Varsovia Fernandez	Chair
Bart Blatstein	Vice Chair
Gil Wetzel	Vice Chair
Dorothy Sumners Rush	Secretary

Ms. Cunningham moved, with Ms. Hernández Vélez seconding, that the above slate of officers be approved. The motion carried unanimously.

(4) Report of the Chair

(4a) Commission for Community Colleges Trustee Assembly
September 22-23, 2011, Hershey, Pennsylvania

Ms. Fernandez reported that the Trustee Assembly is scheduled for September 22-23, 2011 in Hershey, Pennsylvania. She indicated that the Commission would like to get more trustees engaged in the meeting. Ms. Fernandez indicated that she will be attending and encouraged members of the Board to attend the Assembly. She stated that members of the Board interested in attending may contact the President's Office for meeting arrangements

(4b) Board Resignation

Ms. Fernandez reported that Councilman James Kenney submitted his resignation from the Board of Trustees to Mayor Nutter.

(4c) Tour of the Pavilion Building

Ms. Fernandez reminded members of the Board that a brief tour of the Pavilion Building would take place after the Board meeting.

(4d) Robert S. King Scholarship Reception

Ms. Fernandez reminded members of the Board of the Robert S. King Scholarship reception scheduled for 5:00 p.m. in C2-5.

(5) Report of the Foundation

Mr. Wetzel reported that fiscal year 2010-11 was marked by recorded amounts in giving and increases in average gift size, number of gifts (\$10,000+) and 7-figure gift solicitations.

Mr. Wetzel reported that in fiscal year 2010-11, the Foundation provided \$121,443 to the College for programs and general operation. Additionally, the Foundation transferred \$693,964 from restricted funds to support scholarship, specific programs, and facilities.

Mr. Wetzel reported that as of June 20, the College's Expanding Possibilities Campaign surpassed its goal of \$10 million and as of July 31 has raised \$10.5 million. He stated that the College is waiting for official notice from the Kresge Foundation on our request to extend the challenge grant portion of the campaign for one year in order to raise an additional \$1.6 million in support of the construction projects in the Northeast and on the main campus.

Mr. Wetzel reported that solicitations for the 2012 Annual Fund will begin in mid-September. He stated that work has begun to build a student fundraising committee with the goal of raising awareness among students about the importance of giving. Additionally, all of the alumni database will receive a direct mail piece along with faculty, staff, retirees, friends and Board members. Mr. Wetzel stated that the goal for this year is to achieve 100% support in giving to the annual fund from the Board of Trustees and the Foundation Board.

The Foundation's Annual Golf Tournament is scheduled for October 3, 2011 at Torresdale Frankford Country Club.

The next meeting of the Foundation Board is scheduled for September 8, 2011.

(6) Report of the President

(6a) Professional Development Week

Dr. Curtis reported that Professional Development Week began on August 29 and will continue through September 2, 2011. Opening day took place on August 29. Mr. David Baime, senior vice president for Government Relations and Research at the American Association of Community Colleges spoke on issues affecting community colleges at the federal level.

Dr. Curtis thanked Ms. Fernandez for representing the Board at the session.

(6b) Enrollment

Dr. Curtis reported that the College had experienced an increase in enrollment for the past several years. He stated that enrollment for fall has flattened out compared to a comparable period last year. He stated that this trend in enrollment is consistent with other

community colleges in the State. Dr. Curtis stated that the difference in enrollment is in full-time students. He noted that enrollments are up at the Northeast and West Regional Centers.

(6c) Gateway to College Summer Conference

Dr. Curtis reported that the College had hosted the Gateway to College summer conference on July 16-21, 2011. He stated that Mayor Nutter delivered an outstanding speech at the conference regarding community colleges vis-à-vis the public schools.

(6d) Commission for Community Colleges Presidents' Retreat
August 9-10, 2011, Philadelphia

Dr. Curtis reported that the Commission for Community Colleges Presidents' Retreat took place in Philadelphia on August 9-10, 2011. He stated that the presidents agreed not to push for additional funding, but request that the 10% cut in funding be restored. Dr. Curtis stated that the community colleges will continue to request money for capital projects. He noted that the community colleges have not received any capital funds for a number of years.

In response to a question regarding a lobbyist in Harrisburg, Dr. Curtis stated that the community colleges do have a lobbyist in Harrisburg advocating on behalf of all community colleges.

There was an extended discussion by the Board of Trustees regarding the hiring of a lobbyist for the College. After discussion, it was agreed that staff would revisit the process for hiring a lobbyist and report back with next steps.

(6e) Announcement

Dr. Curtis reported that the National League for Nursing Accrediting Commission granted the College's associate nursing program continuing accreditation, and scheduled the next evaluation visit for spring 2019.

(7) New Business

There was no new business discussed.

(8) Next Meeting

The next meeting of the Board of Trustees was scheduled for Thursday, October 6, 2011 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 4:30 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, September 1, 2011 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Ms. Fernandez, presiding; Mr. Blatstein, Ms. Cunningham, Ms. Hernández Vélez, Mr. Honickman, Mr. Lassiter, Representative Roebuck, Ms. Sumners Rush, Ms. Vieira, Mr. Wetzel, Mr. White, Dr. Curtis, Ms. Bauer, Ms. Brown-Sow, Ms. DiGregorio, Ms. Garfinkle-Weitz, Dr. Gay, Dr. Hawk, Dr. Hirsch, and Ms. Ray

(1) Executive Session

The Executive Session was devoted to a conference related to internal Board matters.

(2) Consent Agenda – Board of Trustees

The Board approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of July 7, 2011
- (b) Gifts and Grants
- (c) American Sign Language/English Interpreting Program Audit
- (d) Marketing Program Audit
- (e) Management Program Audit

(3) Slate of Board Officers for 2011-12

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Bart Blatstein	Vice Chair
Gil Wetzel	Vice Chair
Dorothy Sumners Rush	Secretary

(4) Report of the Chair

(4a) Commission for Community Colleges Trustee Assembly
September 22-23, 2011, Hershey, Pennsylvania

The Trustee Assembly is scheduled for September 22-23, 2011 in Hershey, Pennsylvania.

(4b) Board Resignation

Councilman James Kenney has submitted his resignation from the Board of Trustees to Mayor Nutter.

(4c) Tour of the Pavilion Building

The Board was reminded that a brief tour of the Pavilion Building would take place after the Board meeting.

(4d) Robert S. King Scholarship Reception

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(5) Report of the Foundation

The Board was informed that fiscal year 2010-11 was marked by recorded amounts in giving and increases in average gift size. The Foundation provided \$121,443 to the College for programs and general operation. The College's Expanding Possibilities Campaign surpassed its goal of \$10 million and as of July 31 has raised \$10.5 million. Solicitations for the 2012 Annual Fund will begin in mid-September.

The Foundation's Annual Golf Tournament is scheduled for October 3, 2011 at Torresdale Frankford Country Club.

The next meeting of the Foundation Board is scheduled for September 8, 2011.

(6) Report of the President

(6a) Professional Development Week

Professional Development Week began on August 29 and will continue through September 2, 2011.

(6b) Enrollment

The Board reviewed a status report on enrollment.

(6c) Gateway to College Summer Conference

The Gateway to College summer conference took place in Philadelphia on July 16-21, 2011.

(6d) Commission for Community Colleges Presidents' Retreat
August 9-10, 2011, Philadelphia

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(7) New Business

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(8) Next Meeting

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The meeting adjourned at 4:30 p.m.

Community College of Philadelphia				
Office of Institutional Advancement				
Record of Grants and Gifts				
for the October 2011 Meeting of the Board of Trustees				
SUMMARY				
	Prior Balance	Current Month	Year-to-Date	Grant Goal
Total Grant Dollars	\$2,179,155.00	\$541,162.00	\$2,720,317.00	\$ 7,000,000.00
Total Number of Grants	12	2	14	
Total Gift Dollars	\$60.19	\$1,214.96	\$1,275.15	
Total Number of Gifts	1	9	10	
Summary by Grant Type:				
Corporation				
Foundation	\$682,006.00		\$682,006.00	
Federal	\$249,681.00	\$541,162.00	\$790,843.00	
State	1,007,332.00		\$1,007,332.00	
Local	240,136.00		\$240,136.00	
Other				
GRANT TOTAL	\$2,179,155.00	\$541,162.00	\$2,720,317.00	
Summary by Gift Type:				
	Prior Balance	Current Month	Year-to-Date	
Gift-in-Kind	\$60.19	\$1,214.96	\$1,275.15	
GIFT TOTAL	\$60.19	\$1,214.96	\$1,275.15	

COMMUNITY COLLEGE OF PHILADELPHIA
Office of Institutional Advancement
Monthly Summary of Grants and Gifts
October 2011

Federal Grant

The U.S. Department of Education has funded year two of the four-year Student Support Services (TRIO Program) grant for \$257,087. This is the College's fourth TRIO Student Support Services (SSS) grant and reflects the growth of a new cohort of students with a growing need for more intense and comprehensive services. This grant will enable the College to address the needs of an increasing population of disadvantaged students, serving 225 on an annual basis. The program will achieve the goals of the SSS program to: 1) significantly increase college retention and graduation rates for eligible students; 2) increase the transfer rates of eligible students from two-year to four-year institutions; and, 3) foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities.

The U.S. Department of Education has funded year four of the four-year Upward Bound (TRIO Program) grant for \$284,075. This is the College's third TRIO Upward Bound grant. The Upward Bound program will provide 60 eligible secondary students annually with the academic skills and motivation necessary for persistence and completion of secondary and postsecondary education. The College will partner with five target high schools in the School District of Philadelphia: Thomas Edison, Benjamin Franklin, Germantown, South Philadelphia, and West Philadelphia.

Individual Gifts

The College Board, a not-for-profit organization governed by an elected board of trustees, donated the book Grasping the Ring: Nine Unique Winners in Life and Sports by Gene A. Budig valued at \$12 to the College's Library.

Tiffany Debnam-Benson, a student at the College, donated five books valued at \$227 to the College's Library.

Deborah Dowell-Hawkins, a student at the College, donated three books valued at \$93 to the College's Library.

Ryan Jenkins, a student at the College, donated three books valued at \$105 to the College's Library.

John Jones, an employee at the College, donated six books valued at \$258 to the College's Library.

Carmella Montgomery, a student at the College, donated the book Macroeconomics by Campbell R. McConnell valued at \$5 to the College's Library.

Joo Won Park, an employee at the College, donated two copies of the book, Music: An Appreciation by Roger Kamien valued at \$168 to the College's Library.

Sara Porter, a student at the College, donated two textbooks valued at \$216.96 to the College's Library.

Jessica Yoon, a friend of the College, donated five copies of How to Win Friends & Influence People by Dale Carnegie valued at \$130 on behalf of PricewaterhouseCoopers to the College's Library.

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

MINUTES

Thursday, September 1, 2011

1:30 p.m. – M2-34

Presiding: Ms. Helen Cunningham

Present: Dr. Stephen Curtis, Ms. Varsovia Fernandez, Dr. Judith Gay, Dr. Samuel Hirsch, Mr. Chad Lassiter, Dr. James Roebuck, Ms. Dorothy Summers Rush, Ms. Beatriz Vieira

Guests: Dr. Mary Anne Celenza, Ms. Laura Davidson

(1) Executive Session

There was no executive session.

(2) Public Session

(a) Approval of Minutes of July 7, 2011

The minutes were accepted.

(b) Culture, Science and Technology Audit (CST)

Dr. Celenza introduced the CST audit by stating that the strong components of the program are: (1) it is a vehicle into education for many students; (2) it gives students a chance to complete prerequisite courses while they wait to be accepted into a select program; and, (3) it is a good transfer degree. Weaknesses of the program are: (1) no defined faculty; and (2) students are assigned to the program.

Ms. Davidson identified the next steps are to look at more data; work to improve advising; address the needs of the various groups of students in the program; and make changes to the curriculum.

Ms. Summers Rush said advising has an important part to play. Ms. Davidson agreed. She said there are students who are placed in the curriculum versus choosing the curriculum. She said she sends weekly messages to all of the students in the curriculum. Ms. Summers Rush said students should be required to respond to the messages. Ms. Davidson said the ratio of students to staffing is an issue. She does track hits to the web page and sees every student who contacts her.

Ms. Fernandez said students should be contacted before they start taking classes. Ms. Davidson agreed and indicated that she tries to reach students during orientation, before they default into the program.

A question was raised regarding how many of the students in the CST Program ever get into the Nursing Program. Dr. Celenza said it is about three to four percent. Dr. Roebuck commented that someone needs to say to students that they may need to rethink their goal. Ms. Davidson agreed. She said the College's Student Success Committee is working on an electronic version of "getting in a student's face." Dr. Hirsch said it is an Academic Check Up system that will block registration under certain identified conditions. Students will have to see a counselor to discuss their particular situation. The goal is to be more intrusive.

Ms. Cunningham asked how the program is determining the number of students who want to get a job versus to transfer and whether they make an attempt to talk to people beyond the College to ascertain what job opportunities there may be. Dr. Celenza responded that they use advisory committees, groups like the Life Science Alliance, and EMSI software. She also said that a course has been developed, Allied Health 101, which provides students with an overview of career possibilities.

The Committee wanted a better sense of what could be accomplished in the short run for the Program. Ms. Cunningham stated that the Committee would like a progress report in February 2012 and a plan by June 2012.

Dr. Celenza agreed to the timetable and indicated that plans have already begun.

(c) Quality Viability Index (QVI) Performance Indicators

Dr. Gay distributed the summary data from the annual program review (QVI). She explained how she and the Deans will be using the information to help focus their attention and responses to programs.

(d) New Financial Aid Regulations

Dr. Hirsch provided an overview of the new Federal Financial Aid Regulations and the potential impact on students. He distributed a handout that is being used to help explain the new regulations to faculty and students. The major change in the regulations is that students who fail to meet progress as defined by both GPA and the number of credits attempted will now have only one additional semester to improve their status compared to multiple semesters that had been previously allowed. Students who do not improve their status will not be eligible to continue to receive financial aid. The new regulation could potentially have a significant impact on students' ability to continue at the College.

(3) Next Meeting

The next meeting of the Student Outcomes Committee of the Board is proposed for **Thursday, October 6, 2011 at 1:30 p.m. in M2-34.**

Attachments

Minutes of July 7, 2011

Culture, Science and Technology Program Audit

Quality Viability Index (QVI) Performance Indicators

Financial Aid Document: Make Progress or Risk Losing Your Financial Aid

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

MINUTES

Thursday, July 7, 2011

1:30 p.m. – M2-34

Presiding: Ms. Stacy Holland
Present: Ms. Helen Cunningham, Dr. Stephen Curtis, Dr. Judith Gay,
Dr. Sam Hirsch, and Ms. Dorothy Sumners Rush
Guests: Mr. James Healey, Ms. Marian McGorry, Mr. Maurice Sampson,
Dr. Sharon Thompson

(1) Executive Session

There was no executive session.

(2) Public Session

(a) Approval of Minutes of June 2, 2011

The minutes were accepted.

(b) American Sign Language/English Interpreting Program Audit

Dr. Gay asked to change the order of the audit reviews by starting with American Sign Language/English Interpreting (ASL/EI) Program Audit. She also informed the Committee that Dr. Hansell had resigned from her position so Dr. Thompson would discuss the ASL/EI audit.

Dr. Thompson reviewed highlights of the American Sign Language/English Interpreting Program Audit. She stated that the program is a good, niche program. If the College moves toward adding some baccalaureate programs, she suggested this is a good one to consider. The audit, however, helped point out the direction the program needs to go. The program was larger in the past. As the program size decreased, there were scheduling issues. The program needs to incorporate distance education and may become an evening program only. Also, standards in the field are shifting. The field is moving toward requiring a bachelor's degree. Some of the student concerns identified have already been addressed. For example, the lab was recently updated.

Ms. Holland asked about the timeline for making needed changes and whether there are enough faculty to implement the changes. Dr. Thompson stated that they have set an aggressive timeline and have already begun to work on the changes. The College is in the process of hiring a full-time faculty member who will also serve as coordinator for the program.

Committee members discussed demand for the program and employment possibilities for students. Dr. Thompson stated that the interpreter community is a tight-knit one. The program has an advisory committee and many employment opportunities come because of advisory committee member referrals.

Ms. Cunningham commented that the audit was particularly well-written.

ACTION: The Student Outcomes Committee recommends continuing the American Sign Language/English Interpreting program for five years.

**(c) Marketing Program Audit and
(d) Management Program Audit**

Because the full-time faculty for the Marketing and Management Programs are the same, both program audits were included in the discussion. Ms. McGorry made some preliminary comments. She stated that she has been assuming the responsibilities of a department head for the programs. Ms. McGorry stated that for a few years only one faculty member has been doing things for the programs. Others only step in if they are given a specific list. Faculty members in the department recommend continuing the Management Program. Ms. McGorry stated that there was a visit to Montgomery County Community College's Entrepreneurial Center. While it was exciting to see that venture, she is concerned about faculty continuing to be energized enough to make something happen. The graduation rates are poor. For example, the graduation rate for the Finance Program was 8.8 while the rate for Marketing is 3 and for Management is 6. There are only 20-30 students in the 200-level capstone course. There is no good explanation for that.

Ms. Holland commented on the low response rate to the student survey and also said it seems that faculty may not be teaching to the level needed.

Mr. Sampson said it is difficult to fight the facts. He said all of the faculty were surprised by the data and should not have been. He explained his history with the program which he said started 37 years ago. He had successful experiences as an entrepreneur and in the military. He mentioned that when he was the department head in 1979, there were 17 faculty in the department. At that time, he said, there was an anti-administration element in the department and not much cooperation. There were many changes in the programs and in the administration. When the Business Transfer Program was created, many students were sent to Business. There were structural things the department could not do much about, in his opinion. The department was not favored at the input level. They used to get students from the General Studies track and now get students from Liberal Arts. Over time the numbers got smaller. The faculty have been involved with distance education – originally

with the TV courses and now with the online courses. There are fewer faculty on campus now to interact with students and get involved in the school.

Mr. Healey stated that he is sad about the current situation. He said that we can look at the numbers and the hard facts, but that is not the whole story. We should not eliminate possibilities for students.

Ms. Cunningham asked about the response to the prior audit recommendations. Mr. Healey stated that the College should not retreat even if the department came up short. He stated that an educational institution cannot be run like a business with a focus on efficiency reports. The surveys are not significant, he stated.

Ms. Holland stated that since 2002, the programs have not met the value proposition as it has been laid out. Mr. Healey responded that the graduation results are always disappointing. He said they do not have a drop out problem, they have a drop in problem.

Ms. Sumners Rush stated that in real life productivity is the important measure. If not enough students are completing, we need to know what to do and how to get there. She stated that you do not get 9 years to solve the problems.

Mr. Sampson stated that there are different definitions for productivity. Many students come in and take a course for different purposes. The data tells one thing, but there are feelings of the heart. They need to continue and do something different.

Mr. Healey said that a standard is needed for all departments. They need to know when they are falling short. Ms. Sumners Rush stated that is the reason for the audits.

Ms. Holland said the task is to look at the data presented including progress since the last audit; graduation (not just whether students stay); the market; how innovative and entrepreneurial the programs are. She stated that the Committee is interested in progress, not perfection. She expressed appreciation on behalf of the Committee for the faculty members sharing their thoughts.

Mr. Healey stated that the department has led the business division in the development of online courses and was the first department to offer a degree all online.

ACTION: The Student Outcomes Committee of the Board recommends discontinuing the Management and Marketing programs immediately and making arrangements for students who are in the program.

(e) Dashboard (Academic Affairs Scorecard)

The Student Outcomes Committee of the Board reviewed the Academic Affairs dashboard information.

The meeting was adjourned.

(3) Next Meeting

The next meeting of the Student Outcomes Committee of the Board is proposed for **Thursday, September 1, 2011 at 1:30 p.m. in M2-34.**

Attachments

Minutes of June 2, 2011

American Sign Language/English Interpreting Program Audit

Marketing Academic Program Audit

Management Academic Program Audit

Community College of Philadelphia

Academic Program Audit: Culture, Science and Technology Program

Division of Mathematics, Science and Health Careers

Authors: Laura Davidson
Linda Hansell

Contributor: Mary Anne Celenza

August 22, 2011

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VIII. Executive Summary

The Culture, Science and Technology (CST) Program is housed within the Division of Mathematics, Science and Health Careers. As the name implies, the Culture, Science and Technology Program is a program that has a broad focus. It was designed to be a Science/Technology-rich transfer degree alternative to a Liberal Arts Degree. It is meant to integrate the study of the humanities, sciences and technology, and to allow students to explore the impact of emerging science and technology on society. Students are typically placed into the CST program when admitted to the College based on their interest in either healthcare, mathematics, technology or a science-related field. Thus, the program currently houses a large percentage (28-29%) of the students at the College. It is the curriculum code for 5,744 of the 6,700 (86%) students in the Division of Math, Science, and Health Careers (Fall 2010).

The CST Program is managed by an assigned Curriculum Coordinator who reports directly to the Dean of Mathematics, Science and Health Careers in the absence of a Department Head. The program also does not have designated faculty, a designated budget, or designated space and is not located in a specific department of the College.

While the program is meeting a number of its goals, there may be a disparity between the goals of the program and the goals of many students in the program. Data collected and analyzed for this audit suggests that the program does an excellent job of preparing those students in the program who wish to transfer to a four-year institution, those who gain admittance to a health career program, and those who gain admittance to a select program in engineering, math, science, or technology at CCP. However, the vast majority of the students in the program do not fall into these categories, and there is a concern that the scope of the program may be too broad and the curriculum requirements too general for the majority of students to meet their educational or career objectives.

Recommendations in this audit focus on short term and long term activities. Short term recommendations call for investigating ways to enhance communication to students as well as academic and career advising, gathering more information about students in the program to better inform a direction for the future. Long term recommendations stipulate an exploration of the benefits and ramifications of a revision of the CST program that would enable more students with an interest in careers in health care to meet their educational or career objectives, while still meeting the needs of students interested in pursuing careers in engineering, math, science, or technology either here or at a four year institution.

II. Program

Mission of the program

The Culture, Science and Technology curriculum is designed to provide students with the educational foundation necessary to deal with the complex interrelationships among technical, scientific and societal changes in the modern world. The program was designed primarily as a transfer program.

Major goals of the program

The program has the following set of student learning outcomes. Upon completion of this program, graduates will be able to:

- Demonstrate knowledge in mathematics beyond the intermediate level
- Demonstrate a depth of understanding in a scientific or technological discipline
- Demonstrate an understanding of subject matter in the humanities and social sciences
- Transfer successfully to a four-year university or
- Successfully transition to a program in health care or science

These outcomes, while measureable, are very general in scope and lack specific depth. This is intentional given the current design of the Culture, Science and Technology program.

History of the Program

The Culture, Science, and Technology (CST) Program was designed in 1995, primarily as a transfer program. It includes courses in the humanities, sciences and technology. The program was originally intended to allow students to explore the impact of emerging scientific and technological advances on society and examine how social factors shape the pursuit and uses of science and technology. The original curriculum proposal states “Through the linkage of science, technology and social science courses in this curriculum, its developers hope to enable the student to see how broad social forces around us shape the social worlds in which we live and influence events in our personal lives.”

Since its initial inception, the CST program has served a purpose in addition to the one outlined in its description. Most students are placed in the CST Program upon admission to the College because they express interest in careers in health care, primarily nursing. The program functions as a “pre-health care” curriculum for students who would like to enter a health career program in the following ways:

1. Students who would like to apply to a health care program at CCP and are in the CST program taking pre-requisite requirements either at the College or developmental level.
2. Students who were interested in a health care program at CCP but were denied admission. Thus the CST program becomes a safety-net for these individuals so

- they can graduate with an associate's degree.
3. Students who are taking courses at the College but intend to transfer to a health care program at a four year institution.

Description of the curriculum

Culture, Science and Technology is a non-select program. To earn the CST degree, students must successfully complete two humanities courses as well as English 101 and 102, three social science courses, two laboratory science courses, each from a different discipline for breadth of scientific study, two mathematics courses, CIS 103, and a concentration elective. Completion of the degree requires 60 credits with a cumulative GPA of 2.0 or higher.

The Culture, Science and Technology degree allows student to select a concentration in either Health Careers or Science/Technology. For the Health Careers concentration, an elective must be chosen from either Allied Health 101: Introduction to the Health Care Professions, Allied Health 103: Medical Terminology or Diet 111: Introduction to Nutrition. The student must also take two additional laboratory science courses in one of the scientific disciplines chosen to add depth to their study of science.

For the Science/Technology concentration, students choose a technology course for their elective and may add depth to their study of either science or technology with two additional courses in either science or technology. Technology courses can be chosen from the following: Architecture Design and Construction (ADC) 103: CAD Basics; ADC 163: Digital Documentation in Architecture and Construction; ADC 263: Digital Animation and Rendering; Paralegal Studies 115: Legal Technology; or a course in Computer Forensics; Geographic Information Systems, Computer Information Systems (besides CIS 103) or Computer Science courses.

CULTURE, SCIENCE AND TECHNOLOGY COURSE SEQUENCE

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
English 101 – English Composition I		3	ENGL 101
Math 118 – Intermediate Algebra or above		3	Mathematics
Social Science Elective		3	Social Sciences
CIS 103 – Applied Computer Technology		3	Tech Comp
Natural Science Course with Lab (breadth requirement)		4	Natural Science

SECOND SEMESTER

Second Math or Statistics course ¹	3/4	
English 102 – The Research Paper ENGL 101	3	ENGL 102, Info Lit
Social Science Elective	3	
Natural Science Course with Lab (Breadth Requirement)	4	
Humanities Elective	3	Humanities

THIRD SEMESTER

Concentration Elective ²	3	
Natural Science Course with Lab or Technology Requirement (depth req.)	3/4	
Social Science Elective	3	
Humanities Elective	3	
General Elective	3	

FOURTH SEMESTER

Natural Science Course with Lab or Technology Requirement (depth req.)	3/4	
General Elective	3	
General Elective	3	
General Elective ³	3	

MINIMUM CREDITS NEEDED TO GRADUATE: 60

General Education Requirements

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement, the **Interpretive Studies** requirement and the **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated **Writing**

Intensive, one course that is designated **Interpretive Studies** and one course that is designated **American/Global Diversity**. The same course may be used to fulfill more than one of these requirements.

¹ Science/Technology concentration: take second math course at [MATH 135](#) level or higher. Health Careers concentration: [ECON 112](#) or [MATH 251](#) is recommended.

² Science/Technology concentration: choose elective from list of technological disciplines. Health Career concentration: choose either [DIET 111](#) or [AH 101](#) or [AH 103](#).

Internal program coherence

The CST curriculum was created to offer flexibility to students when designing an academic plan and to promote the integration of information from various fields of study to enable the student to prepare for transfer to a four year institution. The student is able to customize this program, as he/she chooses two Humanities electives, two Math courses, two Laboratory Science courses in different fields, depth courses in either Science or Technology, one health course or technology course, three Social Science electives and three or four general electives. These choices allow the curriculum to be customized to support the student's plan, whether that is to apply for transfer to a four year institution or to enter a health career, mathematics, technology, or science program at Community College of Philadelphia.

The curriculum design of the program is successful in providing flexibility for the student in the selection of certain courses according to specified guidelines. However, providing a series of courses from various disciplines does not guarantee integration of material across the disciplines. In addition, the high degree of choice within the curriculum can lead to a lack of coherence for some students. Since there are only three specific, required courses (ENGL 101, ENGL 102 and CIS 103), the curriculum does not present a focused direction for students who may be lacking appropriate and realistic academic goals. The final product of this high degree of choice may leave weaker student with an educational product that shows little coherence.

As its name implies, the CST Program was designed to be a Science/Technology-rich transfer degree alternative to a Liberal Arts Degree. For students who are mainly interested in transferring to a four-year institution to pursue a degree in a Science/Technology field the curriculum provides an adequate foundation in the appropriate courses. However, for a large number of students the CST program has become a temporary program while they wait to apply to a select health career program, primarily the Nursing program. For these students, there is a strong disconnect between the name of the program and their intended goals. In addition, the CST program offers very few health care related courses despite the fact that the program does offer a health career concentration option. Finally, the program does not articulate well on a program to program level with most health care programs at area four-year colleges and

universities. This last point is particularly important in that many of the students in the CST program are not able to enter a Health Career Program at the College.

Revisions Since Inception of Program

In February of 2000, an addendum to the curriculum was prepared by the Curriculum Coordinator at that time. The curriculum was revised to add three Medical Assisting and Office Management courses as additional technology courses in the curriculum. The change was approved and hence allowed students to focus on front office skills involving technology.

In October of 2000, another revision was made in which Psychology 215: Developmental Psychology was added as a Society course. This change allowed students to take a course required by most Nursing programs, but also clearly satisfied the requirements of the Society Cluster in the CST curriculum.

In 2002, a minor revision was made to the curriculum to create a health careers concentration within CST for students with an interest in health-related careers.

The proposed Health Careers Concentration requirements approved in this revision were:

- require one health foundation course (either HIT 105 or DIET 111) rather than one technology foundation course
- require one second Math or one Statistics course (ECON 112 or Math 251) instead of only a second mathematics course
- strongly recommend students choose the natural science courses instead of the technology courses as the depth requirement

In addition, this revision recommended Computer Information Systems (CIS) or Computer Science as the technological disciplines of CST for students with a Science/Technology concentration. Architecture, CAD and engineering were recommended as technological disciplines only for students planning to transfer to a curriculum in one of these areas.

Finally, in June of 2010, the CST Curriculum Coordinator proposed a minor revision of the CST curriculum. The newly developed course Allied Health 101: Introduction to the Health Care Professions was added as an option for the health course within the health careers concentration. In addition, the requirement for three courses within the Society Cluster was changed to become three Social Science courses. Approval of the curriculum revision allowed for more student direction on the one hand, by including a course (AH 101) devoted to study of health professions and the required preparation for success. On the other hand, the curriculum became even more flexible, by allowing students to choose any Social Science elective instead of the directed electives in the past curriculum.

Program Enhancements

There have been many initiatives implemented to increase avenues of communication relating to the way the program is presented to students and in the support services offered to them in the past few years. The current CST Curriculum Coordinator, upon taking the position in 2005, has put a great deal of effort into establishing lines of communication with CST students and providing information so that students can better understand the program and meet their goals. These initiatives have included the following:

- Design and upkeep of a robust website for students and staff at <http://faculty.ccp.edu/dept/cst> (2005 to the present)
- Weekly electronic messages sent to all CST students to inform them of events, deadlines and opportunities (2007 to the present)
- Redesign of traditional CST orientation program (2009 to the present)
- Redesign of traditional CST handbook (2005 to the present)
- Online Academic Check-up tool sent to students each semester which may be viewed at <http://faculty.ccp.edu/dept/cst/Step1.htm> (2010 to the present)
- A variety of workshops offered to CST students (2006 to the present)
- An Engineering Science mentoring program for CST students, “Keys to Success” (2006-2007)
- A Scholars Program offered for CST students (2009-2010)
- Establishment of a CST Faculty Network used to send information to students in the classroom (2009 to the present)
- Regular events planned with the Career Services Center for CST students (2008 to the present)
- Development of Student Success Initiatives in coordination with Student Affairs (2008 to the present)
- Recommended development of “Certificates of Completion” which have become “Proficiency Certificates” enabling students to gain job entry skills. These certificates can be viewed at <http://faculty.ccp.edu/dept/cst/track2step4.htm> (2010 to the present)

Future directions in the field/program

Currently there is no science-related career field or field of study known as Culture, Science and Technology. However, the title of the program implies that the intent of this curriculum is to provide an interdisciplinary approach to the study of science and technology. This goal is well supported by current thinking on interdisciplinary undergraduate learning especially in the Science, Technology, Engineering and Mathematics (STEM) fields. For example, research in the STEM disciplines is increasingly crossing traditional disciplinary lines with scientists and engineers collaborating in both basic and applied research (National Academy of Science, 2004, *Facilitating Interdisciplinary Research*). In an attempt to solve current problems, such as

the development of economical solar and fusion energy, improving access to clean water, and creating improved medicines, individuals will likely focus on emerging areas of science and technology that represent a blurring of the boundaries between conventional disciplines (Andrew Maynard, *Smart Science for the 21st Century*, August 9, 2010, Institute for Ethics and Emerging Technologies).

However, true interdisciplinary learning demands a clear vision and effective institutional communication that can catalyze the integration of disciplines. Currently, the majority of the students in the CST program view this program as a gateway to a Nursing or Allied Health program and career. Given the concern that the current CST program may not be meeting the goals of a large number of students in the program, there has been discussion between the Curriculum Coordinator, the Allied Health Department Head and the Dean about revising the CST program to become a career-focused Health Sciences Program. The Health Sciences Program would be designed for students interested in careers in Health Care. As such, it would be the appropriate curriculum for students interested in applying to the two year Health Career Programs offered at Community College of Philadelphia, as well as for students who plan to transfer to study for a career in Health Care requiring a Bachelor's Degree or higher.

The CST Curriculum Coordinator is also exploring additional ways to communicate with students in order to help them better understand why they were placed into the curriculum and to alert them to both transfer and health care program options. These avenues include expanding the CST Faculty Network initiative, creation of a "Next Step Towards a Health Career" webpage and a flier to better inform CST students of transfer options in Health Care, and the creation of a webpage to inform students of Proficiency Certificate options.

III. Faculty

There are no faculty members specifically designated as "CST faculty." Faculty who teach students enrolled in the various CST courses reside in their appropriate academic department. All full time and part time faculty must meet the minimum educational and experiential requirements defined by the individual department/discipline. The program has a Curriculum Coordinator whose duties include promoting the curriculum, outreach to students and prospective students, advising students on courses at CCP and on transfer possibilities, assessing learning outcomes, and recommending needed changes to the curriculum. The current Curriculum Coordinator is a registered dietitian and teaches courses in the Allied Health Department.

The fact that there are no faculty members specifically designated as CST faculty presents a challenge for the Curriculum Coordinator when attempting to communicate via faculty in the classroom. A "CST Faculty Network" consisting of nineteen faculty volunteers has been established in an attempt to fill this void. These instructors were recruited from the Departments of Chemistry, Biology, Allied Health, Math and English.

The “CST Faculty Network” receives regular updates on CST events and opportunities which they can pass along to students as time in the classroom allows.

IV. Outcomes and Assessment

Graduates

The number of graduates in the CST Program has increased each year over the past five years, reflecting the growth in the program’s student population. The percentage of students graduating has remained fairly consistent from 2005 to 2009 with an average graduation rate of 4.7% which is below the College average rate of 8.0%.

Number of program graduates

	2005	2006	2007	2008	2009	2010
	136	172	212	248	324	313
Program	4.2	4.6	4.2	5.1	5.3	**
College	7.7	8.1	8.1	8.3	8.0	**

** Data not available

Enrollment

The number of students enrolled in the CST program has increased steadily every semester over the last 10 semesters. From Fall 2005 to Spring 2010, the number of students enrolled in the program has increased by 2,464 students, for a 75% increase.

Credit Headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	3,266	3,552	3,814	4,026	4,288	4,409	4,435	4,697	5,229	5,730
College-wide	16,236	16,978	16,871	17,019	17,334	17,661	17,327	18,023	19,047	19,965

Credit FTE headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	2,226	2,360	2,627	2,689	2,976	2,991	3,073	3,176	3,653	3,917
College-wide	11,017	11,329	11,523	11,296	11,881	11,823	11,883	12,128	13,361	13,784

Student Profile

The CST Program enrolls a diverse group of students. Enrollment data drawn from the College’s Office of Institutional Research indicates that CST students are predominantly female students attending the College part-time.

The following table indicates that the CST program consistently enrolls more female students than male students. On average, there are nearly 4 times as many female students than male students

enrolled in the CST program. There seems to be a slow, but steady increase in the proportion of male students enrolled in the program. In the past nine semesters, the CST program has enrolled an average of 14.5% more female students than the College as a whole.

Program Enrollment by Gender as Compared to College-wide Enrollment (Percent)

Gender		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Female	Program	82.4	81.0	81.4	81.3	80.5	80.8	80.2	79.3	78.9
	College	66.5	66.5	66.8	66.6	66.4	66.3	65.8	65.3	65.3
Male	Program	17.0	18.5	17.9	17.9	19.0	18.9	19.1	20.1	20.5
	College	32.2	32.3	32.1	32.3	32.7	32.9	33.1	33.8	33.9
Unknown	Program	0.6	0.6	0.7	0.8	0.5	0.4	0.7	0.6	0.6
	College	1.2	1.2	1.1	1.1	.9	.9	1.1	.9	.8

The following tables show that Black students represent the largest racial/ethnic group in the CST program, followed by white students. In general, the racial/ethnic make-up of the CST program is similar to that of the whole College. However, the CST program enrolls a slightly higher (an average of 4.4% over the last ten semesters) proportion of Black students than the College as a whole.

Program Enrollment by Racial/Ethnic Background

Race	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	22	19	11	19	12	13	20	13	13
Asian	275	308	317	330	320	292	296	319	351
Black, Non-Hispanic	1,887	1,989	2,096	2,199	2,275	2,229	2,349	2,625	2,961
Hispanic	191	246	249	269	272	301	303	371	401
Other	177	172	189	170	203	190	196	231	248
Unknown	156	185	230	276	309	347	426	459	505
White, Non-Hispanic	844	895	934	1,025	1,018	1,063	1,107	1,211	1,251

Program Enrollment by Racial/Ethnic Background as Compared to College-Wide Distribution (percent)

Race		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	Program	0.6	0.6	0.5	0.3	0.4	0.3	0.3	0.4	0.2	0.2
	College	.5	.6	.5	.4	.5	.4	.4	.4	.4	.3
Asian	Program	7.7	7.7	8.1	7.9	7.7	7.3	6.6	6.3	6.1	6.1
	College	7.4	7.3	7.7	8.1	8.2	7.8	7.2	7.0	6.8	6.7
Black, Non-Hispanic	Program	52.7	53.1	52.1	52.1	51.3	51.6	50.3	50.0	50.2	51.7
	College	46.7	47.8	46.9	47.4	46.8	47.6	46.4	46.9	46.8	47.6
Hispanic	Program	6.0	5.4	6.4	6.2	6.3	6.2	6.8	6.5	7.1	7.0
	College	5.9	5.8	6.1	6.2	6.5	6.4	7.0	6.6	6.9	7.2

Other	Program	4.8	5.0	4.5	4.7	4.0	4.6	4.3	4.2	4.4	4.3
	College	5.0	4.8	4.6	4.6	4.2	4.4	4.1	3.9	4.2	4.4
Unknown	Program	4.1	4.4	4.9	5.7	6.4	7.0	7.8	9.1	8.8	8.8
	College	6.1	6.5	6.8	6.9	7.8	7.9	9.0	9.9	9.9	9.7
White, Non- Hispanic	Program	24.2	23.8	23.5	23.2	23.9	23.1	24.0	23.6	23.2	21.8
	College	28.4	27.3	27.4	26.3	26	25.4	25.9	25.3	25.1	24.1

The age make-up of the CST program is very similar to the College as a whole. On average over the last 10 semesters, about two thirds of the students in the CST program are between the ages of 16 and 29.

Enrollment by Age as Compared to College-wide Enrollment (Percent)

Years		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
16-21	Program	32.5	27.1	35.8	29.4	36.4	30.0	35.7	27.7	34.9	28.7
	College	33.8	28.3	35.8	30.0	36.9	30.7	36.6	29.7	35.5	26.9
22-29	Program	31.8	36.3	32.2	36.3	31.9	36.1	33.3	38.8	34.1	37.7
	College	30.2	33.6	30.0	34.2	30.3	35.1	30.7	36.1	33.0	37.3
30-39	Program	22.3	21.8	19.5	21.7	19.1	20.1	18.6	20.7	19.4	21.4
	College	17.2	18.1	16.2	17.4	15.9	16.8	15.9	17.4	16.2	17.8
40+	Program	10.5	11.9	10.2	10.1	10.2	11.6	10.6	10.9	10.5	11.3
	College	14.6	15.6	14.2	14.9	13.8	14.6	14.3	14.6	13.7	14.0
Unknown	Program	2.8	2.9	2.4	2.5	2.4	2.1	1.8	1.8	1.1	0.9
	College	4.1	4.4	3.8	3.6	3.1	2.8	2.5	2.2	1.6	1.3

The following table indicates that the majority of students enrolled in the CST program are part-time students. Over the last 10 semesters, there is an average of 41.5% more part-time students than full-time students. The ratio of full-time to part-time students is similar to that of the College as a whole.

Program Full-time/Part-Time Enrollments as Compared to College-wide Enrollments (Percent)

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
FT	Program	28.3	26.0	31.5	26.9	32.6	27.9	30.4	28.2	32.1	28.6
	College	31.8	30.0	33.3	29.0	32.8	29.2	32.7	30.0	35.3	32.2
PT	Program	71.7	74.0	68.5	73.1	67.4	72.1	69.6	71.8	67.9	71.4
	College	68.2	70.0	66.7	71.0	67.2	70.8	67.3	70.0	64.7	67.8

Retention Data

The following tables indicate that over the past five years, while more than two thirds of CST students enrolled in the Fall semester returned to the same program the subsequent Spring semester, an average of 47% of students in the CST program did not return to the College in the following Fall.

Students who returned to the Same Program or a different program in the subsequent Spring Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same	Program	70.9	68.9	68.7	68.7	71.0

Program	College	65.6	64.3	64.2	64.6	68.4
Returned Different Program	Program	2.2	2.7	3.1	3.0	2.8
	College	3.6	4.1	5.2	5.1	4
Graduated Fall	Program	0.8	1.0	1.2	0.9	1.5
	College	1.9	1.7	2.1	1.8	1.9
Did not return Spring	Program	26.1	27.4	27.1	27.4	24.6
	College	28.9	29.9	28.6	28.5	25.6

Students who returned to the Same Program or a different program in the subsequent Fall Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same Program	Program	40.2	40.8	39.9	42.4	42.3
	College	36.0	36.0	35.0	37.1	38.5
Returned Different Program	Program	7.0	6.9	7.0	7.3	6.5
	College	7.2	7.5	8.2	8.5	7.4
Graduated	Program	4.2	4.6	4.2	5.1	5.3
	College	7.7	8.1	8.1	8.3	8.0
Did not return Fall	Program	48.6	47.7	49.0	45.2	45.8
	College	49.1	48.3	48.8	46.1	45.8

Academic Performance

The average percent of college-level credits attempted by CST students that were completed was 88.4% over the last ten semesters. The average GPA of CST students was a 2.6, which is the same as for the College overall. Over 80% of students were in good standing each of the last ten semesters. On average 72.8% of the students in the CST program complete the ENGL 101 requirement by the time they have completed 18 credits as compared to 69.4% college wide average. An average of 55% of students had either long-term or short-term success at departure over the last 6 semesters. The graduation rate for the program, however, has been approximately four percent lower than that of the College rate overall from 2005 to 2009.

Course Completion and Average GPA

		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010
% of college-level credits attempted/completed	Program	89.6	89.4	86.6	88.6	87.9	90.2	88.9	88.3	86.3	88.5
	College	88.9	88.7	87.1	88.5	87.6	89.4	88.2	87.1	86.7	88.2
Average GPA	Program	2.57	2.58	2.52	2.58	2.58	2.63	2.59	2.53	2.5	3.0
	College	2.64	2.62	2.59	2.64	2.61	2.67	2.65	2.60	2.59	2.6

Academic Standing (percent)

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Good Standing	Program	91.0	88.5	89.4	85.6	83.5	81.9	85.5	82.5	85.7	83.3
	College	90.8	88.1	88.8	86.2	83.8	82.2	85	83.0	85.6	83.2
Dropped	Program	2.9	3.4	2.5	4.6	3.3	5.4	3.8	5.4	1.0	1.7

insufficient progress/ poor scholarship	College	2.6	3.8	3.0	4.3	3.4	5.5	3.7	5.7	1.2	1.7
Probation –FT/PT/ Prov.	Program	6.2	8.1	8.1	9.7	13.1	12.7	10.8	12.1	13.3	15.0
	College	6.5	8.2	8.1	9.5	12.7	12.2	11.2	11.5	13.3	15.1

Completion of ENGL 101 requirement by completion of 18 credits (percent)

	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Program	73.7	72.9	75.8	71.3	70.9	73.6	67.0	74.5	75.9
College-wide	69.6	71.2	72.5	61.7	69.5	71.5	66.6	71.5	70.8

Success at departure (percent)

Status		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Graduated	Program	2.0	6.1	2.4	6.7	3.6	7.4
	College	5.8	12.1	5.2	13.9	6.5	14.0
Long term success	Program	44.6	44.5	36.8	38.1	32.2	39.0
	College	38.3	38.4	35.5	35.3	33.6	35.6
Short term success	Program	14.0	15.2	17.0	16.7	19.9	14.5
	College	17.4	16.9	18.1	16.4	19.0	17.1
Unsuccessful	Program	39.4	34.2	43.8	38.6	44.2	39.0
	College	38.4	32.6	41.1	34.4	40.9	33.4

- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative hours earned
- Short Term success is defined as departure with GPA of 2.0 or greater with 11 or fewer cumulative hours earned.
- Unsuccessful is defined as all departing students not otherwise classified including students who never completed a college-level course.

Transfer Data

Over the last five years, an average of 72.9% of graduates have transferred, based on the results of the College’s annual graduate survey. Over the same time period, an average of 91.7% of graduates felt their CCP preparation for transfer was either excellent or good.

Percentage of Culture Science and Technology Students who transfer shortly after Graduating from the College

2005	2006	2007	2008	2009 (n=53)
71.0	74.2	79.4	62.7	77.4

Percent of Students who Felt Their CCP Preparation for Transfer was either Excellent or Good

2005	2006	2007	2008	2009 (n=40)
94.7	86.4	89.5	90.6	97.5

Transfer to CCP Health Care Programs

Upon application to the College, students who indicate interest in a career in health care, science, mathematics or technology but without the prerequisites to allow them to move directly into such a program, are placed in the Culture, Science and Technology Program. In addition some select programs only admit students once a year. Thus students entering the College not in sync with a select program admission time frame are also placed into CST. A majority of the students placed into the CST program express an interest in either Nursing or Allied Health. Over the past five years (2005-2009) shows that for all the students placed into CST who indicated a program interest (N = 3,067) on their applications, 89.9% of these students (N = 2,760) indicated an interest in either Nursing or Allied Health programs. An additional 6.1% (N = 187) expressed an interest in engineering, math, science or technology. Almost 65% (N=1988) of those interested in health careers stated an interest specifically in nursing. A review of data from the Banner system for specific academic years as opposed to semesters shows that 95.4% of these students do not move into a select program in one of these fields at CCP. (See table below.)

The table below shows, for the last five years, the number of students who were in the CST program in the Spring, and moved into another program at the College in the subsequent Fall, and how many of those students moved into programs related to health care, math, engineering, science and technology.

CST Students who Transferred to Other Programs at CCP

	2006	2007	2008	2009	2010
Number of students in the CST program in Spring Semester	3,148	4,090	4,907	5,550	6,751
Percent of CST students who moved into another program at CCP in the subsequent Fall semester	8.4%	7.2%	7.3%	8.7%	9.0%
Percent of CST students who moved into an Allied Health, Nursing, Health-related, Engineering, Math, Science, or Computer Science program at CCP in the subsequent Fall semester	5.3%	4.4%	4.2%	4.4%	4.6%

As can be seen from the data, a very small percentage (an average of 4.6% over the last five years) of the overall number of students in the CST program move into the select Health

Careers programs or into programs in Engineering, Mathematics, Science, or Technology. There are a number of reasons that can explain this low transfer rate.

Most of the College's Health Career Programs are select programs, requiring college prerequisites and a minimum GPA for application. The minimum GPA requirement varies by program, but is 2.5 for Diagnostic Medical Imaging, Respiratory Care and Dental Hygiene and 2.75 for Nursing. Since applications to these programs are competitive, many CST students do not meet the requirements for the select programs they intend to enter or fall below students with better GPAs since over the past 10 semesters the average GPA for all CST students is 2.6.

It is also important to note that even for highly qualified students, admissions to CCP's health care programs are limited due to a cap on available seats in most of these programs. In the Spring of 2010, there were 660 students in the Allied Health and Nursing Programs at Community College of Philadelphia.

Finally, many students who are placed into the CST program are working on completing developmental English and Mathematics courses. These academically weaker students may never reach the minimum GPA requirement for the programs mentioned above but are able to graduate with a degree in Culture, Science, and Technology.

Students interested in a Science or Technology field, who are not accepted into a CCP program, but still graduate with a CST degree, will be able to successfully move to a four year institution to continue their education. Likewise, students successfully transferring to other Nursing programs or another allied health program such as Health Services Administration find their CST degree will adequately prepare them for a four year program. However, for the large number of students whose goal was to obtain a degree in a Health Care program that would enable them to work in the healthcare field with an associate degree or for those students who do not successfully transfer to a four year health care program, a CST Degree is not going to sufficiently meet their objectives.

Statistical Summary

The following points summarize the above key statistical information:

- The CST Program is one of the largest programs at the College, enrolling over 5,700 students.
- The CST Program's enrollment has increased by 75% but the graduation rate remains consistent (average graduation rate = 5.5%). The graduation rate for the program, however, has been approximately an average of 3.3% lower than that of the College rate overall from 2005 to 2009.
- The CST Program enrolls a diverse group of students. CST students are predominantly female students attending the College part-time. On average, there are nearly 4 times as many female students as male students enrolled in the CST program. There seems to be a slow, but steady increase in the proportion of male students enrolled in the program. In the

past nine semesters, the CST program has enrolled an average of 14.5% more female students than the College as a whole

- Over the past five years, while more than two thirds (69.6%) of CST students enrolled in the Fall semester returned to the same program as compared to a rate of 65.4% college-wide. The subsequent Spring semester, an average of 47% of students in the CST program did not return to the College in the following Fall.
- The average GPA of CST students was a 2.6, which is the same as for the College overall. Over 80% of students were in good standing each of the last ten semesters.
- On average 72.8% of the students in the CST program complete the ENGL 101 requirement by the time they have completed 18 credits as compared to 69.4% college wide average.
- An average of 55% of students had either long-term or short-term success at departure over the last 6 semesters. Whereas an average of 39.8% of CST students were unsuccessful as compared to a college-wide average of 36.8%.
- Over the last five years, an average of 72.9% of graduates have transferred, based on the results of the College's annual graduate survey. Over the same time period, an average of 91.7% of graduates felt their CCP preparation for transfer was either excellent or good. Caution should be exercised here in the interpretation of these statistics due to the typically low rate of return for graduate surveys. For example, for the students who graduate in 2009, the percentages (77.4%/transfer and 97.5%/preparation) represent the results of responses from only 16.3% (transfer) and 12.3% (preparation) of the students who graduated from the CST program in 2009.
- Over a five year period, 89.9% of students placed in CST expressed an interest in a health career program that will prepare them to work in the health care field upon graduation from CCP.
- Over a five year period, an average of 4.6% of CST students moved into Allied Health, Nursing, Engineering, Math, Science, or Computer Science programs. Capacity limitations on available seats in the target programs and the academic ineligibility of many CST students who had hoped to enter the programs are two explanations.

Summary of Student Survey Results¹

A survey of 5,744 students currently enrolled in the Culture, Science, and Technology (CST) program and 643 graduates of the program was emailed (via Survey Monkey) or mailed via US mail. A total of 421 of the 5,744 current students responded (7.3% return rate) while 22 of the 643 program graduates (3.4 % return rate) responded. While surveys were also mailed to 345 former students, the number of responses was too low (3) to draw any significant data, so this analysis focuses on the responses from current students and graduates of the CST program.

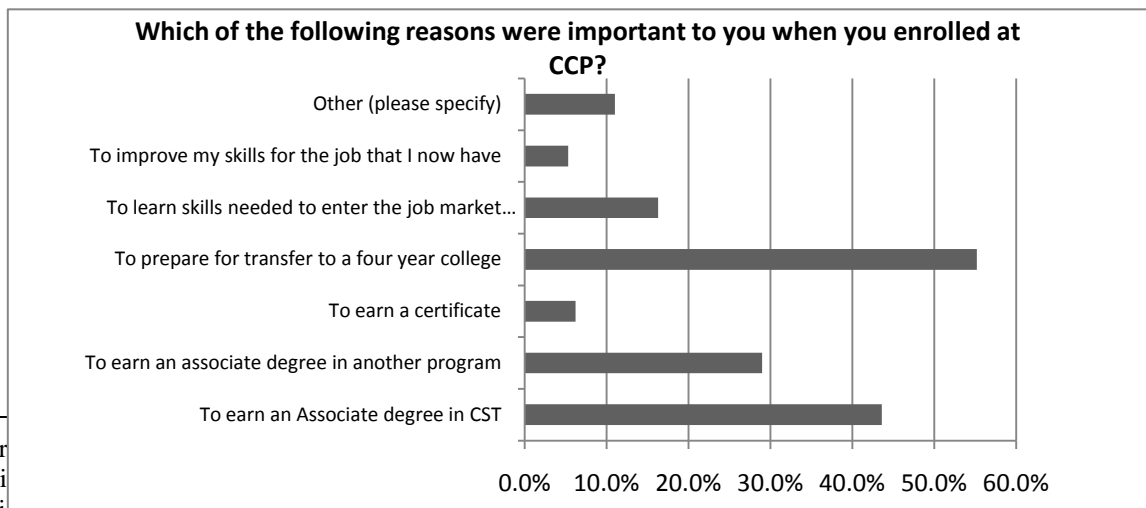
Due to the large size of the program, and concerns that current students may not know that they were enrolled in the CST program, the program curriculum was sent as an attachment with the survey to determine if they were in fact familiar with the curriculum. Forty-four percent of respondents said that they had never seen the curriculum. However, 85% were aware that they were enrolled in the CST program. There are approximately equal numbers of part time and full time students.

When asked the question, **“Which of the following reasons were important to you when you enrolled at CCP?”** the most frequent responses from current students were as follows:

- 55.1% To prepare for transfer to a four year college
- 43.7% To earn an associate degree in CST
- 29.0% To earn an associate degree in another program at CCP.
- 16.3% To learn skills needed to enter the job market immediately after CCP

For a full list of results see Figure 1 below.

Figure 1²



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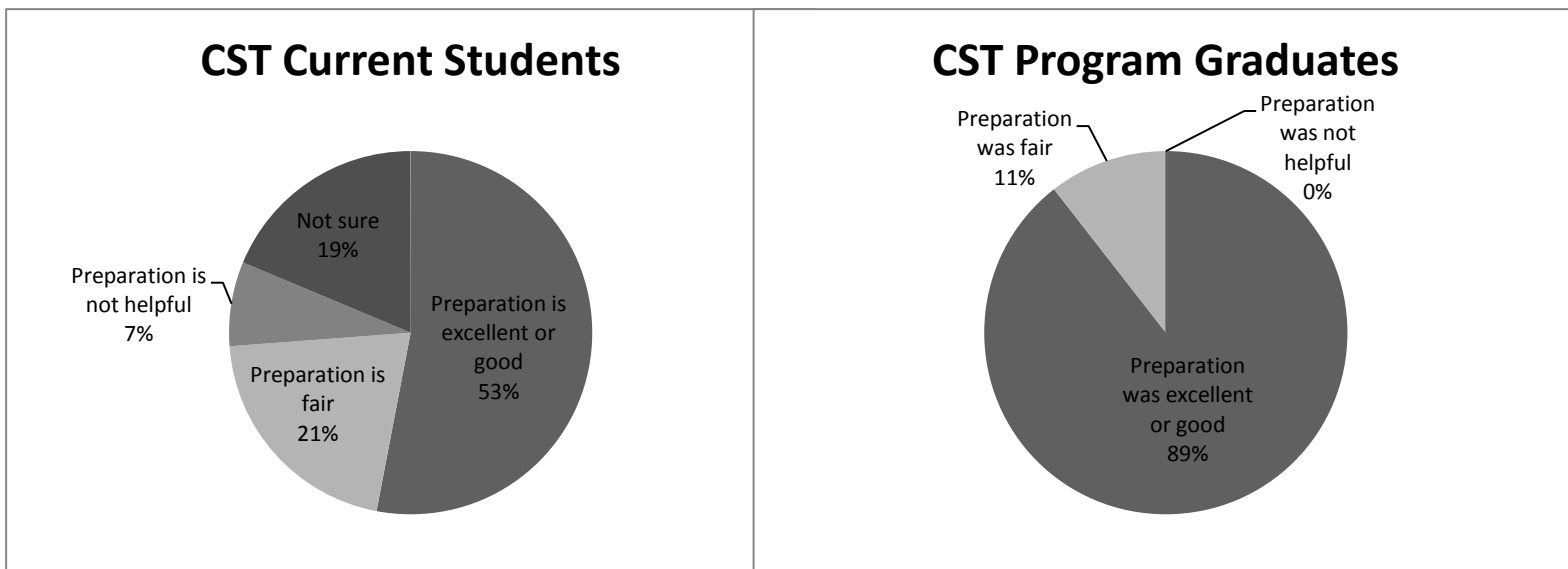
² Students were asked to check all that apply and therefore percentages shown in Figure 1 sum to a number higher than 100.

Those who gave the response “To prepare for transfer to a four-year college” were asked to name the field of study they wish to pursue upon transfer. Of those who answered, 76 named nursing, seven named engineering, six named radiology, six named medicine, five named biology, and three named physical therapy. Other fields of study named were chemistry, computer science, forensics, education, and nutrition.

Those who responded “To earn an associate degree in another program” were asked to specify which program. Of those who answered, 67 said nursing, nine said diagnostic medical imaging, three said respiratory therapy, and three said dental hygiene. Other programs mentioned included education, computer science, science, and occupational therapy.

When asked the question, “**How well is the CST Program preparing you for moving into your desired career program at CCP or elsewhere?**” 53% of the current students who responded to this question said the preparation is either excellent or good, 21% said that preparation is fair, 7% said that preparation is not helpful, and 19% are not sure (see Figure 2 below). However, the majority of program graduates, (89%) thought that preparation for transfer to another college was either excellent or good.

Figure 2



Respondents were also asked to explain their responses. Of the 95 current students choosing to do so, 13 students gave generally positive comments:

- Good course preparation for degree or future courses (4)
- Necessary support to figure out what classes to take in order to go into a particular career program (2)
- Good preparation for transfer institution (2)
- “They gave me English classes that really helped me to write essays much better.”

- “I am being challenged in ways that I have never experienced before and I am being given the support and guidance by CCP’s staff members.”
- “I am learning quite a bit right due to the simple fact I been out of school for almost 19 years”
- “It gives me knowledge to go to my career self-confidently”
- “All of the classes are challenging and interesting”

The remaining 82 responses to this question expressed problems or dissatisfaction with the following: academic advising, program curriculum, and instructors. Sample comments included:

- “There doesn’t seem to be no individual guidance. Very impersonal.”
- “There is not a lot of information for student when it is time to transfer to another college”
- “I don’t know where to go for advice or what to do”
- “I feel a lot of classes are catering to students who are not prepared for college.”
- “I don’t feel as though the CST program is doing anything for me that I cannot do for myself. I have just been following the prerequisites provided by the nursing programs I am applying for.”
- “The degree program has too many natural science course requirement for the real world and not enough room for allied health course work”
- “Most of the teachers I have had have not been very good – with a few really fantastic exceptions, I often feel like I am teaching myself with a lot of frustration attached.
- “CIS 103 (computer) teachers need to change their methods of teaching: I still remember Mr. ____ used to tell students, “No D. Qs.!” = No Damn Questions! Which meant simply “Don’t ask me any questions! And that affected me a lot in computer skills.”

Current students were asked the question **“Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia?”** Almost half (46.6%) said “Yes, Fully,” 48.7% said “Yes, Partly,” and 4.8% said “No.” Students were also asked to comment on this question. Of the 65 students who chose to do so, five had positive comments. The other 60 comments, however, expressed dissatisfaction with counseling, academic advising, and the required courses. Some sample comments included:

- “I need nursing classes in the evening because I work a full time job and they do not have any.” (7)
- Classes not required for nursing/not good preparation for nursing (2)
- “I am on the right track now; however early on I feel I was one of those kids who was lost in the cracks. There weren’t counselors there to assist me without me asking.”
- “It would have been a much faster process had helpful received true guidance from the college; and having every semester to deal with classes being restricted for their own nursing students prevents us from entering them and prolongs your time at CCP”
- “There is a constant delay in transferring to desire program”

- “Fulfilling prereq requirements with ease but not learning at the level that I would like.”

Both current students and program graduates were asked the question, **“What are the strengths of the CST program?”** Current students cited the following specific strengths: Thirty-four students referenced the classes in the CST program, with 16 citing science courses in particular. In addition, 7 students said that the strength of the CST program is that it is flexible and accessible.

Other common responses related to the variety and breadth of the CST program, instructors and Curriculum Coordinator, and the ability of the program to prepare students for their future:

- Good preparation to earn a degree (10)
- Good preparation for a career (9)
- “It gives people a chance to do other things besides nursing”
- “It offers wide array of subjects that can be used in different fields of science”
- “One of the strengths of the CST program is that it fulfills many core requirements of four-year colleges.”
- “Excellent instructors and good help with making sure you take the classes needed to reach your desired career goals.”
- “I have had better teachers than ever here. I previously went to a state school and transferred back to CCP because the quality of the teachers.”
- Prof. ____ (Curriculum Coordinator) is highly active in keeping students informed about the CST variety of options, guiding and orienting them to the right path (that benefited me a lot).

Of the many strengths cited by the program graduates, the most frequent response was related to the excellent preparation for either a career or future schooling. Sample comments included:

- “Prepares students for various careers in science, technology, social infrastructure.”
- “It teaches you responsibility and instill the information and skills you will need for a future career and extended education.”
- “The ability to mold program and class selections to fit the four year program desired to move on to.”
- “Great teachers, program is set for easy transition thru program. Teach future CST students the importance of having high GPA for transfer purposes.”
- “Excellent instructors, ability to major in nursing and other healthcare fields as well as cultural diversities/humanities and computer studies.”
- “I think it gives you a general foundation for higher education/career in a science based field.”
- “Appropriate courses, convenient class times, generally good instructors.”

Both current students and program graduates were asked **“What do you think needs to be changed or added to the CST program in order to improve the program?”** Of the 164 current students that responded to this question, 74 students said there was nothing they would change about the program. The remaining responses had to do with academic

advising, counseling, information about the program, and course curriculum. Sample comments included:

- CST program should be expanded through more sections offered of popular classes like biochemistry, more classes offered at the regional centers, and more on-line classes (9)
- Problems with getting into the required classes (3)
- “Better communication with the school to the students. Better hours for help for the students who work.”

In addition, some students mentioned the need for more tutors, academic support, or help on passing the test to get into the nursing program:

- More tutoring (CIS class, science, biology, calculus) (6)
- Help to pass the test to get into the nursing program (3)
- “Add a prep class for each of the specific programs that will inform the student of what is necessary to succeed in that major.”

Two-thirds (66.7%) of the program graduates, said they were satisfied with the support they received from their instructors. For those who were dissatisfied with the support they received, some cited that there was not enough interaction between instructors and students. Some also cited dissatisfaction with the academic advising and wanted more guidance when choosing classes.

Finally, some students mentioned they would like to see improvements in the instructors. Sample comments included:

- “Better choices of instructors suited to an urban environment.”
- “I think the teacher evaluations should be required and heeded.”

Over eighty percent (85.7%) of the program graduates said they were satisfied with the instruction they received. They did, however, have some changes they would like to see implemented. These included:

- “More of a push to give preparation for the job market AND to transfer to a four year college”
- “More preparation for the ASCP certification. Encourage student to take certification right after graduation” (*Auditor’s note: ASCP stands for the American Society for Clinical Pathology and only students who have completed the Clinical Laboratory Technology program are eligible to sit for the certifying exam.*)
- “More information and support when you are entering a program for a particular career path.”
- “I think the CST program could be improved if the courses were clearly defined for program in order to avoid taking unnecessary courses.”
- “Perhaps if faculty and other CCP employees were more approachable than being less accommodating”

Current students were asked, “**What sources have you used to get support and information about the CST program?**” The most common source was the CST website, followed by counselors, academic advisors, and the college catalog. The least

common source was the Curriculum Coordinator (See Figure 3 below). This may be because 70.7% of survey respondents were not aware that there was a Curriculum Coordinator (See Figure 4 below). Of those who were aware of the Curriculum Coordinator, only 24.7% contacted her for assistance. In addition, only 46.1% of survey respondents were aware of the CST website, but 86.9% of those aware of the website have visited it. This lack of awareness is interesting in light of the effort made by the Curriculum Coordinator to communicate information to students. In fact, for the past five years, all CST students have received announcements from the Curriculum Coordinator weekly, via MyCCP. Each announcement includes a link to the CST website.

Figure 3

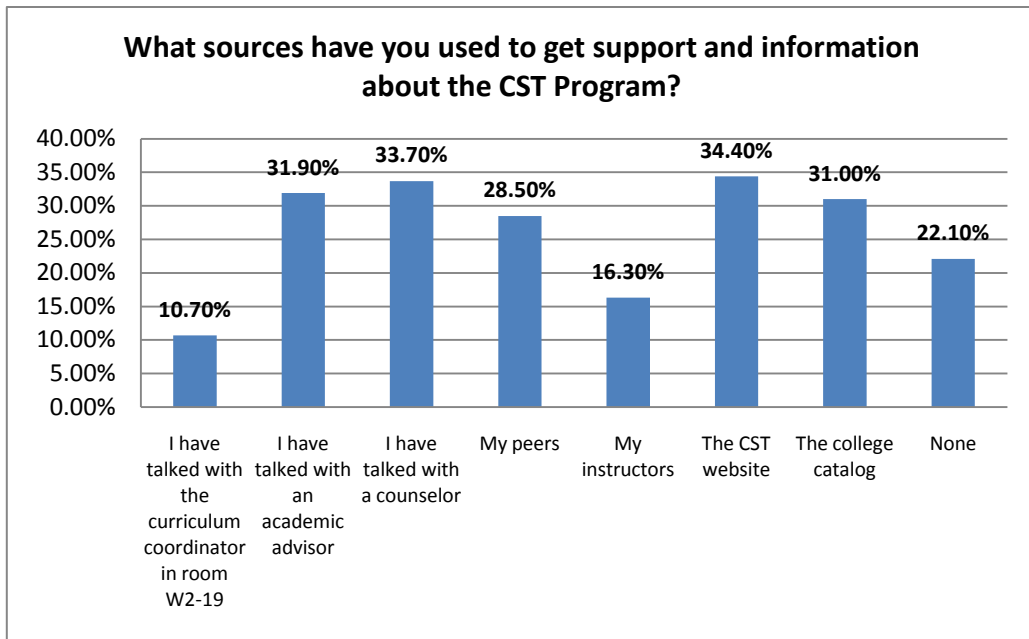
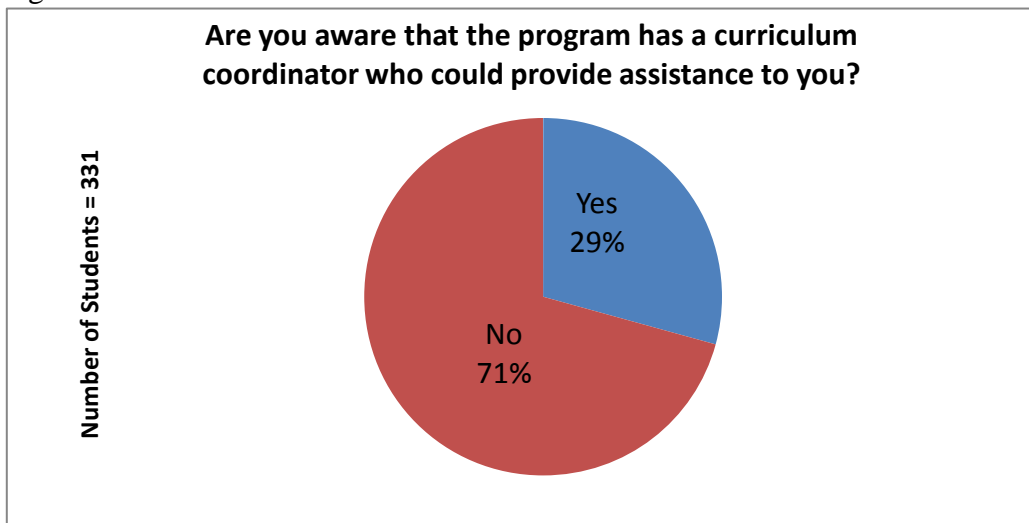


Figure 4



Summary of Survey Key Results

- Forty-four percent of current student respondents said that they had never seen the CST curriculum. However, 85% were aware that they were enrolled in the CST program
- The majority of the current students who responded to the survey stated that the two most important reasons for enrolling in CST were to prepare for transfer and to graduate from the CST program. However, the majority of the students who responded to the question were interested in transferring to a nursing program.
- Over half (53%) of the current students who responded to this question said the preparation is either excellent or good. However, the majority of program respondents, (89%) thought that preparation for transfer to another college was either excellent or good.
- Satisfaction with the program stemmed from the breadth of science courses offered, the quality of the classroom instruction, the acceptance of the courses by the transfer institutions, and the information communicated by the CST Curriculum Coordinator.
- Dissatisfaction with the program centered on areas such as the need for more academic advising and career program information, frustration about the length of time to transfer to a CCP program, lack of allied health courses, and the need for access to more information about the program.
- The most common source of information for current CST students was the CST website, followed by counselors, academic advisors, and the college catalog. The least common source was the Curriculum Coordinator. This may be because 70.7% of survey respondents were not aware that there was a Curriculum Coordinator despite the fact that this information is communicated in their acceptance letter from the College. Of those who were aware of the Curriculum Coordinator, only 24.7% contacted her for assistance. In addition, only 46.1% of survey respondents were aware of the CST website, but 86.9% of those aware of the website have visited it.

V. Facilities and Equipment

The CST Program has no budget, facilities or equipment assigned to it.

VI. Demand and Need for the program

The CST Program currently fulfills a need, as shown by enrollment trends, due to the fact that the majority of students are placed in the curriculum at the time of admissions. The number of students enrolled in the CST program has increased steadily every semester for the last ten semesters. Over the last 10 semesters, the number of students enrolled in the program has increased by 2,464 students, for a 75% increase.

Credit Headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	3,266	3,552	3,814	4,026	4,288	4,409	4,435	4,697	5,229	5,730

As noted above, the CST Program serves several purposes. The program was designed primarily as a transfer program. In this capacity, the program serves as an important foundational curriculum, similar to the liberal arts curricula, for students interested in pursuing a four year degree in science, mathematics, technology, or a health care field. The program also provides a place for students who are interested in pursuing careers in health care at the Associate Degree level to receive the educational foundation necessary to enter health career programs.

Opportunities in Health Care

A large number of students in the CST program are interested in pursuing careers in health care, either at the associate, bachelors, or graduate degree level. There is a strong demand in the labor market for jobs in the health care industry. The U.S. Bureau of Labor Statistics (BLS) lists health care as one of the largest industries in 2008, providing 14.3 million jobs. Ten of the 20 fastest growing occupations are healthcare related. It is anticipated that healthcare will generate 3.2 million new jobs between 2008 and 2018, more than any other industry. In addition, most workers have jobs requiring less than four years of education. (<http://data.bls.gov/cgi-bin/print/pl/oco/cg/cgs035.htm>)

Opportunities in Science and Technology

The demand for workers in the Science and Technology fields is also strong. The Occupational Outlook Handbook, published through the BLS, projects that “scientific and medical research—particularly research related to biotechnology—will be the primary driver of employment growth, but the development and production of technical products should also stimulate demand for science technicians in many industries... Job opportunities are expected to be best for graduates of applied science technology

programs who are well trained on equipment used in laboratories or production facilities.”³

According to Pennsylvania Work Stats (PWS)⁴, there are several occupations that are projected to have total growth in Pennsylvania and nationally by 2016 (see figures in Table IV.1 below), based on 2006 figures. Significant levels of growth are projected for Life Scientists, Biological Technicians and Biomedical Engineers. PWS also projected moderate growth for Chemical Technicians and Chemists. Positions for Biological Scientists were projected to have moderate growth nationally, but see a moderate decline in job creation for the Pennsylvania workforce, due to no job growth and very little job replacement. In terms of Physicists, there are a consistent number of jobs for Pennsylvania residents and moderate growth nationally, also due to issues of replacement occurring rather than new job creation (see table VI.1 for specific values). As reported in the Outcomes and Assessment section above, the program is successful in preparing those students who wish to transfer to four- year institutions for programs in science, technology and health care.

Table VI.1: PA Work Stats, Occupational Employment and Projections (2006)

Occupation	Pennsylvania Expected Change; Total Percentage Change 2006-2016	Nationally Expected Change; Total Percentage Change 2006-2016
Biological Scientists	Moderate Decline; -3.1 percent	Moderate Growth; 3.7 percent
Biomedical Engineers	Significant Growth; 23.2 percent	Significant Growth; 15.9 percent
Chemists	Moderate Growth; 6.4 percent	Moderate Growth; 9.1 percent
Dentists (General)	Moderate Growth; 8.2 percent	Moderate Growth; 9.2 percent
Life Scientists (various positions)	Significant Growth; 12.5 percent	Significant Growth; 15.3 percent

Job opportunities in the STEM related fields are still more likely to be defined according to traditional STEM areas (e.g. Biology, Chemistry, Physics, Engineering, etc.). However more employers in those traditional fields are indicating the need for broader preparation at the college level. In a study (2010) conducted by The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills and the Society for Human Resource Management the most important skills cited by employers were: 1) Professional Work Ethic, 2) Oral and Written Communication, 3) Teamwork and Collaboration and 4) Critical Thinking and Problem Solving. Thus any program that incorporates interdisciplinary learning and promotes the acquisition of these skills will enhance the graduate’s chances for employment. Another example of the role of interdisciplinary learning comes from the study of nanotechnology. Nanotechnology is a

³ Source: Bureau of Labor Statistics, 2010. “Current Employment Statistics Highlights October 2010.” Bureau of Labor Statistics, November 5, 2010. <http://www.bls.gov/ces/#publications>

⁴ Source: PA Work Stats, 2010, based of figures from the PA Dept of Labor and Industry. “Occupational Employment & Projections.” Center for Workforce Information and Analysis. <http://www.paworkstats.state.pa.us/analyzer/searchAnalyzer.asp?cat=OCC&session=OCCPROJ&subsession=99&time=&geo=&currsubsessavail=&incsource=&blnStart=True>

field that combines elements of Physics and Chemistry. However, there are currently no specific jobs in Nanotechnology but knowledge of Nanotechnology is critical for emerging technological problem solving in areas such as solar cells, access to clean water, and medical treatment and cures.

VII. Operating Costs and Efficiency

The total annual cost per FTE of the CST Program has been below the College average for the last five years.

Annual Total Program Costs Per FTE

	2005-2006	2006-007	2007-2008	2008-2009	2009-2010
Program	\$6,424.41	\$6,787.45	\$7,190.25	\$7,049.74	\$6,953.17
College-wide Average	\$6,666.82	\$7,019.64	\$7,486.11	\$7,343.31	\$7,190.51

Source: Office of Finance and Planning: Table 30

VIII. Findings and Recommendations

The Culture, Science and Technology Program was designed as a transfer program with an intentionally broad focus. There are a number of strengths of the CST program which are detailed as follows:

- The program has a diverse student population
- Enrollment in the program is increasing.
- The program’s intentional flexibility serves students who successfully transfer into select programs in health careers, science, engineering, and technology either at CCP or at a four-year institution.
- A large percentage of current CST students are in good academic standing and almost three-fourths of the students in the curriculum successfully move beyond the developmental English level by the accumulation of 18 credits.
- The Curriculum Coordinator has initiated varied strategies to enhance communication to students.
- The CST program provides access to students who are either not yet ready to enter another College program or who are waiting for the next admissions cycle for a select program.

- The majority of the students who have completed the program and responded to the graduate survey or to the survey sent out for the purposes of this audit indicated that their preparation for transfer was either excellent or good.

However, there are also areas of weakness that can be documented from the information contained in this audit. They are as follows:

- From 2005 to 2009, the program has had a very low graduation rate that is on average, approximately 3.3% on average, lower than that of the College rate overall.
- A higher proportion of CST students are unsuccessful in achieving their goals in comparison with the College population in general.
- Some students perceive that the program lacks coherence. This may also prompt their concern about needing more advising and information about the program.
- There is a general lack of knowledge among students about the existence of the availability of the CST Curriculum Coordinator.
- About a half of the current students who responded to the survey indicated that their program preparation was preparing them well for the future.
- The program may not be meeting the educational and career goals of a large number of students in the program. This difficulty in meeting students needs has several causes: 1) the very large number of students in the program, 2) the program is not located within a department and thus has no dedicated program faculty, 3) the fact that the program includes students interested in four broad areas of study: health care, mathematics, science, and technology, and 4) the fact that many of the students cannot meet their goals due to the limited number of spaces in the health career programs and/or due to academic weaknesses.

RECOMMENDATIONS

1. Work with the Dean of Educational Support Service and the Department Head for Counseling to strategize ways that advising for and communications to CST students could be enhanced. (Fall 2011).
 - a. Prepare a brief report on initiatives that could be implemented and their potential benefit and cost to the College. (Fall 2011).
 - b. Incorporate ideas from the Enrollment Management Student Success Team into the report. (Fall 2011)
 - c. Determine a timeline for any implementable and viable strategies (Fall 2011).
 - d. Stipulate the resources that would be necessary to implement the plan.
 - e. Discuss the report with the Dean of Mathematics, Science and Health Careers to determine next steps (Fall 2011).

2. Collect and analyze data which will provide a clearer description of the academic progress of various categories of CST students who are currently in the CST program. (Fall 2011).

3. Develop a plan for the future of the CST program. The plan will take into consideration the advantages and disadvantages of various options for the CST program and will indicate recommendations for the future of the program. (Spring 2012).

IX. APPENDIX

Student Survey Results*

* Note: Spelling and grammar have not been changed from students' original responses.

Current Students

N = 421

1. Did you know you were enrolled in the CST program?		
Answer Options	Response Percent	Response Count
Yes	85.0%	341
No	15.0%	60

2. The CST curriculum is attached. Have you seen this before? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Yes, I have seen this before in the catalog	35.4%	146
Yes, I have seen this before on the college website	26.9%	111
Yes, by talking with the CST Curriculum Coordinator in room W2-19	1.9%	8
Yes, by talking with a CCP advisor	10.9%	45
Yes, by talking with a CCP counselor	11.9%	49
No, I've never seen this	44.3%	183

3. When did you enroll at the college?										
Fall 1976	Fall 1996	Fall 1998	1998	Spring 1999	Fall 2000	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004
1	1	2	1	2	1	2	2	3	1	3
2004	Fall 2005	2005	Spring 2006	Fall 2006	2006	Spring 2007	Summer 2007	Fall 2007	2007	Spring 2008
1	8	1	1	8	2	10	1	10	3	11
Summer 2008	Fall 2008	2008	Spring 2009	Summer 2009	Fall 2009	2009	Spring 2010	Summer 2010	Fall 2010	2010
5	36	7	22	5	61	9	37	22	114	4

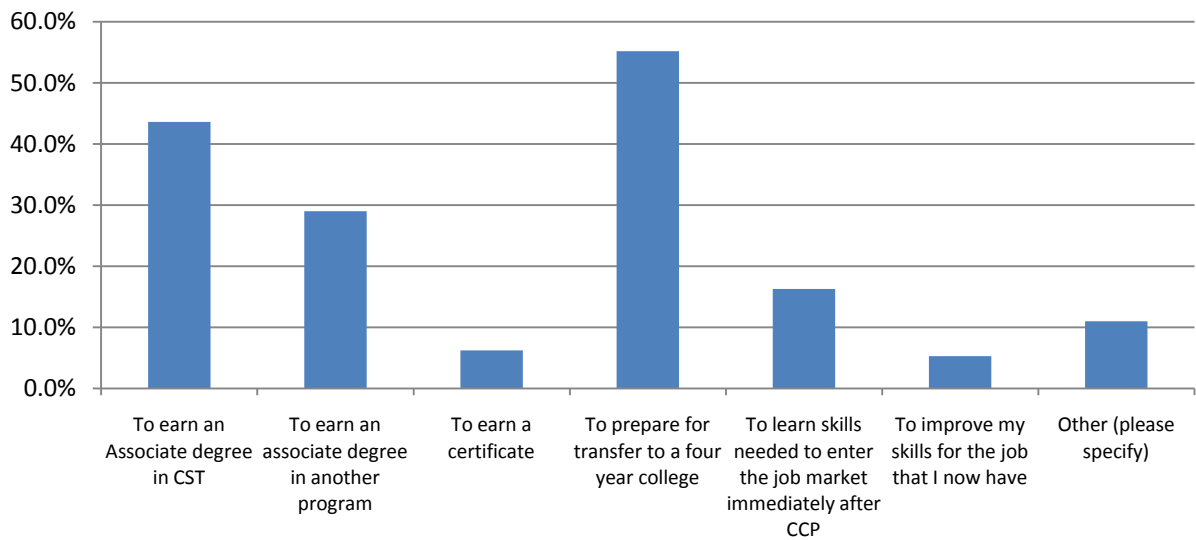
4. Are you currently attending CCP full time or part time?		
Answer Options	Response Percent	Response Count
Full time	49.3%	205
Part time	50.7%	211

5. Which of the following reasons were important to you when you enrolled at CCP? (Mark all that apply) [Red: Nursing; Green: other health field]		
Answer Options	Response Percent	Response Count
To earn an Associate degree in CST	43.7%	183
To earn an associate degree in another program	29.0%	121
To earn a certificate	6.2%	26
To prepare for transfer to a four year college	55.1%	231
To learn skills needed to enter the job market	16.3%	68

immediately after CCP		
To improve my skills for the job that I now have	5.3%	22
Other (please specify)	11.0%	46
Number	Other (please specify)	
1	To enroll into the RN program	
2	Earn Nursing Degree	
3	To be able to enroll into Nursing program.	
4	Transfer to a Nursing Program	
5	To receive my BSN in the RN program.	
6	to obtain the pre-requisites I need to get into a nursing program.	
7	To apply to the nursing program	
8	to transfer to a four year institution to earn a bachelor degree in Nursing. To upgrade from my current status as a Certified Nursing Assistant to a Registered Nurse.	
9	associate degree in nursing	
10	a nursing degree	
11	Applying to nursing programs and need courses to do so.	
12	complete requirements for accelerated nursing program	
13	Nursing program	
14	after cst go into nursing program. work full time so i need to go to school part time and with the cst degree program i will complete a lot of the requirements for nursing school	
15	Nursing	
16	NURSING	
17	To get into the nursing program at CCP.	
18	Apply for the Nursing Program	
19	Nursing	
20	to become a nurse	
21	to gain skills for another career (nurse practitioner)	
22	to complete prerequisite classes for nursing school	
23	Nursing	
24	TO EARN A NURSING DEGREE	
25	For my prerequisite's for nursing.	
26	Nursing program	
27	nursing	
28	NURSING	
29	To acquire certain science prerequisites needed for a health field program at Jefferson	
30	To complete prerequisites for an occupational therapy program.	
31	transferring to respiratory therapy	
32	I get into the Diagnostic Imaging program	
33	to obtain my pre req. for PT major.	
34	To take my prerequisites	

35	I haven't decided if I want to transfer to a 4 year college, or do everything at CCP yet.
36	to try new things i have always wanted to learn
37	I would like to take an acting class also. How do I go about?
38	to write and communicate effectively. Meet new people with similar interest.
39	tuition remission
40	To fulfill prerequisite requirements.
41	I am interested in alternative energy innovations and I need to speak with a counselor in regards to my educational path. I feel a little lost.
42	Cost factor
43	To improve my English skills as English as a Second Language Student.
44	No idea.
45	cheap tuition
46	just need pre recs to go to jefferson

5. Which of the following reasons were important to you when you enrolled at CCP?



If you answered "To earn an associate degree in another program" in question 5, please name which program.	
Number	Response Text
1	Behavioral
2	Biology
3	Chemistry
4	Computer Forensics
5	computer information systems
6	dental hygiene
7	Dental Hygiene
8	Dental Hygiene
9	Diagnostic Imaging

10	Diagnostic Medical Imaging
11	Diagnostic medical imaging
12	Diagnostic Medical Imaging
13	Diagnostic Medical Imaging
14	DMI
15	DMI
16	DMI
17	Medical Imaging Diagnostic
18	Early Childhood Education
19	education
20	enviromental health
21	health services administration
22	Information Technology
23	nursing
24	Nursing
25	Nursing
26	Nursing
27	nursing
28	Nursing
29	Nursing
30	Nursing
31	Nursing
32	Nursing
33	Nursing
34	Nursing
35	Nursing
36	Nursing
37	Nursing
38	Nursing
39	nursing
40	Nursing
41	NURSING
42	Nursing
43	Nursing
44	nursing
45	Nursing
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48	nursing
49	Nursing
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52	NURSING
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73	Nursing
74	nursing
75	nursing
76	nursing
77	Nursing
78	nursing
79	Nursing
80	Nursing
81	nursing
82	Nursing Program
83	Nursing program
84	Nursing Program
85	Nursing Program
86	Nursing Program
87	R.N. Program
88	registered nurse
89	RN program
90	occapational therapy
91	respiratory
92	respiratory care technician
93	respiratory thrapy
94	Science (Chemistry)
95	unknown

5b. If you answered "to earn a certificate" in question 5, please name certificate.	
Number	Response Text
1	REgistered nurse certification
2	certificate
3	associate
4	Computer Technology
5	Medical Insurance Specilist
6	Biomedical Laboratory Technician
7	Registered Nurse

8	Biomedical Technician Training Program
9	Radiology
10	Radiology
11	occapational therapy

5c. If you answered "To prepare for transfer to a four year college" in question 5, please name the field of study.	
Number	Response Text
1	biology
2	Biology
3	Biology
4	Biology
5	Biology
6	Biomedical - Physician Scientist
7	chemical technology
8	chemistry
9	Chemistry/Bio science
10	communication public relations
11	Crime Scene Forensics
12	Forensics or Computer Security
13	Computer Science
14	criminal justice
15	education
16	Middle Grades Science Education
17	Electrical Engineering
18	Electrical Engineering
19	electrical engineering
20	Electronic and Computer Engineering
21	Engineering
22	Engineering
23	enginerring
24	Film/Media
25	gynecological physician assistant
26	health care
27	Information Technology
28	Mechanical Engineering
29	medical
30	Medical
31	medicine
32	Medicine
33	Medicine
34	pre-med
35	Nurisng
36	Nursing
37	Nursing
38	Nursing
39	Nursing
40	Nursing

41	Nursing
42	Nursing
43	Nursing
44	NURSING
45	Nursing
46	Nursing
47	nursing
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92	Nursing
93	nursing
94	Nursing
95	nursing
96	nursing
97	nursing
98	Nursing
99	nursing
100	Nursing(RN)
101	Nursing, BSN
102	BSN in Nursing
103	Registered nurse
104	Registered Nurse
105	RN, BSN
106	R.N. B.S.N program
107	BSN
108	BSN
109	BSN -> nurse practitioner
110	bsn in nursing
111	Nutrition
112	Nutrition
113	occupational safety,health
114	Pharmacist
115	physical therapist
116	physical therapy
117	Doctor of Physical Therapy
118	physicians assistant
119	Physics
120	Public Health
121	Radiologic Sciences
122	Radiologic sciences
123	Radiologic Sciences
124	Radiology
125	radiology
126	Radiology/Medicine
127	social work

6. How well is the CST Program preparing you for moving into your desired career program at CCP or elsewhere? [Red: too early to tell; blue: issues with academic advising/lack of support and help regarding what classes to take/how to transfer; orange: issues with classes/curriculum; green: issues with professors; purple: general positive comments; black: miscellaneous comments.]

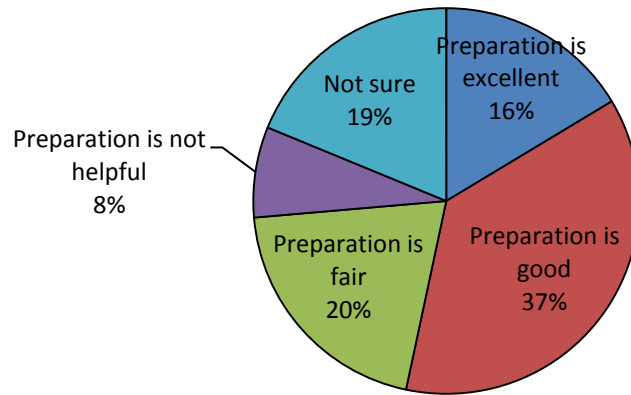
Answer Options	Response Percent	Response Count
Preparation is excellent	16.3%	54
Preparation is good	36.7%	122

Preparation is fair	20.8%	69
Preparation is not helpful	7.5%	25
Not sure	18.7%	62
Please explain		95
Number	Please explain	
1	I just started so I am still preparing.	
2	I am just taking basic courses as of right now.	
3	It is only my second semester	
4	My first semester here	
5	I'm only taking my basic classes so I really haven't been experienced to anything.	
6	have not really gotten the experience to the program	
7	I gave preparation is good i just started the program on September 7th I think in the future it will be excellent.	
8	Have not really started with anything other than Computer Applications that would help me	
9	i just started, so far its going ok.	
10	It is too early to really tell.	
11	I have only been enrolled for a few weeks	
12	received no info whatsoever regarding the program	
13	There doesn't seem to be no individual guidance. Very impersonal.	
14	I feel like there is no one to talk to about taking the next step. I feel like i am taking stupid classes for no reason when i should already be applying for the nursing program. I feel like i am wasting my time.	
15	I do not even know what this program offers. I am just picking and choosing my own classes. There is no help from the college.	
16	Academic advisors in particular do not take the time to thoroughly explain. They also seem to be in a rush.	
17	the only way I learn anything as far as what the program has to offer is through other students and not through CST staff members.	
18	I rated this fair because at CCP it is basically a self service position you are in . You must obtain most of the information you need yourself by researching other colleges and talking with other students.	
19	I haven't had much help at all	
20	There is not a lot of information for student when it is time to transfer to another college	
21	Reason I picked good is because I'm not 100% sure of how and which classes to take for my career.	
22	I feel like I've been lost in the cracks somewhere. When I have questions regarding my major and what courses to take I get very little consistent, useful information.	
23	I don't know where to go for advice or what to do	
24	Academic advisor are advising us to take wrong classes	
25	was not told by advisor that i need cem110 before spring to enter the program. so ill have to wait 2years before i can apply.	
26	I don't feel as though the CST program is doing anything for me that I cannot do for myself. I have just been following the prerequisites provided by the nursing programs I am applying for.	
27	I dont like math or CIS103	
28	The courses are weird. It would be easier if there was just a general Biology program. Also there is not as many options for classes at the NERC as there are others.	
29	Computers do not work in my CIS class at St. Huberts. I have no idea what I am paying for at all.	
30	Some of the classes that's required i feel their unnecessary.	

31	CST program is having technology classes i dont really need.
32	I feel a lot of classes are catering to students who are not prepared for college.
33	I do get emails about the Diagnostic Imaging program from time to time just not sure how CST curriculun relates to the Diagnostic Imaging curriculum.
34	In Biology it is excellent. Math its ok.
35	Classes I needed to complete this term were canceled three days before the start of class
36	The degree program has to many natural science course requirement for the real world and not enough room for allied health course work
37	The classes that i have to take i don't feel is really has anything to do with nursing.
38	Most science classes (Bio, Chem, Micro, etc.) are available at the main campus in all schedules. But at the other campuses they're limited.
39	I wish some of the classes were slower, maybe broken up into 2 courses. eg. algebra, chem.
40	A LOT OF THE SCHOOLS REQUIRE MORE CLASSES THAT MUST BE TAKEN
41	Some of the teachers know the material but can not convey the material
42	Biology faculty are weak. My current anatomy professor is disorganized, inefficient and not knowledgeable.
43	Most of the teachers I have had have not been very good - with a few really fantastic exceptions, I often feel like I am teaching myself with a lot of frustration attached.
44	101/108 instructor needs more skills teaching in urban envirnment (J. Banks)
45	I feel some of my professors teach the class based on how the best student does, not how the student who is struggling does.
46	CIS 103 (computer) teachers need to change their methods of teaching: I still remember Mr. Baker used to tell students, "No D. Qs.!" = No Damm Questions! which meant simply "Don't ask me any questions ! And that affected me a lot in computer skills.
47	I felt cheated in my nutrient class because it was during the summer and we did not have a professor and the person who filled in for her came in late and I felt like most of the work was to fast to learn from it.
48	Some of the instrutors are not the greatest. I find myself teaching the subject more so than the instructor.
49	they helped me figure out what classes i needed in order to get into the ccp program and any other nursing program in any school if i wanted
50	Guides you through what classes have to be taken in order to go into the career you want to go to.
51	It's getting me ready for my other courses that are needed for my degree.
52	They gave me english classes that really helped me to write essays much better.
53	I'm able to get alot of help from the school advisors on preparing for my courses
54	I am being challenged in ways that I have never experienced before and I am being given the support and guidance by ccp's staff members.
55	I plan start a Nursing Program Fall 2011. The CST Program allowed me to take all the prerequisites for Nursing including the Humanity, Sociology and Psychology requirements.
56	Many of the prerequisite required by my transfer school are offered here
57	Allows me to comlete genera courses before transferring to a four year institution
58	I am learning quite a bit right due to the simple fact I been out of school for almost 19 years.
59	the program allow me to take the ckses that will go towards my degree.
60	It gives me knowledge to go to my career self-confidently
61	All of the classes are challenging and interesting
62	It's taking me a while just to get into the nursing program by the time I get out of here, I may have already did 4 years in a 2 year college.
63	Dont want to transfer, no evening program for Nursing.

64	I think the preparation is good but won't know for sure until I get to the next phase
65	I don't know what I'll need to be ready for yet, so I can't know whether I'm ready.
66	I am taking prerequisites i want to do diagnostic medical imaging but i have not started the classes yet
67	I have been taking classes that you need to complete for the nursing program.
68	I am following the CCP and Dixon nursing program requirements in hopes of getting into one of the two programs next year.
69	bcoz its connected wid nursing...
70	I really don't know what the program is.
71	I thought I could get a job with an associates in cst degree after leaving community
72	I am not current enrolled in the program
73	i don't see how i am getting any preparation
74	explains clear what need to be in order to get in the program
75	to really outcome the needs of teaching from great worked instructors.
76	Unfortunately it is not fair if you attended here in your younger days, and re-enroll as a more mature prospective student that they keep them on academic probation even if they are a continuing student and passing your classes.
77	Well, right now I am retaking an English course over again. I don' feel to good about it, but I'd rather take it again then to fail in 101
78	I am currently taking Chemistry and biology which are the courses necessary for applying to the nursing program
79	I DO NOTKNOW ABOUT IT
80	Because before entering into a CST program I believe it is important that students take basic education classes, so they can have more knowledge before entering themselves in a program that will lead them to the success in their career. More knowledge equals to a successful career.
81	Spoke to a counselor once...haven't reached out for help
82	I have not talked to anyone in regards to what i need to take.
83	n/a
84	It could be better!
85	I havent spoken to anyone in the program
86	At first I wanted to go into radiology, then I changed my mind to do nursing instead. It's no big deal though because I needed to take the same classes anyway.
87	Never Attended
88	my first year in the college i had no idea what program i was in until an advisor told me after applying for my classes one semester
89	I AM TAKING MY CLASSES AT MY OWN PASTE WITH THE ADVISE OF A FRIEND WHO IS A NURSE.
90	Now that I am aware of it.
91	Unsure; this is the program my advisor moved me to when I told her about my interest in nutrition
92	not expensive
93	Already had most of the core classes done
94	I don`t see need to attend this program before going to main major
95	ill see how prepared I am when I get to jefferson

6. How well is the CST Program preparing you for moving into your desired career program at CCP or elsewhere?



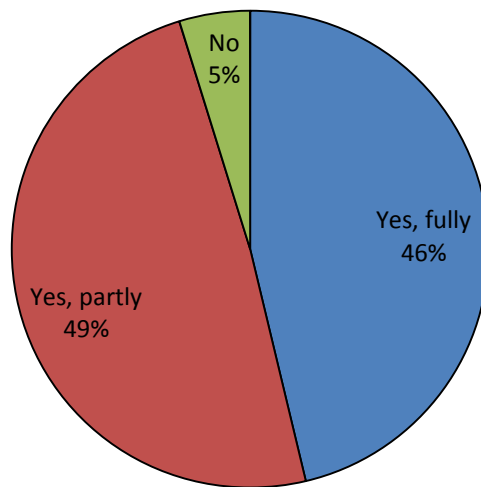
7. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia? [Red: issues with lack of support/help with academic advising/counselors/financial aid; blue: dissatisfaction with courses/professors; green: positive comments toward the program/professors/classes; black: miscellaneous comments.]

Answer Options	Response Percent	Response Count
Yes, fully	46.6%	156
Yes, partly	48.7%	163
No	4.8%	16
Please comment:		65
Number	Please comment:	
1	I am on the right track now however early on I feel I was one of those kids who was lost in The cracks. There weren't counselors there to assist me without me asking when the college notices that some students aren't doing well or there is an issue with withdrawing from classes they should notice this and bring it to the students attention. I stopped coming to class and did not enroll for 5 years and no one said a peep!	
2	because I do not even know what semester I'm. what I mean is I do not know if I'm a 40ransferr or a freshman.	
3	It would have been a much faster process had helpful received true guidance from the college and having every semester to deal with classes being restricted for their own nursing students prevents us from entering them and prolongs your time at CCP	
4	I feel I could benefit from some counseling	
5	There is a constant delay in transferring to desire program	
6	classes are fine just difficulties with Financial Aid	
7	I think a lot of the classes I am taking are not required for the nursing major.	
8	I'm having a very difficult time trying to pass my math class.	
9	Fulfilling prereq requirements with ease but not learning at the level that I would like.	
10	I feel the Spanish classes to not prepare you enough for speaking fluent Spanish because they cater more to the students who are not prepared for college level Spanish. They should speak Spanish more fluently in the class so the students can too. The teachers are very good teachers other than that.	
11	I need nursing classes in the evening because I work a full time job and they do not have any.	

12	I need assistance in additional Math, and would hope i can receive the guidance I require
13	im not in the program yet. Im trying to get into it but they told me not to bother . my gpa isn't at the level yet even tho helpful have all the classes and credits to get into the program.
14	having hard time in 101/108
15	I had to take course that don't count toward my degree but that are very important and need to be able to sit for the Medical Coder certificate exam. Example CPT-4
16	I feel like my Biology teacher is figuring things out as she goes along this semester. I feel like I am being punished for her mistakes. All but 5 people failed her first two tests, I have an 88 average in her class and she is making me retake the test anyway. I am concerned that if I do worse on the makeup test that I passed the first time she said she will hold the second test grade against me, delete the first grade therefore lowering my average.
17	I'm a part time student. I'm really not sure if the classes that I have taken are preparing me for nursing.
18	I think the teachers are not good
19	yes , some of the teachers are more challenging and not will to work with you so some classes I excelled in and others i didn't or dropped
20	I feel that I need to put more time into the more challenging courses.
21	I am learning a lot at the college especially in math
22	Yes life could never be better than an affordable education, and excellent professors and instructors that are willing to help succeed.
23	I used all the resource that the college offer and they have been very helpful for.
24	i learned a lot and classes were helpful but im off track
25	CCP is a great resource
26	earning gen ed credits
27	Hopefully!
28	n/a
29	I feel that I am reaching my goal faster than I thought I would.
30	I know what I want to study and ready to take on whatever challenges it brings.
31	n/a
32	think soo
33	I am maintaining excellent grades.
34	I didn't knoe what I was searching for until last semester
35	It will help me to achieve my professional goals.
36	For the CAP program that I in presently I am doing everything possible to move to the next step.
37	I was withdraw from college.
38	Yes, I am taking courses that hopefully will qualify me to enter the Diagnostic Imaging program.
39	When I first started my work was a little more manageable but there was three years I couldn't take any classes. Now that I am back on pace my schedule appears to be changing again in January, hopefully it will not hinder my school too much
40	I have not taken advantage of the tutoring and resources that are available
41	I feel I can do better but I have not been properly prepared in high school and will take advantage of the learning labs provided to me.
42	I'm trying!!! Lol
43	Again, I am taking the required courses for the program of my interest
44	Slowly...
45	im on the right track of what courses I need in order to move on.
46	I am learning a lot through my studies and gaining the credit that I need for my future goals.

47	I have no choice but to work 40hrs a week to keep a roof over my head. This night only availability makes scheduling difficult.
48	I have completed 23 credits thus far ,and will add another 6 by the end of the fall semester.
49	I said partly because one of my courses for 2010 fall semester was dropped mistakenly.
50	n/a
51	I appreciate the STS 101 class offered. That allows me to meet the deadline for applying to specific allied health programs.
52	Im not focused
53	I am currently in my first coarse and haven't had time to access.
54	I have completed 53 credits so far, but I am trying to get into Nursing program (RN). I am applying this year (the 2 nd time applying for nursing).
55	I'm doing my the best I can
56	I would love to be full-time so I can get more classes in.
57	I had to change my field because of the sudden death of my parents died late last year. I just don't want to deal directly with any thing to remind me of that moment right know, so I am doing some culinary classes.
58	I initially enrolled in CST with the intentions to be able to apply for the nursing program. I had several set backs and now I decided to enroll in the DMI program then pick up nursing later on.
59	I don't know how to say, but I feel I am
60	It is very difficult trying to raise children, work and go to school full-time and maintain good grades. I was doing excellent when I first started but I have recently slacked somewhat.
61	finish two year college
62	Have not yet been accepted to the major program
63	Hope to get into the nursing program next fall.
64	I get just enough, no more than I can handle, but it is enough. For me.
65	I'LL FIND OUT MORE AFTER SPEAKING TO A COUNSELOR

7. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia?



8. What do you think are the strengths of the CST Program? [Red: satisfaction with the courses; purple: like the variety/broadness of CST; blue: preparation for future career/academics; green: good teachers; orange: advising/help/information given; yellow: flexibility/accessibility; brown: not sure/none; black: miscellaneous responses.]

Number	Response Text
1	The science classes
2	science
3	The science classes and the extracurricular programs.
4	My Sociology and Psych class.
5	Good classes, great professors, great location (NERC) with free parking.
6	smaller more engaged classes
7	Classes Availability, Caring Professors
8	I think the program requires most of the prerequisite classes needed to transfer into a nursing program and earn an associate degree at the same time.
9	the classes are easy transferable to 4 years college
10	the flexibility and options in class choosing
11	Science courses
12	The CST program has helped me get through the courses needed for the specific program.
13	the courses
14	science
15	That the classes are very informative.
16	I helps you to get the classes that you need to move forward in a career that you are looking into.
17	There are so many different classes, math science ect., that your interest keeps up with the variety of clases. It is not like business when most of the classes blend together and it is too easy to get bored. With cst, if your strengths are in science you can mix it in with the other classes you may not care as much for.
18	sciences and the math are the 43nglish43s of cst.
19	science and psych
20	the science I
21	science cources
22	the chemistry department is strong, it's easy to follow the curriculum
23	Straightforward classes. Very enriching mentally
24	easy to follow curriculum
25	Math
26	The natural sciences offered
27	The 43nglish43site courses provide a better unstanding to to our courses. I do not see these prequsite courses as a waste of time.
28	Sciences
29	science
30	Science classes
31	The 43nglish, math and technology classes.
32	Science classes
33	The science courses are challenging
34	Science classes are competitive.
35	its gives people a chance to do other things besides nursing
36	The opportunity to move into a science or medical field career path.
37	It offers wide array of subjects that can be used in diifferent fields of science
38	the variety of fields within the program

39	OPEN DOORS FOR PLENTY OF CAREERS
40	I like that it has a liberal arts feel with a science focus.
41	Ability to work in different areas of study while trying to determine a major or while working toward your desired major.
42	You can have a career in science, technology, or healthcare.
43	There sure a lot of choices you can choose from
44	I feel the strenghts are its diverse classes i can take.
45	plenty programs to choose from
46	A strength about the CST program that i think is helpful is you get to learn different areas of subjects that will help broaden your search on finding a career.
47	Allowing you to earn a degree that works toward earning a degree in a specific field.
48	That you prepare students to achieve a degree
49	It is geared around being flexible to better suit peoples lives and schedules while also continuing to challenge them so that they are properly prepared for the profession they seek.
50	to prepare me to obtain my degree
51	solid preparation for a specific program choice
52	It helps me be prepare for the degree I want to get
53	knowledge of science i can use later
54	One of the strengths of the CST program is that it fulfills many core requirements of four-year colleges.
55	It provides information on specific career choices
56	To have a perfect education for me and others that have help me prepare for a degree.
57	Helping prepare for hands on works, building a lot of skills, and helping on education for the program
58	the strenghts of this program is to prepare you for your career and get ready for the work force.
59	Preparing me for a career in health.
60	This program helps you to prepare for what you want to lead into.
61	It helps prepare students for programs they may like to enter.
62	To get you where you need to be so you can transfer to a 4 year university.
63	to help people become better in cst programs and afterwards.
64	Getting me ready for my healthcare career
65	To help student get and manage the skills need in their major to pbtain a career in that field.
66	preparing student that want to become nurses
67	its a challenge and gets you prepared
68	I think the strength is that it has enough basic knowledge for the future career, it helps students not only be a good worker but also a good co-worker
69	to get in to the nursing program
70	allow me to work towards a specific degree if I do not get into the nursing program
71	good teaching
72	I have had better teachers than ever here. I previously went to a state school and transfered back to CCP because the quality of the teachers.
73	Excellent instructors and good help with making sure you take the classes needed to reach your desired career goals.
74	English teachers and Science teachers they are excellent.
75	Biology Professor is great answers all questions n is very helpful in making you understand. Some of the topics I had prior knowledge of.
76	the learning lab, the friendly professors, the study groups
77	Broad array of instructions who bring different studying techniques to the classes.
78	Great Biology and Nutriotion professors.Great labs!
79	I personally believed that the strength of the CST program is that the program has a group of

	professors that are solely committed to meeting the needs of students both academic and social well being.
80	The majority of teachers are very helpful, and make the material very interesting...
81	The professors
82	There are lots of good instructors.
83	good teachers
84	Advisor, Laura Davidson, is very nice and willing to help
85	The guidelines
86	They is a lot of help if any is needed.
87	Their strength is that they helped the students as much as they can.
88	Good communication, you guys always inform us for the up coming important events.
89	The program advise you if your going the right way or not.
90	The website links in the emails have job descriptions and salary information attached.
91	i like the fact that the counselors are thorough and help with any questions plus they give you further information.
92	the communication about the various opportunities in the program
93	Advisors
94	Prof. Laura Davidson is highly active in keeping students informed about the CST variety of options, guiding and orienting them to the right path (that benefited me a lot).
95	flexibility
96	me being able to work and attend school
97	Convenient, affordable, and great hours
98	flexibility
99	accessible
100	it allows me to go at my own pace because i work full-time
101	A person can take as much time needed in order to finish getting their credits.
102	I'm not aware of any.
103	Not sure
104	no idea
105	I'm not sure--I've never looked at it as a program.
106	could not say as I have yet to learn what the program has to offer
107	Not sure. I don't follow the programs curriculum.
108	I have not explored them so I do not feel like I can answer this question.
109	Not sure, I never spoke with a counselor about until this year
110	i really dont know
111	I dont know
112	I don't know.
113	I do not know
114	??
115	i don't know.
116	I do not know for now
117	not sure
118	I'm not sure, but I've heard the program is very good but I don't know first hand.
119	I don't know.
120	I'm not sure of the strenghts because i just started so i can't explain at this time.
121	I don't know
122	idk
123	Not so certain
124	IDO NOT KNOW

125	I dont know
126	im not sure
127	none
128	Unknown - only taking small amount thats applicable
129	I don't think I know enough to comment on this.
130	no comment
131	i have no idea
132	I'm not really sure
133	NOT SURE
134	unsure haven't heard anything about it.
135	n/a
136	Not sure
137	Not sure
138	not sure
139	n/a
140	no comment
141	I don't know
142	I'm not really sure?
143	Not known
144	Havent been at the college long enough to notice
145	i dnt have any
146	Not sure yet
147	Not sure, maybe the technology segment
148	no comment
149	Just began do not have an opinion
150	None
151	Have not started the program yet so I'm not sure.
152	NOT SURE
153	unsure..its all still new.
154	not giving up
155	Good
156	I think it could be better in offering more helpful information to students who my not know where to turn after completing the program, for instance the student's who want to transfer to other nurshing programs to receive their degree in it, what schools can they look into.
157	Everything except math.
158	It help students to get their prerequisites for their differe majors(maths, nursing etc)
159	Understanding the work
160	good
161	It is being advertised on the web
162	be positive and being decaded to what your career is and working hard at it
163	It is inexpensive.
164	I have no idea what this program offers. I simply needed to take science courses.
165	My strength would be making sure that I complete each task on time and try my best to do all that I can on my own. My motivation to complete the program would be my strength.
166	Im not familiar with the criteria of the CST program, im just trying to finish up at CCP, at recieve my degree somewhere else.
167	As I mentioned I am retaking reading
168	networking & people person.
169	have not really gotten into my course classes yet!

170	DOing what I need to do to at least keep a 3.5 GPA
171	hard work and patience
172	The CST program do have a good well rounded structe, outside of too many lab sciences, which are not needed in the allied health work world or transfer to 4 years in most allied health programs.
173	i think u need better teachers that teach right
174	I am a Natural health consultant and know alot about vitamins and vegetarian cooking. I also know a little about reflexology.
175	My strengths are English and Math but also the help and advise from advisory.
176	language program
177	The knowledge that I'm going to gain from it.
178	information
<p>9. What do you think needs to be changed or added to the CST Program in order to improve the program? [Red: related to the coursework/classes; blue: more night classes; purple: better counseling/academic advising/more information about program available to students; green: more academic support (tutoring, one-on-one help); orange: related to the professors; pink: related to the nursing program; gray: more classes/make program bigger; yellow: nothing/satisfied with the program; brown: not applicable/not sure/no comment; black: miscellaneous comments.]</p>	
Number	Response Text
1	Math bein a requirement
2	More classes during the summer I and summer II.
3	less electives
4	More Classes, esp. Bio 110- also know ahead who the teacher would be.
5	More biology, math, and chemistry class options!
6	More weekend science classes
7	more classes
8	the curriculum
9	I think English 101 and 102 need to be completed before any writing intensive courses are available for students. Also, I think in the workshops that are offered need an addition "How to Take Notes for Humanity Courses with a Science Mind.
10	If someone is taken a language class, for the 1 st time, and it is called elementary then it should be explain in English and in the language so people can understand it and grasp it faster.
11	have courses available to the medical side of the degree you are seeking
12	I think that the students in the CST program should have access to all of the science courses jus as well as the students who are already in the Nursing program since that is their goal in the end anyway.
13	More of the classes should be available at the regional centers. I live in the northeast and try to take as many classes there, not looking forward to going to center city at all. May look out of city instead. Languages are so important maybe add more for a requirement instead of just 1 semester.
14	To me work is better explained in the lab classes, I feel that they should make the lab classes after attending the regular classes needed so that if you didn't get the hang of something then you would have a chance to do so after class.
15	In Math there needs to be more reviewing and all of the homework should be gone over. When something is repetitive it helps to remember it more.
16	Some of the classes I take I feel is not needed
17	math
18	Not Clinical work but more hands on material for the students. We pay a lot of money for our

	courses and all we have are books and lectures. Except for our science courses which require a lab.
19	I think that certain hard to get biology 109/110/ Microbiology /chemistry 110 classes should be reserved for CST students!
20	There I needs to be more classes for each subject available. For instance bio classes.
21	I think all teachers should have the same curriculum. I have friends that take the "easier" teachers and don't have the same amount of work that I do and are going to pass with the same amount of credits for doing half of the work. Completely unfair. All teachers should require the same amount of papers and tests.
22	The CIS 103 course should be optional - meaning if you can pass a test you should not be forced to take it.
23	opening other classes to students that want to take class outside of the cst program
24	the classes that I need conflict with all the other classes I need. You I have trig, which I need. And you need to offer the same classes down town up in North East, Downtown is a nightmare and disgustingly ghetto. Why are the classes that are at NE campus all at night??
25	give more time for the courses
26	To offer workshops for PM students
27	Perhaps starting a nursing school in the evenings would be better suited to those of us who desire to change career paths.
28	Have more opportunities for nursing and other medical related fields. (Night Program)
29	A night time nursing program. And any other medical field program that's only offered in the morning should also be available at night. A lot of people cant get to school in the morning, but they want to complete the career that they have choose.
30	The program itself is great, just need to add a nursing program for people like me that need evening classes to I the career that they are long to move into (Nursing)
31	There are not many options available for night students.
32	The ability to attend classes in the evening for specified programs currently only offered during the day such as nursing.
33	There needs to be more counselors who know what they are talking about. I've found it easier learning the next step by talking to students vs counselors. Sometimes I ask the same question to 2 different counselors and get different answers.
34	More personalized instruction for how to go about choosing major and what I as a student need to do so succeed or be accepted to these programs.
35	Let students know more about what you have to offer. As a new student I was not aware that I had a Curriculum Coordinator I could meet with. I am glad to know now that there is one because I don't know which classes to schedule in the Spring.
36	I wish I had been aware of the certificates that could have been earned with the proper selection of classes.
37	They need more counselors to talk to the students in the program so that students can be more prepared to transfer or continue their career in another field.
38	I think there should be more counseling and people to talk to at the northeast campus about the nursing program. I can never get a hold of anyone.
39	Better communication with the school to the students. Better hours for help for the students who work.
40	More interaction with students and teachers and the counselor's.
41	Send more information out when informing students that are accepted into the program.
42	More information about what the program is offering
43	Explanation of the program and guidance with choosing the appropriate classes.
44	better understanding on what the program really is and what the student can get out of being a part of the program
45	to at least mail something to the students that are enrolled in the course because a lot of students do not check their ccp website often enough and when they do find out its through word of mouth from another student not staff.

46	Nothing I think as long as information about that program is presented in a way that makes it easy for people to find out about it I all that I could think needs to be done right now.
47	More access to counselors. They are hard to reach.
48	The counselors need to be more active when helping out students. Personally I had a very bad experience with an admission counselor who was pretty inexperienced when helping me select courses for the program. Since then I have been enrolling in my classes alone without much guidance and plan to transfer out shortly.
49	Who is available to talk to make sure I am on target
50	Currently, when a student is enrolled into this program, it seems they are left to figure out their way until they possible get accepted into a program. I'm new to the school and curriculum. The emails have been helpful, and exposed me to the other programs offered. For some reason however, I have spoken to some of my peers who apparently didn't know about the other programs offered and they have been students much longer. It would be nice if maybe once a semester there was a "fair" type of workshop just for this curriculum. Giving students a better idea of the other allied health paths offered. Some of the links from the CST bulletin have no information. This may however be an error of the specific website.
51	A broader spectrum of information provided to CST students considering furthering their education , and what additional classes they should take to do so.
52	Better guidance , and more availability to non nursing students for classes, and the professors name being posted when registration begins not the week classes start.
53	maybe orientations or workshops that give students applied knowledge on what this program is and how this program will benefit us in the future.
54	More counselor/advisor involvement and contact. More help selecting a major or transferring to another institute.
55	Good counselors to tell you what class you have to take to get into the nursing program
56	I think the program should have its own counsellors who will actually direct or help students register for pre-rep courses that are related to their major. I personally feel that sometimes students take courses that are related to their major at all.
57	More information to the new students
58	Recognition of the program could be improved. For instance, the catalog doesn't express CST as a specific degree. Upon graduation, still one is offered a AA in Liberal Arts degree.
59	More information on website.
60	I think have more of a detailed description of course or classes that should be taken in your field.
61	more knowledge of what the program is and what it has to offer.
62	More people helping students in the Program
63	tell advisor what you plan to do and he tells you what you must do to reach your goal
64	Letting us know which classes are really needed over the internet registration.
65	more access to nursing counselors
66	meeting with a real person besides a counselor who is familiar with ONLY this program..That would be really helpful.
67	Just more help on the test to get into the nursing program
68	More learning labs, extending tutoring hours
69	More educational support
70	More tutoring
71	I there are lots of people that start at ccp cst programs with the intention of getting their nursing degree from ccp, however we (others) wind up getting their rn degree from other 4yr or diploma programs because I believe that there isn't enuff prep for the allied health exam. For me lots of the classes ive taken were early in the years of starting back to school and testing with timing can be very intimidating and I think there should be a 6 week prep course with brief coverage of all subjects that the exam covers. Most people that I know have taken the exam havent done so well then they move on to other school to earn their degree, when their first choice was to get their rn degree from ccp. Maybe this 6 week brief prep course

	maybe with a fee that will help those people that have problems with testing. So if this can be implemented that would help. Even myself
72	I think there really needs to be tutoring for cis classes.
73	Some of the CIS 103 need to communicate better with students who need help, or at least send them to learning lab.
74	more one on one help
75	More tutoring in the science program. (open lab in all campuses)
76	To make it a little easier to enter another program and to make the test a little less difficult.
77	A lot more help and tutoring for Biology
78	Add a prep class for each of the specific programs that will inform the student of what is necessary to succeed in that major.
79	The college needs more calculus tutors.
80	More one to one bases with students, get to know each student find their weakness and strengths in each of their courses. More interviews with other schools should be made.
81	Better instructors in the night classes off campus. And computers that are functional.
82	Better biology faculty and more accountability for professors to meet standards.
83	I think the teacher evaluations should be required and heeded.
84	Higher level of teaching in the Spanish classes.
85	better choices of instructors suited to in urban environment.
86	Better understanding your professors in their way of teaching and testing.
87	better teachers that teach
88	The way most of the instructors talk to older students or students from other countries, is not too good. I think that is one thing that need to be change in order to improve the program, or for this program to be the best.
89	For the nursing program, it takes too long just to get in and you do all the requirements and it might not even happen, but I have to think positive to keep going to reach my goal at the end of the day.
90	Though I always knew before starting college that I wanted to become a nurse; and was then told my major should be CST since that closely resembles classes at a 4 year institute. I was closely shocked now years later after working so hard not being able to put the CST degree to use in the work world while Im pursuing my bSN>
91	preparations needed to get into the nursing program
92	STOP MAKING STUDENTS TAKE AN ENTRANCE EXAM TO THE NURSING PROGRAM
93	I think the program should allow a certain amount of minimum scored students to attend the nursing program. The best of the best is always good however, we all can learn from each other.
94	Offer different nursing programs besides Allied Health Nurse program.
95	A day nursing program
96	they recently not accepting students to the nursing program to temple anymore. They need to change that.
97	By making the program a bigger program could help.
98	MORE PROGRAMS WEB BASED
99	the competativeness and the limited amount of space, people pay to go to school so allow them to try and get what they paid for . I make them pay just to tell them no
100	Continue to ensure that classes are equally available at satellite locations (NERC, NWC, etc) as they are at main campus.
101	Some classes like biochemistry have a very limited number of sections.
102	As a student working a full time job, I wld love more flexibility for scheduling classes with different labs as opposed to being restricted to the lab sections linked to the lecture I choose.
103	more programs

104	more available seats to register for the classes that have to be fulfilled instead of having them reserved for other programs
105	provide alternatives to taking certain courses.
106	I think its already too much so I don't need any thing else in it
107	Nothin really
108	I'm not aware of anything.
109	nothing.
110	nothing comes to mind I rely like it
111	Nothing.
112	Nothing
113	Nothing
114	Nothing at the moment
115	Nothing
116	This being my first time, the program is okay to me because I really don't know what else to expect.
117	It is working out well for me the way it is.
118	you have the learning lab, you offer tutoring...
119	I can't think of anything else currently.
120	It's fine.
121	nothing... improvement upon anything is always great.
122	Nothing
123	None
124	Nothing
125	Nothing
126	nothing yet...
127	noting really.
128	Nothing
129	Nothing
130	nothing right now everything is going fine
131	everything is fine
132	everything is good as it is.
133	It's working well as it is now
134	Nothing.
135	not much
136	None
137	not sure
138	don't know
139	Not sure.
140	I do not know.
141	N/a
142	none
143	I I know
144	??
145	Until I can start the program I do not have any idea on what it is that needs improvement or change
146	not sure
147	Unknown

148	n/a
149	I couldn't tell you.
150	I don't know
151	When I get to that point of the program I'll let you know.
152	I'm not sure at this point because I am not there yet.
153	idk
154	im not sure
155	n/a
156	Nothing I just haven't really looked about CST
157	no comment
158	I really I know
159	I'm not really sure.
160	NOT SURE
161	n/
162	n
163	Not sure
164	not sure
165	Not sure
166	Can't say haven't had a chance to become fully aware of all that it has to offer.
167	no comment
168	n/a
169	Until now, I have not realized what needs to be changed
170	Unknown
171	Havent been at the college long enough to notice strengths or weaknesses
172	don't know
173	Not sure yet
174	no comment
175	not sure at this time
176	Unsure
177	n/a
178	n/a
179	No comment
180	Students shouldn't be limited to applying only once a year for the allied health programs.
181	more freshman involvement
182	There should be more than one application process for the DMI program. Their isn't enough information pertaining to this. I am somehow not able to able for another year and have a waiting year. That is odd.
183	Almost everything more workshops and help to help people focus and zero in on strengths and what is needed of them. Most people in the program are entering into the medical field and need to understand how competitive it is early on. CCP does nothing to facilitate this
184	CIS requirement???
185	Dissections should not be required.
186	Speed up the hands on part.
187	I think that the cst program needs to pick students within the semester not pick students and then they have to wait until the following semester to enter in to the programs.
188	Attendance documentation.
189	That old grades from 2002 should be dropped so your gpa can be a lot higher

190	students should not be railroaded into the program
191	The biology department seems to lack funding but has some great professors-ex Renna and Avart.
192	since we do not earn a AS and it is an AA at least one if not two of the science should not have to be natural science with a lab.
193	Update the website(s). Nearly half the links are broken or displaying information that is several years old. This is not very encouraging.
194	internships for the Health Service Management program
195	Psychology
196	I personally wish it was more hands on, I beleieve people learn faster, with the hands on experience.
197	More enrollment dates to apply to DMI.
198	let students register online
199	more agreements with other colleges and universities

10. What sources have you used to get support and information about the CST Program?

Answer Options	Response Percent	Response Count
I have talked with the Curriculum Coordinator in room W2-19	10.7%	35
I have talked with an academic advisor	31.9%	104
I have talked with a counselor	33.7%	110
My peers	28.5%	93
My instructors	16.3%	53
The CST website	34.4%	112
The college catalog	31.0%	101
None	22.1%	72

11. Are you aware that the program has a Curriculum Coordinator who could provide assistance to you?

Answer Options	Response Percent	Response Count
Yes	29.3%	97
No	70.7%	234

11a. If you are aware of the CST Curriculum Coordinator, did you ever contact her for information or advice?

Answer Options	Response Percent	Response Count
Yes	24.7%	24
No	75.3%	73

12. Are you aware that there is a CST website?

Answer Options	Response Percent	Response Count
Yes	46.1%	152
No	53.9%	178

12a. If you are aware that there is a CST website, did you ever visit it?

Answer Options	Response Percent	Response Count
Yes	86.9%	133
No	13.1%	20

13. What would be the best way for the CST Curriculum Coordinator to contact you with program information?		
Answer Options	Response Percent	Response Count
My CCP email	68.9%	226
Messages on MyCCP home page	2.1%	7
My personal email	11.3%	37
A letter mailed to my home	17.7%	58
Other (please specify)		23

13. Have you applied to any programs at Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes	16.0%	52
No	84.0%	273

13a. If you have applied to a program at Community College of Philadelphia, what is the name of the program?	
Number	Response Text
1	A.A.S.
2	AA Culture,Science and Technology
3	Computer Information Services 1
4	CST
5	dmi
6	DMI
7	DMI
8	DMI
9	DMIP
10	Engineering
11	ESL
12	general courses
13	Health Service Management
14	I will be applying this month for the Nursing Program
15	Nano fabrication
16	Nursing
17	Nursing
18	Nursing
19	Nursing
20	Nursing
21	Nursing
22	NURSING
23	Nursing
24	nursing
25	nursing
26	nursing
27	Nursing
28	Nursing
29	Nursing

30	Nursing
31	nursing
32	Nursing
33	nursing
34	nursing
35	Nursing Program
36	Nursing Program
37	nursing program
38	nursing program
39	Nursing, RT
40	Nursing Program
41	peer group for cst
42	Radiology
43	respiratory care technician
44	Respiratory care technology
45	RN
46	RN Nursing Program
47	Student Ambassador
48	Student ambassador
49	track

13b. If you have applied to a program at Community College of Philadelphia, were you accepted into the program?		
Answer Options	Response Percent	Response Count
Yes	34.9%	15
No	65.1%	28

14. If you are currently working, what is your current job title and what type of work do you do in your primary job? Red: nursing, blue: work in medical field, purple: administrative work in medical field, orange: dental field (including administrative work), black: miscellaneous		
Number	Job Title	Describe work
1	Certified nursing Assistant	pre-step to nursing
2	CNA	perform basic patient care and assist with activities of daily living; such as bathing, feeding, toileting, vital signs ext.
3	CNA	Nursing Assistant
4	Certified Nursing Assistant	take care of people love ones.
5	certified nursing assistant	helping the elderly get through their day
6	Certified Nursing Assistant	Assisting patients with activities of Daily living. Helping with the progress and recovery of patients on a Thoracic and Neuro Surgery step down unit. Take vitals sign and perform other needed test such as ekg's bladder scans etc.
7	Certified Nursing Assistant	Long term care setting
8	CNA	i work in a nursing home, assisting the elderly
9	CNA	Caring for elderly people
10	CNA	Patient Care
11	CNA	I WORK WITH CANCER PATIENTS
12	nursing assistant	home care
13	cctv supervisor, cna	monitor security cameras, provide assistance to elderly

14	emergency room tech	nursing duties
15	CNA	help encourage independence to the elderly and disabled
16	Nursing assistant	
17	nursing assistant	
18	Nurse's Aide	physical care, personal hygiene, vital signs, blood glucose monitoring, specimen collection, etc.
19	Certified Nursing Assistant and Nursing Unit Secretary	Activities of Daily Living with my residents.
20	CNA	Vital signs, bath people, feed them
21	Certified Nursing Assitant	Home Care
22	CNA	assist and care for patients in a hospital
23	Citerfied Nursing Assistant	I take care for cancer patients
24	CNA	providing hand on care to patients
25	Nursing Assistant	patient care
26	Home Health Aide	Nurse assistant
27	medical assistant	HPI, vitals, injections, minor surgeries, research, physical exam
28	Third Shift Aide	Assist people with mental health or mental retardation in a community based home
29	medical assistant	clinical duties, treating patients and helping doctors
30	Medical Assistant	Clinical work: injection, phlebotomy, ekg, vital signs, health history, medications
31	Rehab tech	Patient care
32	home health aid	meeting people needs,
33	was a surgical technician but because I needed light duty, I am now a Telemetry technician (but not currently working due to an injury)	Surgical techs pass instruments during surgery and sometimes assist the surgeons. Telemetry techs watch monitor to keep track of the patients heart rates and they take vitals
34	Medical Assistant	Greet and triage patients in a professional manner
35	medical assistant	vitals, blood pressure, injections, phlebotomy, intake
36	medical Assistant	Office work, assist patients
37	Surgical Tech	assist in the operating room for the heart team
38	emergency room tech unit clerk	emergency medicine
39	Data Coordinator / Medical Assistant	Monitor ICU patients by way of telemedicine in the University of PA health system.
40	pca	in home care
41	medical assistant	medical assistant
42	patient care associate	Albert Einstein Medical Center
43	EKG Technician	Perform and interpret Ekg reading.
44	Surgical Technician	I give the instruments to the surgeon.
45	Gi Technician	Consistent aid to doctors, nurses and patients
46	gi tech	work with gi doctors asisting with gi procedures
47	dialysis technician	care for individuals with cronic kidney disease
48	Medical Assistant	To assist the doctors in patient care.
49	Medical assistant	Out Patient Chemophtherapy center. Taking vitals, ordering supplies providing empergent care during code calls

50	Surgical Technician	Pass the instruments to the doctor during surgery
51	Surgical Tech, Patient Care Services Associate, Telemetry Tech	I got injured at work so I was put on light duty and got injured again so I am now out of work until further notice
52	Medical Assisting	draw blood, give injections, schedule appt., take vitals
53	dialysis tech	
54	Home Support Aide	Provide daily activities for the elderly.
55	Phlebotomist	I draw patients blood and send it to the correct labs for trained technicians to perform the specified tests on them.
56	Registered Medical Asst.	Front desk, Filing, Putting patients in the exam rooms, dispensing meds with doctors approval and many more other responsibilities
57	Admin coordinator UPENN and Transcriptionist CHOP (Neonatology)	coordinate salary ltrs. run reports according to proposals and awards, transcribe notes etc for neonatology drs
58	Medical Recork Clerk	
59	Preccert Representative	Receive incoming calls for inpatient and out patient services.
60	Claims Payment Adjuster	Adjust medical claim
61	unit secretary	hospital secretarial work
62	Medical Case Manager	I am a case manager for HIV positive adults
63	Customer Support Tech III	Hospital Application Security Analyst
64	File Clerk Team Leader 1	order and file records of patients
65	Medical Records Clerk	filling and scanning records
66	X-ray Licensed Dental Assistant	Aiding the Dentist in the Operatory
67	dental hygienist	clinical care of patients
68	Secretary in dental office	
69	dental assistant	dental assistant
70	togo Girl	Chili's togo girl for take out
71	booth attendant	we collect money for parking
72	Administrative Coordinator	Secretarial Work
73	Dept Supervisor	Customer Service
74	Target - Team Member	I run a photo lab
75	Office Administrative Associate A	Support of the Pathways out of Poverty Project Director
76	Monitor	Work Study
77	Customer Service Associate	Call center
78	tutor	tutoring in the West Science Lab at CCP
79	Charge Manager	review and audit charges for clinical trials
80	LPN	
81	Mother, Temp Labor	
82	student tutor in the Learning Lab	helping other students with psychology and sociology
83	supervisor	data entry
84	package handler	lifting boxes up to 70lbs
85	Program Coordinator	Drug and Alcohol treatment center for women
86	Automotive Service	I enjoy my work.

	Technician	
87	Program Supervisor	Mental Health
88	Shift manager at wawa	prepare meals, make coffee
89	sale associate	help customer
90	Steve Steins Famous Deli	Cashier
91	Income Maintenance Caseworker	determine clients eligible for welfare benefits
92	Membership Representative	secretary work such filing, customer service, and computer skills
93	Bookseller	cashier/bookseller/customer service
94	Driver	Paratransit
95	Pharmacy Cashier	Cashier in the pharmacy
96	Parking Enforcement	
97	Legal Secretary	Work for attorneys
98	Supervisor	Customer Service
99	Cash Control Manager	my duties are to handle cash, and end of he reports
100	Teacher assistant	Care giver for special needs children between the ages of 3 to 6.
101	Data Entry	Records Management
102	Electronics Technician	Apply electronic based theories in repairing equipment highly sophisticated military equipment
103	Data Processor	Data entry, general office work
104	CCR Water Revenue Bureau (City of Phila.)	Computer work (train people in our new billing system)
105	APCS CLERK	CHECK PROCESSING
106	Contractor - work from home	Book Dining reservations for Disney from home
107	Cashier	
108	OTC Manager	Pharmacy Manager at Walmart
109	Supervisor	clerical
110	Cocktail Waitress	
111	representative	billing
112	House manager	M.R. Supervisor
113	Food Service	Prepare Dietary Foods, And
114	hostess	hospitality industry
115	Nanny	
116	Office Manager	Filing answering phones type letters bank deposits
117	admissions counselor	screen and place psychiatric patients
118	Employment/Training Specialist	Case management and job development
119	PSR	CUSTOMER SERVICE
120	Accounting Assistance at a law firm	Bookkeeping, handling fees incoming and outgoing
121	Technical Lead Collaborative Technologies	Support Infracstructure Technologies
122	Police Sergeant	police work, over nights
123	shift manager	run shifts inventory
124	intern	help the needy

125	chickie and petes	food runner
126	cashier	cashier
127	(H.a.b.a.e) Associat	pack out products such as hair products, skin products. etc, obtain a clean department.
128	Sears- Fine Jewlery	I sell real jewlery but everything is real not fake
129	Adm Asst	admissions adm asst
130	Transporter	Helth Care setting with direct patient contact
131	Court Representative	Working directly in a courtroom assisting a First Judicial Judge.
132	Work Study	Assistant
133	Night Auditor	• Daily accounting data entry and reconcile
134	Team Member	Mcdonalds
135	housekeeper	cleaning, dusting , mopping
136	server	given the elder their food at a nursing home
137	Home Health Care	In home care! feed bathe, cook, clean, wash clothes, Dr. appts, errands, ect...
138	Administrative Assistant	
139	co-owner salon	hair stylist
140	Aftercare Specialist	I work with the mental health population
141	sales ass.	automotive parts , taking orders for parts & stocking parts, cashier. a little of everything
142	cashier	ring up customers
143	doula; freelance writer/editor	I support women throughout labor and birth as well as postpartum; I have freelance clients who I write and/or edit for.
144	Assembler	Labor
145	communications technian	
146	Accounting Assistant	Everything the accountants and auditors do plus data entry, filing, inventory and distributing materials to field staff
147	Housekeeping	cleaning
148	Customer service	receptionist
149	Banker	I work in retail banking. I provide customers world class service and look for opportunities to deepen the banking relationship through cross sell of loans, mortgages, checking and savings accounts.
150	Residential Counselor	Providing direct care for th disable
151	Police Detective	Sexual Assault investigations
152	Daycare	watching children
153	n/a	city of phila
154	Admin. Assistant	Office Work
155	Bartender	
156	Legal Secretay	Secretarial
157	Desktop Support Technician	Support, Fix, hardware and software in educational setting
158	Cashier, Salad bar attendant, GM Stocker	Acme Markets
159	Phila Taxi Driver	
160	Work-study student	library

161	Teller	handling members transactions
162	unit secretary	secretarial
163	Security Officer	Asset and client protection, also work closely with patients in the crisis response center, customer service.
164	server	server
165	Sales Associate	Stock, Straighten and cashier
166	Willie Wee Learning Center	Group Supervisor
167	Customer Service Representative	Setting customers up with accounts, answering questions, phones, etc.
168	Adult service.	I give personal and adminster medications.
169	Lead Pre-school Teacher	
170	Cashier (Rite Aid)	Distributing of money and products of the rite aid brand.
171	Work studies in the admission dept. at NWRC	I do a float in and out the office
172	unemployed right now	when i was working i was into retail
173	Mail Handler	Mail Plant Distrubition
174		LAW ENFORCEMENT
175	Sales Rep	Sales and customer service
176	Delivery manager	
177	teacher's assistant	teach emotional intelligence at private school
178	Secretary and Office Manager	Secretarial, Bookkeeping, Office Manager responsibilities
179	childcare	
180	Asst. Retail Business Manager	Retail Sales, Inventory, Team Mgmt
181	ITS Department	work study student
182	associate	customer service
183	Accounts recievable representative	research outstanding AR for medical claims
184	Admin Asst.	Office work
185	Head of childrens department at tommy hilfiger	running section of store, markdowns, floor sets, customer service
186	softlines team memeber	work with cloths
187	PI Associate	Public information and Customer service
188	Adminstrative Assistant	Assist Tech Ops Manager
189	3-1-1 call agent	customer service
190	Computer Lab Monitor	Help students with computer applications, word processing and electronic information technology (e-mail etc.)
191	Staff Assistant at a Title Company	Computer work.
192	Receptionist	Answer phones
193	CRS	
194	Group leader/ part timer	Group leader at day care center currently working with one year olds
195	Community Health Care Worker for the Dept. of Public Health	Outreach and Educator of Lead Poison and Prevention, Diet and nutrients and how that effects Lead. I express the importance of being an advocate for theirselves and their children. I also explain the cause and effects of lead and

how it harms the body.

Red: nursing, blue: work in medical field, purple: administrative work in medical field, orange: dental field (including administrative work), black: miscellaneous

15. How many hours per week on average do you work in this job?	
Number	Response Text
1	11 hrs approx
2	40
3	45-50
4	40
5	40
6	27
7	37.5
8	15
9	50
10	40
11	9
12	40
13	20
14	15
15	10
16	28
17	12
18	40
19	40
20	52
21	37.5 plus
22	35-40
23	12
24	40
25	40 -42
26	30
27	37.5
28	34
29	40
30	It varies i am temp worker
31	30
32	32
33	16
34	40 h/week
35	40
36	40
37	45
38	40
39	40
40	30
41	13
42	40
43	24

44	40 hours
45	40
46	40-50 hrs
47	40
48	8
49	40
50	Full time 40 hours a week
51	30
52	40
53	40
54	15
55	40-45
56	40
57	16
58	40
59	20
60	40
61	48
62	40
63	45
64	45
65	36
66	35
67	40
68	13
69	40-50
70	72HRS
71	36-40
72	21
73	40
74	35 to 40
75	40 hours
76	40
77	20
78	30 hrs
79	40
80	30
81	40 hrs wkly
82	24hrs
83	15
84	37.5
85	40 hours
86	28-40
87	20
88	20
89	36
90	30
91	40

92	35
93	20
94	40
95	30
96	40
97	32
98	40
99	20-40
100	30
101	forty
102	40
103	40
104	35
105	40
106	40
107	40
108	36
109	40
110	40
111	25-30
112	40
113	40
114	12
115	varies.
116	15
117	35
118	full time for now
119	40-45
120	32@1 job and pool @ the other job
121	45
122	24 hours
123	40
124	40
125	40
126	40
127	40 hours a week
128	40-50 hrs
129	55
130	15
131	32
132	20
133	40
134	40 or more
135	23
136	30-45
137	40-45
138	25
139	44

140	40
141	20-30
142	40
143	20-30
144	70
145	13
146	16 hr/week
147	37.5
148	40 hours
149	25
150	48
151	20
152	20
153	37
154	30
155	20
156	40 hours.
157	35-40
158	40 or more
159	20hrs
160	40
161	50
162	40
163	50
164	36
165	40
166	32
167	45
168	20
169	45
170	14 1/2
171	20
172	40
173	40
174	42
175	30-35
176	25
177	75
178	32
179	20
180	40
181	35
182	varies
183	37.5
184	10
185	25-30
186	27
187	10

188	40 hrs
189	40
190	20
191	2.5
192	40hrs.

16. If you are not employed now, is this employment status by your choice?		
Answer Options	Response Percent	Response Count
Yes	39.5%	66
No	60.5%	101

Survey Results – Program Graduates

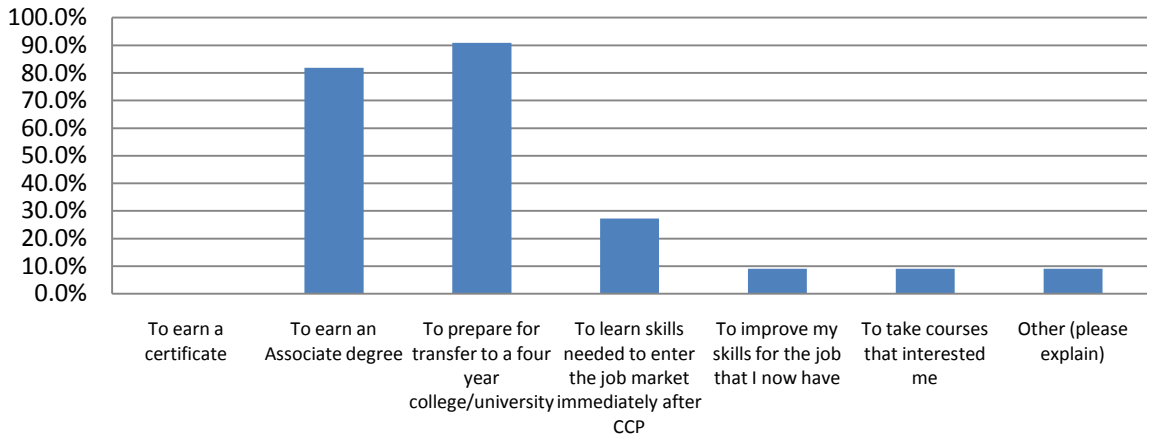
N = 22

1. When did you enter the CST Program?							
Fall 1993	Fall 1997	Fall 1998	Fall 1999	2001	Spring 2002	Spring 2003	Spring 2004
1	1	2	2	1	1	1	1
Fall 2004	2004	Spring 2005	Summer 2005	Fall 2005	Fall 2006	Spring 2007	
2	2	3	1	1	1	1	

2. When did you graduate from the CST Program?											
Spring 2000	Summer 2003	Spring 2006	2006	Spring 2007	Fall 2007	Spring 2008	Summer 2008	2008	Spring 2009	Fall 2009	Spring 2010
1	1	1	2	2	1	5	2	1	2	1	3

3. Which of the following reasons were important to you when you enrolled at Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
To earn a certificate	0.00%	0
To earn an Associate degree	81.82%	18
To prepare for transfer to a four year college/university	90.91%	20
To learn skills needed to enter the job market immediately after CCP	27.27%	6
To improve my skills for the job that I now have	9.09%	2
To take courses that interested me	9.09%	2
Other (please explain)	9.09%	2
Number	Other (please specify)	
1	To find a major that suited me.	
2	Improve quality of life	

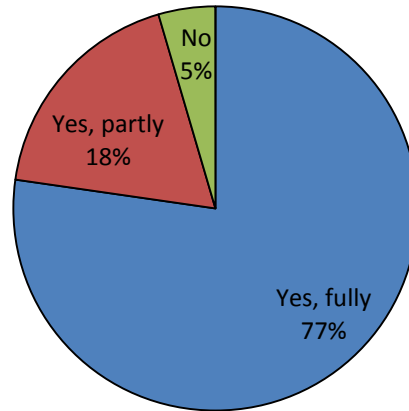
3. Which of the following reasons were important to you when you enrolled at Community College of Philadelphia?



4. Did you accomplish the educational objectives that you set for yourself at Community College of Philadelphia?

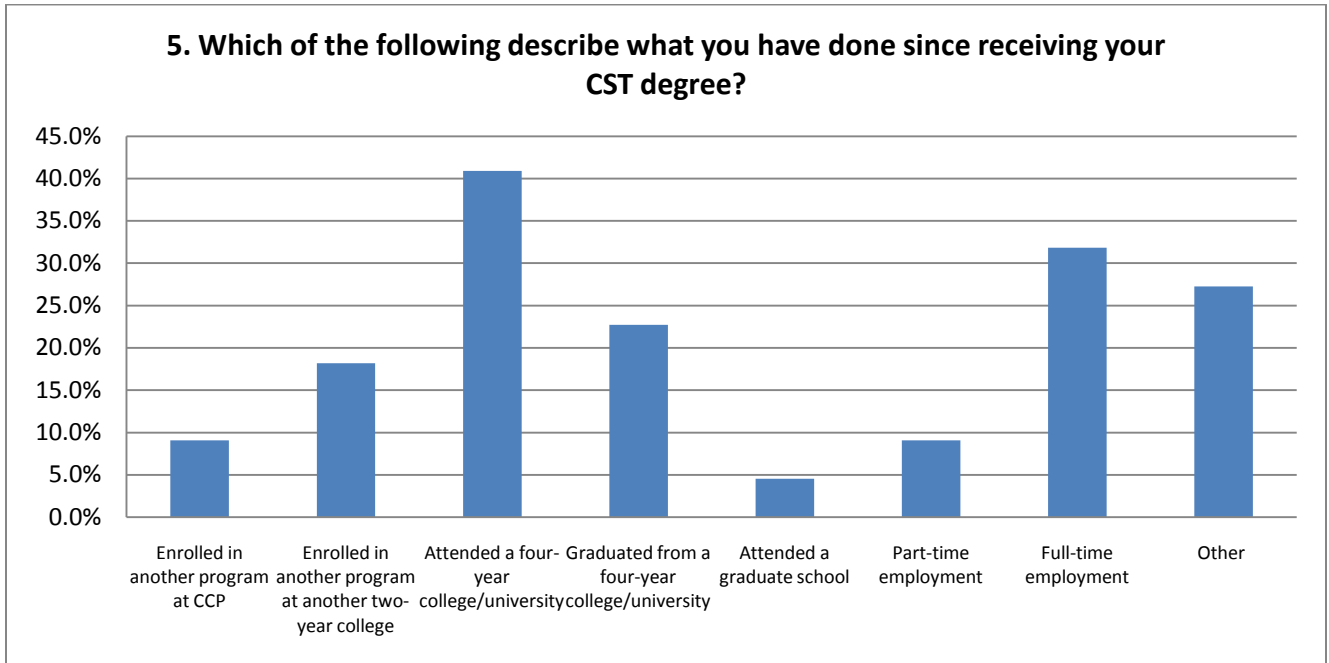
Answer Options	Response Percent	Response Count
Yes, fully	73.91%	17
Yes, partly	17.39%	4
No	4.35%	1
Please comment		6
Number	Please comment	
1	Needed one more class to fulfill requirements; class to be enrolled at current university	
2	Well the plan was to get the credits needed to enter into nursing school and become a nurse.	
3	I came to Community to take prerequisites for nursing school but I stayed to continue studies so I can receive an associate's degree.	
4	Have not entered a 4-year college/university	
5	I entered CCP with hopes of obtaining an ASN degree but I was not able to enter the nursing program due to limited space and a lot of students enrolling	
6	I was able to complete my prerequisites to prepare me for the nursing program I entered into.	

4. Did you accomplish the educational objectives that you set for yourself at Community College of Philadelphia?



5. Which of the following describe what you have done since receiving your CST degree? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Enrolled in another program at CCP	9.09%	2
Enrolled in another program at another two-year college	18.18%	4
Attended a four-year college/university	40.91%	9
Graduated from a four-year college/university	22.73%	5
Attended a graduate school	4.55%	1
Part-time employment	9.09%	2
Full-time employment	31.82%	7
Other	27.27%	6
Number	Other	
1	Obtained Nursing Diploma at Nursing School; currently in BSN program at 4-year college	
2	Entered nursing school in 2007 and graduated in 2009 and now back in school for my bachelor's	

3	Attending Harcum College (Nursing)
4	Nothing
5	Prepare to transfer to a four-year institution
6	Nursing School - 2 yr program



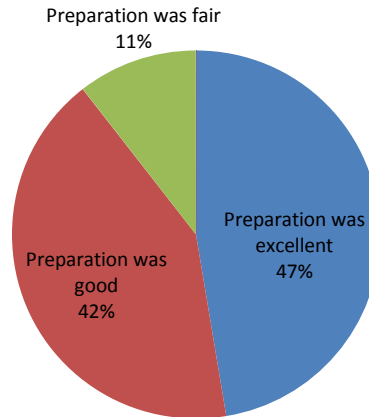
6. What is the name of your most recently attended college?			
Number	Name	Date Started	Major
1	Lasalle University	08/01/2009	Nursing
2	Eastern University	9/27/2010	MBA in Health Administration
3	Lincoln University	2006	psychology
4	thomas jefferson university	fall 2009	biotechnology
5	Holy Family University	Fall 2010	Nursing
6	Chamberlain College of Nursing	March 2010	Nursing
7	LaSalle University	08/2010	BSN - Nursing
8	Northeastern School of Nursing	9/08	Nursing
9	CCP		
10	Drexel University	Sept 2006	Health Science
11	Abington Memorial Hospital Dixon School of Nursing	September 2009	Nursing R.N. (Diploma)
12	Temple University	2001	Biology

13	Drexel University	09/2008	Computer Security and Technology
14	LaSalle University	Fall 2008	Nursing
15	Harum College	May 2009	Nursing
16	Roxborough School of Nursing	8/1/09	Nursing
17	Chamberlain University	Aug 30, 2010	BSN
18	LaSalle University	9/06	Nursing

7. What is your present enrollment status at the college listed in Question 6?		
Answer Options	Response Percent	Response Count
Still attending	50.00%	9
Stopped attending before graduating	5.56%	1
Graduated	44.44%	8
If graduated, what is your degree and date of graduation?		8
Number	If graduated, what is your degree and date of graduation?	
1	2008, bs	
2	Nursing, 5/2/10	
3	CST, May 2010	
4	Health Science, March 2010	
5	Biology, 2003	
6	CST, 03/2011	
7	Nursing, May 2010	
8	Nursing, May 2008	

8. If you transferred to another college, how well did the CST Program prepare you for the academic demands at the college to which you transferred?		
Answer Options	Response Percent	Response Count
Preparation was excellent	47.37%	9
Preparation was good	42.11%	8
Preparation was fair	10.53%	2
Preparation was not helpful	0.00%	0
Please explain		2
Number	Please explain	
1	Preparatory courses were superior in obtaining knowledge in comparing other students coursework in same/similar prerequisites.	
2	Science foundation was great -- Bio 109, 110; Chem and Micro	

8. If you transferred to another college, how well did the CST Program prepare you for the academic demands at the college to which you transferred?



9. Were you satisfied with the instruction you received at the College while you were a CST student?		
Answer Options	Response Percent	Response Count
Yes	85.71%	18
No	14.29%	3
Please explain		4
Number	Please explain	
1	Overall experience was wonderful. Most of my teachers were very good, had just a few difficulties	
2	The financial aid department was very unorganized and staff had an unpleasant attitude. My classes were continuously dropped at the beginning of each semester because CCP took so long to sign for my loan so it was never processed until after school started and my courses were dropped.	
3	At times, CCP and the CST program, in general, should reach out and prepare their students early on.	
4	No completely satisfied.	
5	Excellent, professional, knowledgeable faculty at CCP	
6	The experience was worthwhile considering the many lifestyle changes I had encountered.	
7	Science instructors are great, specifically ___ and ___.	

10. Were you satisfied with the support you received from program faculty?		
Answer Options	Response Percent	Response Count
Yes	66.7%	14
No	33.3%	7

10a. If yes, please give an example of the type of support you received.	
Number	Response Text
1	Support form Financial Aid in providing information on the cost of my AA degree.
2	individual tutoring
3	Guidance counselor very informative. Dual admissions transaction - ok
4	Learning lab, math lab, tutors were very helpful thru-out my time at CCP

5	The professors most of the time were very good, especially my A + P instructors.
6	Resume assistance
7	_____ (Name of Curriculum Coordinator) , coordinator at the time I attended CCP, was a mentor and excellent instructor. She helped get me on the path I belonged.
8	Academic advisors @ NE campus are fantastic!

10b. If no, what type of support were you looking for and did not receive?	
Number	Response Text
1	With students who were obtaining credits PAST the associate degree mark, there should have been better support, even when we choose to return. When I returned, I had had better support, based on me and my experiences, not from the support of CCP.
2	Well I was looking for someone to guide me through the different steps towards a nursing degree but got the information when it was to late or just as i was about to change major for me to improve my chances of getting a better job in the health field. example respiratory care
3	I didn't really need the support only during the time we had a chemistry class and the instructor was horrible and me and half of the class filed a complaint against him and nothing was done.
4	I can't say I came in direct contact with any program faculty, directly connected with the CST program.
5	None in particular, my needs are quite unique
6	Advisors were not help full with picking necessary classes for degree. I was given wrong information regarding classes needed to graduated.
7	There needs to be more interaction between teachers and students.

11. What do you think are the strengths of the CST Program?	
Number	Response Text
1	Prepares students for various careers in science, technology, social infrastructure.
2	Providing low cost for students to attend college and earn a degree.
3	Well it is good if you are really going to transfer to a four year program and if u really just want to come out with a degree.
4	prepare well for job
5	Small class rooms and great faculty support
6	It teaches you responsibility and instill the information and skills you will need for a future career and extended education.
7	The ability to mold program and class selections to fit the four year program desired to move on to
8	Great teachers, program is set for easy transition thru program. Teach future CST students the importance of having high GPA for transfer purposes.
9	There are a lot of caring teachers in this program.
10	It prepares students for any potential position or profession in the medical field.
11	Excellent instructors, ability to major in nursing and other healthcare fields as well as cultural diversities/humanities and computer studies.
12	I think it gives you a general foundation for higher education/career in a science based field.
13	A professional and very knowledgeable staff.
14	Flexibility of faculty and its resources.
15	Appropriate courses, convenient class times, generally good instructors.

12. What do you think needs to be changed or added to the CST Program in order to improve the program?	
Number	Response Text
1	More of a push to give preparation for the job market AND to transfer to a 4-year college. sometimes there is a push for students, such as myself, to go into the nursing program, and if they are not prepared or amke the grade, there should be a push into another program, such as the reasearch bioethics program, since Philadelphia has a great job market in this realm, and have it more available to students-and/or give students the correct classes for transferrability into BSN programs-I did this all on my own AND became and LPN-no help from CCP.
2	The limited number of seats for the Nursing Program. ALso, the requirements of having a high score on entrance exam verses having excellent grades.
3	Well if I am not mistaken the program has changed from since I graduated because I think you can take a state exam or something like that to qualify for a good job in the health system.
4	more preparation for the ASCP certification. Encourage student to take certification right after graduation
5	More information and support when you are entering a program for a particular career path.
6	Priority given to CST students who plan on going onto BSN programs, as it relates to science courses and registration.
7	I think the CST program could be improved if the courses were clearly defined for program in order to avoid taking unnecessary courses.
8	I think it's important to inform the student ahead of time what classes they need if they wish to enroll into the Nursing program.
9	A medication course teaching about the trade and brand names of drugs. That will be helpful if students are interested in the nursing profession.
10	Perhaps if faculty and other CCP employees were more approachable than being less accommodating

13. If you transferred to another college, did your transfer institution accept your CCP courses?		
Answer Options	Response Percent	Response Count
Yes, all of them	66.67%	12
Yes, some of them	33.33%	6
None of them	0.00%	0
Please list the courses that did not transfer:		3
Number	Please list the courses that did not transfer:	
1	Sociology due to the grade of a C- and a few more that I cannot remember at this time.	
2	all CLT courses	
3	Humanities, cultural traditions	
4	Math 118- Intermediate Algebra	

14. What is your current job title and type of work you do in your primary job?		
Number	Job title	Describe work
1	LPN (Nurse)	Nurse employed with non-profit company
2	Retirement Plan Associate	Financial/Accounting
3	social work	social services
4	Customer Service Agent and Home Health Aide	Providing the best service and personal care to our customers and patients
5	medical laboratory	work in clinical lab hospital setting

	technician	
6	Police Officer, City of Philadelphia	law enforcement
7	MLT (Medical Laboratory Technician)	
8	Nursing Supervisor, Nursing (RN)	
9	Nurse Assistant	I provide supportive care for nurses who take care of patients on a medical surgery floor of a local hospital
10	Registered Nurse	
11	SSA Worker and Bus Attendant for the school District of Philadelphia	Working on the bus as a monitor and the cross with children who have autism.
12	RN, BSN	
13	Certified Surgical Technologist	Assist surgeons during operations
14	Intensive Outpatient Assistant (IOP)	Assist therapist with group therapy, prepare and perform activities in some sessions, coordinate with clients family about medical, medication, and transport concern, ensure the safety and wellbeing of patients is maintained, obtain and monitor vital signs when needed.
15	Kmart clerk	
16	Heart Monitor Tech	Monitor and interpret electrocardiogram readings on a 32 patient neuro telemetry floor at Aria Health
17	Registered Nurse	Medical surgical nurse, home health nurse

15. Were you employed in this job prior to enrolling in the CST Program at CCP?		
Answer Options	Response Percent	Response Count
Yes	31.3%	5
No	68.8%	11

16. If no, was your enrollment in the CST Program helpful to you in getting this job?		
Answer Options	Response Percent	Response Count
Yes	30.0%	3
No	70.0%	7

17. How many hours per week on average do you work in this job?	
Number	Response Text
1	20-30hrs
2	37.5
3	40
4	60hrs and per diem
5	20
6	40
7	40
8	37
9	36-40
10	32

11	32
12	40
13	36
14	40
15	34
16	32
17	20
18	48

18. If you are not employed now, is this employment status by your choice?		
Answer Options	Response Percent	Response Count
Yes	71.4%	5
No	28.6%	2

19. While you were in the CST program were you aware that the program had a Curriculum Coordinator who could provide assistance to you?		
Answer Options	Response Percent	Response Count
Yes	33.33%	7
No	66.67%	14

20. If you were aware of the CST Curriculum Coordinator, did you ever contact her for information or advice?		
Answer Options	Response Percent	Response Count
Yes	45.5%	5
No	54.5%	6

21. Were you aware that there was a CST website?		
Answer Options	Response Percent	Response Count
Yes	68.18%	15
No	31.81%	7

22. If you were aware that there was a CST website, did you ever visit it?		
Answer Options	Response Percent	Response Count
Yes	84.6%	11
No	15.4%	2

23. What would have been the best way for the CST Curriculum Coordinator to contact you with program information?		
Answer Options	Response Percent	Response Count
My CCP email	45.45%	10
Messages on MyCCP home page	22.72%	5
My personal email	54.54%	12
A letter mailed to my home	40.9%	9
Other (please specify)	4.54%	1
Number	Other (please specify)	
1		

Survey Results – Former Students

N = 3

1. When did you enter the Fire Science Program at CCP?		
2003	Summer 2009	Summer 2010
1	1	1

2. Which of the following reasons were important to you when you enrolled in the CST Program at CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
To earn a certificate	33.3%	1
To earn an Associate Degree in another Program:	0%	0
To earn a certificate in	33.3%	1
To prepare for transfer to a four year college in field of	66.7%	2
To learn skills needed to enter the job market immediately after CCP	0%	0
To improve my skills for the job that I now have	33.3%	1
Other (Please explain):	33.3%	1
Number	Response Text	
1	Earn a certificate in Net Plus	
2	Transfer to a four year college in field of Nursing	
3	Transfer to a four year college in field of Information Technology	
4	Other: Prerequisites needed to apply for another program.	

3. If you planned to enroll in another career program, were you accepted into your program of choice?		
Answer Options	Response Percent	Response Count
Yes	66.7%	2
No	33.3%	1

3a. If yes, where and what is the program you were accepted into?		
Answer Options	Response Percent	Response Count
At Community College of Philadelphia	0.0%	0
At another institution	100.0%	2
Number	Please name program/certificate	
1	Radiology Tech program at Albert Einstein	
2	Drexel iSchool	

3b. Did you complete this other program?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	2

4. What factors led you to leave CST Program before completing it? (Check as many as appropriate)		
Answer Options	Response Percent	Response Count
Was not accepted into my program of choice	0.0%	0
Changed my major/program at CCP	0.0%	0
I learned the skills that I wanted to know	0.0%	0
Conflict with work schedule	33.3%	1
Conflict with family responsibilities	33.3%	1
Transferred to another college	66.7%	2
Financial reasons	0.0%	0
Problems with Financial Aid	0.0%	0
Personal reasons/illness	0.0%	0
Academic difficulties	0.0%	0
Courses that I needed were not offered when I needed them	0.0%	0
Courses were not required at transfer institution	0.0%	0
Did not like the program (please explain below)	0.0%	0
Other (Please explain)	0.0%	0

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Part-time employment	33.3%	1
Full-time employment	0.0%	0
Currently enrolled in another program at CCP: _____ program	0.0%	0
Completed another program at CCP: _____ program	0.0%	0
Left the College before completing the program	0.0%	0
Currently attend another 2-year college	33.3%	1
Completed a degree at another 2-year college	0.0%	0
Currently attend a four-year college	33.3%	1
Graduated from a four-year college	0.0%	0
Attended graduate school	0.0%	0
Other	0.0%	0

6. What do you feel are the strengths if the CST Program?	
Number	Response Text
1	I had a teacher named Mr. _____ who I would come back to take any class he taught.

7. Did you use any of the following sources to get support and information about the CST program?		
Answer Options	Response Percent	Response Count
I talked with the Curriculum Coordinator in room W2-19	0.0%	0
I talked with an academic advisor	33.3%	1

I talked with a counselor	66.7%	2
My instructors	33.3%	1
My peers	33.3%	1
The CST website	33.3%	1
The college catalog	0.0%	0
None	33.3%	1

8. When you left CCP did you have an understanding of the purpose of the CST program?		
Answer Options	Response Percent	Response Count
Yes	66.7%	2
No	33.3%	1

9. While you were in the CST program were you aware that the program had a Curriculum Coordinator who could provide assistance to you?		
Answer Options	Response Percent	Response Count
Yes	33.3%	1
No	66.7%	2

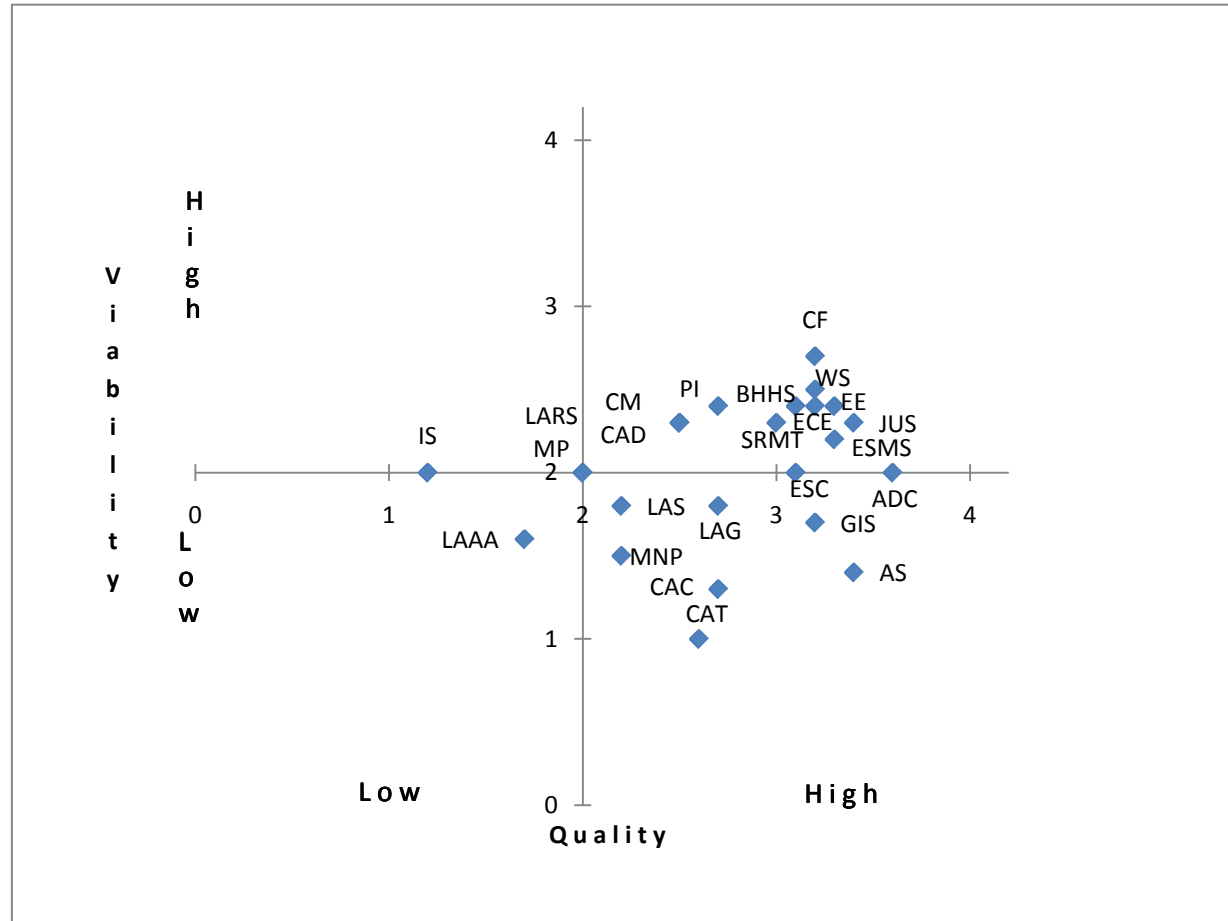
10. If you were aware of the CST Curriculum Coordinator, did you ever contact her for information or advice?		
Answer Options	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0

11. Were you aware that there was a CST website?		
Answer Options	Response Percent	Response Count
Yes	33.3%	1
No	66.7%	2

12. If you were aware that there was a CST website, did you ever visit it?		
Answer Options	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0

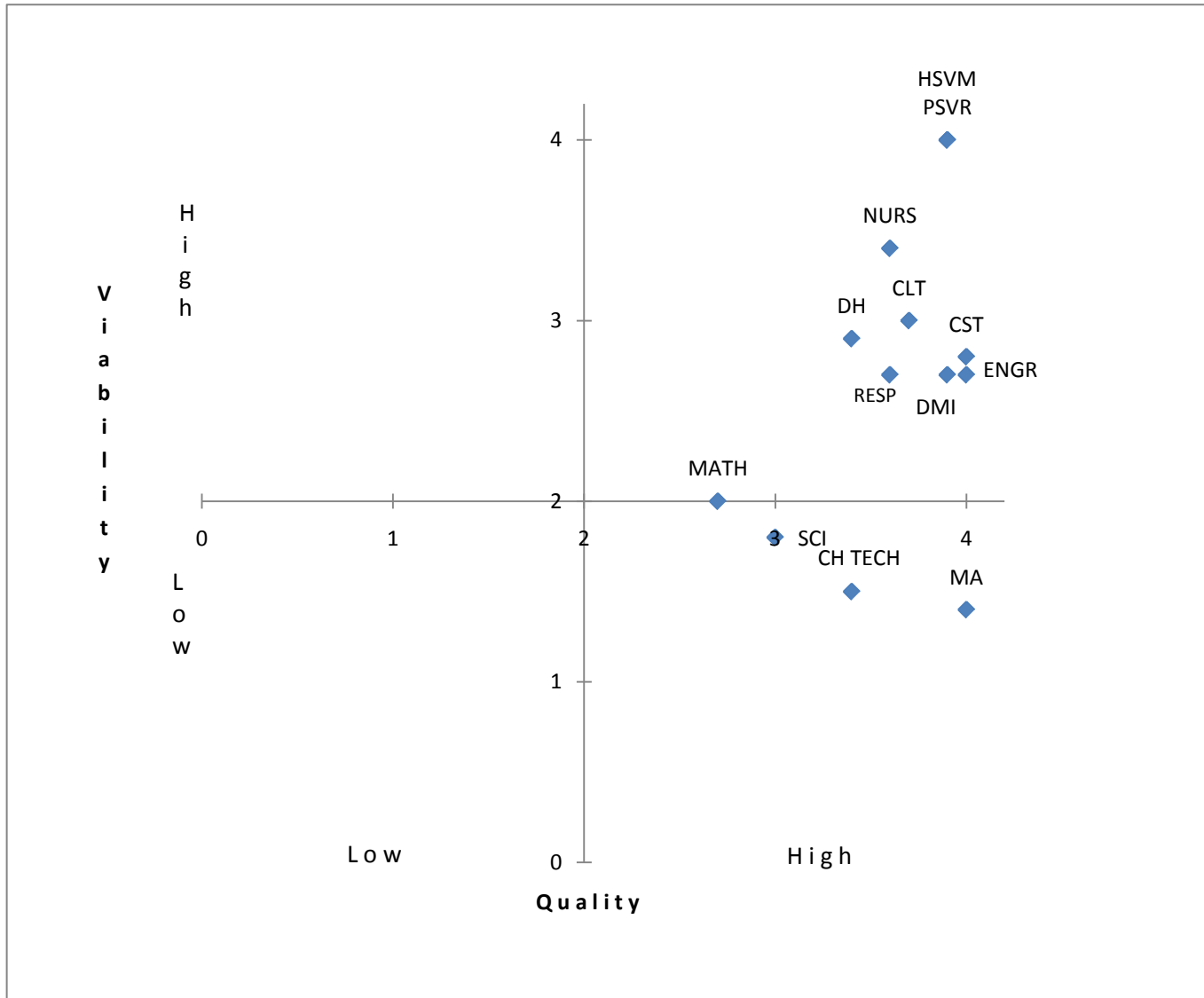
13. What would have been the best way for the CST Curriculum Coordinator to contact you with program information?		
Answer Options	Response Percent	Response Count
My CCP email	66.7%	2
Messages on MyCCP home page	33.3%	1
My personal email	33.3%	2
A letter mailed to my home	0.0%	0
Other (please specify)	0.0%	0

LS PERFORMANCE INDICATORS



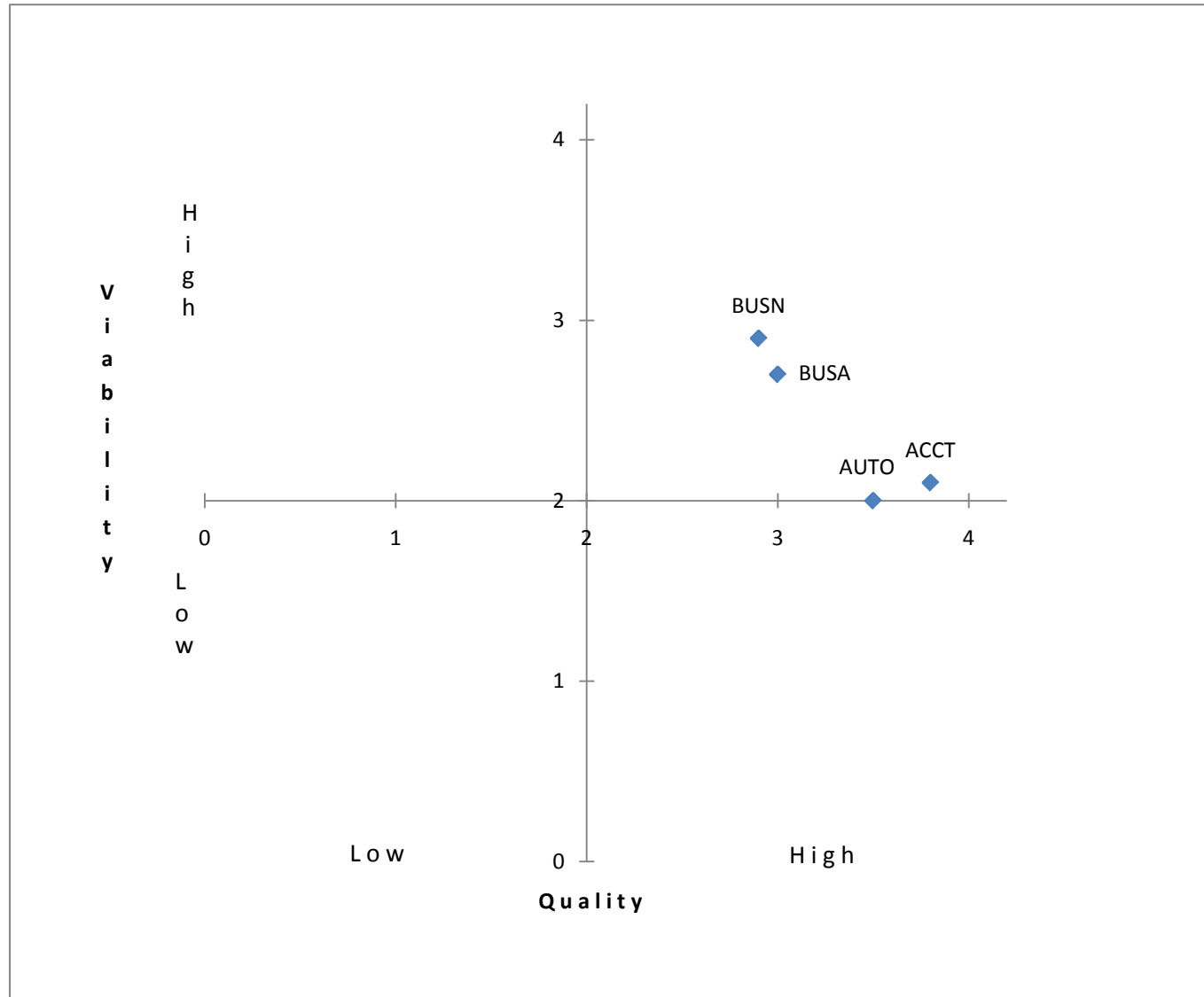
ADC	ART AND DESIGN
AS	APPLIED STUDIES
BHHS	BEHAVIORAL HEALTH AND HUMAN SERVICES
CAC	COMMUNICATION ARTS-COMMUNICATION STUDIES
CAD	COMPUTER ASSISTED DESIGN
CAT	COMMUNICATION ARTS-THEATRE OPTIONS
CF	COMPUTER FORENSICS
CM	CONSTRUCTION MANAGEMENT
ECE	EARLY CHILDHOOD EDUCATION
EE	ELEMENTARY EDUCATION
ESC	EDUCATION-SECONDARY CITIZENSHIP
ESMS	EDUCATION-SECONDARY MATHEMATICS/SCIENCE
GIS	GEOGRAPHIC INFORMATION SYSTEMS
IS	INTERNATIONAL STUDIES
JUS	JUSTICE
LAAA	LIBERAL ARTS-AFRICAN AMERICAN DIASPORA
LAG	LIBERAL ARTS-GENERAL OPTION
LAL	LIBERAL ARTS-LEADERSHIP STUDIES
LARS	LIBERAL ARTS-RELIGIOUS STUDIES
MNP	MUSIC-NON-PERFORMANCE OPTION
MP	MUSIC-PERFORMANCE OPTION
PI	PHOTOGRAPHIC IMAGING
SRMT	SOUND RECORDING AND MUSIC TECHNOLOGY
WS	WOMEN STUDIES

PERFORMANCE INDICATORS
MATHEMATICS, SCIENCE, & HEALTH CAREERS DIVISION



- CLT = Clinical Laboratory Technology
- CH TECH = Chemical Technology
- CST = Culture Science and Technology
- DH = Dental Hygiene
- DMI = Diagnostic Medical Imaging
- ENGR = Engineering Science
- HSVM = Health Services Management
- MA = Medical Assisting
- MATH = Mathematics
- NURS = Nursing
- PSVR = Patient Service Representative
- SCI = Science

PERFORMANCE INDICATORS
BUSINESS AND TECHNOLOGY DIVISION



ACCT = ACCOUNTING
AUTO = AUTOMOTIVE TECHNOLOGY
BUSA = BUSINESS ADMINISTRATION
BUSN = BUSINESS

MAKE PROGRESS OR RISK LOSING YOUR FINANCIAL AID

Changes in financial aid regulations require a new and stricter satisfactory academic progress policy be in place beginning Fall 2011. **You must meet the minimum academic requirements at the end of each semester or summer on a cumulative basis or you risk losing your federal student aid.**

What is Satisfactory Academic Progress (SAP)?

Students receiving financial aid are expected to be making progress towards graduation after each semester or summer. This progress is measured using two criteria:

- ❑ Maintain the Grade-Point-Average (GPA) by the number of credit-hours you've attempted according to the following chart:

Credit-Hours Attempted	Minimum GPA	Credit-Hours Attempted	Minimum GPA
12 - 17	1.40	37-48	1.75
18-24	1.50	49	1.85
25-36	1.60	Graduation	2.00

- ❑ Complete 67% of the credits you have attempted every semester and summer:
For example, if you have attempted 12 credits in total, you must have completed at least 8 credits with a passing grade. The Office of Financial Aid will review your academic progress after each semester and summer. Incomplete ("I") or unreported ("NR") grades will be counted as attempted credits that have not been completed with a passing grade.

Will Financial Aid pay for a "repeated" course?

If you have never earned a passing grade for the course, (A, B, C, MP, P, and D), financial aid will continue to pay for the course until you do. Once you have earned a passing grade, financial aid will only pay once for you to repeat the course.

For example, the first two previous attempts for Sociology 101 resulted in withdrawal (W) and failed (F). On the third attempt, the passing grade is "D", but a better grade is needed to improve the GPA. Financial aid will pay one more time for the grade to be improved. After this, no more financial aid will be paid for the Sociology 101 course.

How do excessive withdrawals affect Financial Aid?

Withdrawing from any course after the 20% point of the term will count as an incomplete attempt. Federal financial aid regulations require that you complete your program of study within 150% of the program length.

Incomplete ("I"), unreported ("NR") or "F" grades will be counted towards the 150% completion limit.

For example, the Liberal Arts degree requires the successful completion of 61 credits to graduate. Aid will not be available once you have attempted 91 credits.

Frequently Asked Questions

What happens if my cumulative GPA is less than the minimum needed or if I don't meet the 67% completion rate?

Failing to meet either criteria will cause you to be placed in a "financial aid warning" status (FAWARN) for the next semester or summer.

What is the financial aid warning status?

It means that you have one semester or summer to improve your GPA or completion rate or both and return to a good standing status.

Can I continue receiving financial aid while on financial aid warning status?

Yes. No appeal is necessary.

What happens if I don't get back on track after my warning semester?

You will automatically lose your financial aid eligibility at the College. All of your classes will be dropped unless you make payments from personal resources. You may submit a *financial aid reinstatement appeal* if you can provide documentation of an extenuating situation. Download the Financial Aid Reinstatement Form from www.ccp.edu.

What is a probationary condition plan?

If your financial aid appeal is approved, you will be required to meet the terms and conditions laid out for you to continue receiving financial aid.

Can I get my financial aid back if I lose it?

If you lose your financial aid, you can still attend the College, but you will have to find another way to pay your tuition and fees. When you are again meeting the minimum academic standards, you can reapply for financial aid.

Who can I contact if I have a question?

Please e-mail financialaid@ccp.edu or call (215) 751-8271 if you have a financial aid question. If you need assistance with selecting courses or need counseling, please contact the Counseling Department at (215) 751-8169 or stop by Room W2-2.

**MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, September 21, 2011 – 9:00 A.M.**

Present: Mr. Jeremiah White (Chair), presiding; Mr. Matthew Bergheiser, Ms. Varsovia Fernandez, Ms. Lydia Hernandez Velez, Mr. Gil Wetzel, Dr. Stephen M. Curtis, Mr. Gary Bixby, Dr. Thomas R. Hawk, Mr. Todd Murphy, and Mr. James P. Spiewak

AGENDA – PUBLIC SESSION

(1) 2010-11 Final Budget Results (Information Item):

Staff provided an overview of the College's budget results for fiscal year 2010-11. The results were favorable. The 2010-11 budget approved by the Board had a projected use of carry-over funds in the amount of \$2.1 million. Despite a mid-year reduction in City funding of \$1.06 million which pushed the potential budget shortfall to \$3.2 million, the College was able to end the year with a modest surplus prior to the impact of GASB 45 post-retirement healthcare benefit expense accrual. The various factors which contributed to the positive financial performance results for the year were reviewed for the Committee.

Both credit and non-credit enrollments for the year were very close to the levels projected in the 2010-11 budget plan. Total credit FTEs were 283 FTEs or 2.0 percent higher than in the prior fiscal year. Revenues for the year were \$121.6 million or \$133,000 less than budgeted. The major factor that reduced the revenues for the year was the mid-year City reduction in its appropriation to the College by \$1.06 million. This City reduction was partially offset by the State forgiveness of audit findings from the 2004 and 2005 fiscal years which had the impact of returning \$775,944 of State funds to the 2010-11 operating budget. The State elected to forgive all community college audit findings for those two years because of its failure to meet its FTE funding obligations for those years.

Expenditures for the year were reduced by \$3.7 million from the level originally included in the approved budget. Active steps were taken throughout the fiscal year to control discretionary expenditures in areas where costs could be controlled without an adverse impact on student outcomes. Where feasible, administrative and classified staff positions were frozen or kept vacant for a period of time during the year in order to increase the amount of budgeted salary dollars that lapsed during the year. Part-time administrative, part-time classified, student worker, and overtime expenditures were tightly controlled and resulted in a savings of approximately one-half million dollars. In order to meet the College's contractual obligations with respect to full-time staffing, there was no significant change in the amount of full-time faculty salary expenditures from the amount budgeted.

A broad range of expenditure controls in discretionary budget categories resulted in \$1.4 million worth of savings. A key contributor to cost savings in these categories was a reduction in leased equipment expenditures. Computer and other technology equipment leases were deferred, where possible, to reduce the cost of leasing new equipment. This was done in

circumstances where equipment was performing satisfactorily and did not require immediate replacement.

A total of \$1.1 million of savings was achieved in the Facilities area. Electrical costs were \$727,000 less than budgeted. The original assumption was that the electrical deregulation which occurred during the fiscal year would have a substantial inflationary impact on the College's electrical costs. However, the College was able to undertake a bid process that identified an alternative provider and achieved a lower cost-per-kilowatt hour for the 2010-11 year than had been incurred in the prior fiscal year. Contract cleaning costs were successfully reduced by \$208,000 as a result of a restructuring of the contract requirements and a rebid of the outside cleaning contract. Contract security expenses were reduced by restructuring the deployment of contract security staff.

The final major area of budgetary savings during the year occurred for medical costs. The College's medical program is on a self-insurance basis. At the start of each fiscal year, an actuarial estimate for the medical costs for the year is developed considering both institutional prior-year expense patterns and healthcare trends. The College's actual expenditures for medical costs for the 2010-11 year were \$426,000 lower than the actuarial estimates that were made at the beginning of the year.

Ms. Fernandez asked about the College's current enrollment patterns, and whether the 2010-11 enrollments would be sustained in the current year. Dr. Hawk responded that overall enrollment levels for the 2011-12 year were essentially equal to the prior year enrollments. However, there was a shift from full-time to part-time enrollment and a modest drop in new student numbers. There is no clear explanation for why there has been a shift from full-time to part-time attendance. Possible explanations include a slightly improving job market, and the fact that no increase in the Pell support level may have made full-time attendance less feasible for some students. Dr. Curtis noted that, around the State, there had been some declines in enrollment at most community colleges in the 2010-11 year and even larger declines were being experienced for the 2011-12 fiscal year. Staff discussed the circumstance that the absence of growth in either City or State funding makes maintaining enrollment-based revenues extremely important to sustaining the College's financial viability over the next several years.

The Committee discussed the fact that the 2011-12 year budget again has a projected use of carry-over funds of approximately \$2.4 million. With the continuing tightening of institutional expenditures, the ability for the College to close that gap through further savings in operational expenses becomes increasingly more difficult. Dr. Curtis emphasized that the College's commitment to the full-time faculty staffing requirements in employee contracts would be met; and that as it had in the 2010-11 year, the College will continue to look at ways to control staff expenditures in administrative and classified areas. Multi-year financial planning at the present time is somewhat impeded by the expiration of the faculty and staff contracts, and uncertainty with respect to salary and fringe benefit costs over the next several years.

(2) Significant Changes – 2011 Financial Statements (Information Item):

The 2011 Financial Statements were scheduled to be presented to the Board's Audit Committee on September 27, 2011. Staff presented a summary of the key changes in assets, liabilities and net assets which are reported in the 2010-11 Financial Statements. The factors

that resulted in the larger year-to-year changes in the College's financial accounts were reviewed with the Committee. Attachment A contains the summary of account changes that was distributed to the Committee.

Dr. Hawk noted that several key events during the course of the year had resulted in shifts in several of the College's general ledger accounts. The decision of the Board to purchase the property at 430-40 N. 15th Street using the College's cash resources had a direct impact on both the College's plant assets and on cash balances. The goal to improve the College's investment rate of return by moving \$10 million of the College's core cash from short-term to longer-term fixed-income investments, reduced the amount of assets reported in the short-term investment assets account, and increased the amount of assets reported in long-term investments. The progress toward completing the College's construction projects significantly increased the value of capital assets. Finally, the required annual recording of a portion of the GASB post-retirement healthcare expense accrued liability reduced net assets by \$6.04 million over what they would otherwise have been without the recording of this non-cash accounting entry.

Mr. Murphy reviewed the charts found in Attachment A. There was no major change in Accounts Receivable. Tuition and fee receivables were up by about \$899,551 as a result of company billings that were receivable as of June 30th from the School District of Philadelphia and the Hospital of the University of Pennsylvania. In addition, there were pending federal financial aid disbursements that had not been received as of June 30th. The only significant increase in receivable from government agencies was a \$678,295 increase in receivable from the School District as of June 30th for the College's Gateway to College program. This receivable was paid to the College in July 2011. As of June 30th, Accounts Payable were \$3.8 million lower than in the prior year. A significant factor was the circumstance of a pay day on June 30, 2011 which resulted in accrued payroll salary and tax liabilities that were significantly lower than they would have been if the last pay date in the fiscal year had been earlier in June. Payables to government agencies dropped from \$1.3 million to \$80,000 primarily as a result of the State forgiveness of the 2004 and 2005 audit liabilities. The payable to the City of Philadelphia for parking garage proceeds, which was \$195,000 in 2010, was reduced to zero for the 2011 year. Staff explained that based upon a recommendation at a spring meeting of the Business Affairs Committee, the City share of the proceeds from the 2011 year (\$201,000) had been placed in a restricted net asset account in the plant fund for immediate use to undertake essential renovations to the College's parking garage. Dr. Hawk noted that the 1986 structure needed some significant capital improvement expenditures in order to extend the life of the parking garage. Examples include replacement of expansion joints, caulking and sealing of key exposure areas, and electrical upgrades.

The College's capital lease obligations dropped by \$295,000 as a result of the decision to defer some new capital leases during the 2010-11 year in order to achieve a balanced budget. Long-term debt dropped by \$7.5 million as a result of the College's continuing debt service payments of existing debt coupled with no significant borrowing for the 2011 fiscal year. Post-employment benefits (the GASB 45 liability) increased from \$16.6 million to \$22.6 million based upon the 30-year phase-in of the GASB 45 post-employment healthcare benefit expense accrual.

Unrestricted fund balances dropped from \$12.2 million to \$7.6 million primarily as a result of the impact of the GASB 45 expense accrual. As has been discussed with the Committee on several prior occasions, the GASB 45 post-retirement healthcare expense accrual will eventually result in unrestricted fund balances becoming negative. However, this will have no real impact on the College's liquidity or underlying financial condition. The net investment in capital assets increased by \$10.9 million as a result of the ongoing construction of new space, and the acquisition of the 430-40 N. 15th Street property for \$5.8 million. Unrestricted plant fund assets went from a positive \$286,000 to a negative \$4.3 million based upon the decision to purchase the 430-40 N. 15th Street property from cash without a source of funding (e.g., loan proceeds) in the plant fund. Overall, the College's net assets increased from \$84.4 million to \$85.9, an increase of \$1.5 million.

(3) West Philadelphia Regional Center Outfitting and Construction Budget (Action Item):

Discussion: The College is in the final stages of completing an expansion and renovation of the College's West Regional Center. The project has two components: leasehold improvements to an additional 7,300 square feet of new space that has been leased immediately adjacent to the existing Center, and modifications to the existing classroom building. At the March 3, 2011 meeting, the Board authorized the borrowing of one million dollars from the State Public School Building Authority (SPSBA) for the leasehold improvements and other costs associated with completing the West Regional Center Project. Changes to the existing Center include: creating additional faculty and staff office areas; improvements to student lounge spaces; renewal of some instructional spaces; and building the connection between the existing building and the newly-leased space.

Dr. Hawk noted that the renovations to the newly-leased space were almost complete. The rear exterior appearance of the building has been greatly improved. A presence for the Center on 48th Street has been established and a long-standing ADA access issue resolved. Mr. Wetzel noted that the College was making an important contribution to the revitalization of West Philadelphia that should be promoted.

Ms. Fernandez asked about the enrollment growth potential associated with the expansion. Dr. Hawk stated that the primary motivation for the projects was to strengthen the computer classrooms and student and academic support resources at the Center. A Learning Commons modeled after the one in the new Northeast Center building is being created. While higher quality and more visible facilities should attract some additional enrollments, the major goal was to improve services to students and to ensure parity in student experiences at the College's three Regional Centers. Dr. Curtis noted that the easy access to the Main Campus for residents from West Philadelphia creates less demand for neighborhood-based programs than was the case in the Northeast.

In addition to SPSBA funds, two other sources of funding are planned to be used to complete the improvements to the West Regional Center. These include capital equipment dollars from the Predominantly Black Institution Grant and 2011-12 capital budget. The anticipated budget for the renovation of existing space and the outfitting budget for both renovated and leased space is as follows:

Expenses

Construction -- Existing Space	47,000.00
Mechanical Engineering and Plumbing	39,000.00
Furniture and Fixtures -- New Space	103,156.00
Furniture and Fixtures -- Existing Space	31,400.00
General and Administration	11,940.00
Contingency	6,600.00
Total Expenses	239,096.00

Revenues

Predominantly Black Institution Grant	34,000.00
Remaining SPSBA Proceeds	82,049.00
Use of 2011-12 Capital funds	123,047.00
Total Revenues	239,096.00

Staff requested that the Committee recommend approval of the budget to complete the West Philadelphia Regional Center project to the full Board.

Action: Ms. Hernandez Velez moved and Mr. Wetzel seconded the motion that the Committee recommend to the full Board approval of the \$239,096 budget for renovations to the existing classroom building and outfitting costs for the new and renovated West Regional Center spaces. The motion passed unanimously.

(4) Update on Construction Projects (Information Item):

Mr. Bixby provided a brief update on the construction projects since the last meeting of the Committee on the Main Campus Construction Projects.

With respect to the West Regional Center, Mr. Bixby noted that the break-through between the leased space and the College's existing facility had been accomplished, and that the newly-leased space should be ready for limited use as of the end of October. Programmatically, all of the new space in the Center is scheduled for full use in spring, but limited use will be possible in mid-fall. The limited renovations and outfitting required in the existing Regional Center space will be completed over the next several months in time for a project completion by the end of the calendar year.

Mr. Bixby noted that the hurricane and recent major rainstorms provided a key opportunity to test the integrity of the College's new stormwater management systems at the Northeast Regional Center, and that they have performed fully to expectations. All of the stormwater was kept out of the Perkasie creek wetlands area, and there was absolutely no puddling or flooding conditions at any place on the Northeast Regional Center property. The repaired windows in the existing building have eliminated long-standing problems with leaks in that building; and all of the construction-related leaks that were initially occurring in the Northeast Regional Center associated with HVAC ductwork and other issues have now been

fully resolved. The Northeast project is moving into the final phase of LEED commissioning, and, barring any unforeseen disallowances, is expected to achieve a Gold-level certification.

At the Main Campus, the Pavilion Building opened for use as of September, 2011. Mr. Bixby noted that he is working with the 20 contractors who worked on the project to address a long list of punch-list items which will take some time to resolve. Landscape planning for both sides of 17th Street have begun, and the goal is to have most of the landscaping in place by summer 2012. The process of LEED commissioning for the Pavilion Building has begun, and Gold-level LEED certification is expected.

With respect to the Bonnell Building expansion, the caissons have been installed, and the construction of the expanded ground floor addition will begin shortly. Renovations to the ground floor of the Mint Building will be fully accomplished by the end of the calendar year. Phases of the ground floor of the Bonnell Building renovations will be completed over the next 12 months. New labs and offices scheduled for construction in the West Building will also be completed over the next 12 months.

Mr. White requested that at the next meeting staff provide an update on minority, women and disabled business owner participation in the construction projects.

(5) Next Meeting Date

The next regularly scheduled meeting of the Committee will occur on Wednesday, October 19, 2011 at 9:00 A.M.

TRH/lm
Attachments
BAC\0911MINS.DOC

ATTACHMENT A

COMMUNITY COLLEGE OF PHILADELPHIA STATEMENT OF NET ASSETS FOR THE YEAR ENDED JUNE 30, 2011 KEY VARIANCES IN GENERAL LEDGER ACCOUNTS

Community College of Philadelphia
Statement of Net Assets for the Year Ended June 30, 2011
Key Variances in General Ledger Accounts

	<u>6/30/2011</u>	<u>6/30/2010</u>	<u>Variance</u>	
ASSETS:				
Cash and cash Equivalents	\$ 13,671,678	\$ 11,405,293	\$ 2,266,385	
Short Term Investments	<u>9,116,339</u>	<u>28,931,902</u>	<u>(19,815,563)</u>	Transfer of \$10 million to the College's long-term assets (TIAA-CREF).
Sub-Total	\$ 22,788,017	\$ 40,337,195	\$ (17,549,178)	The College's \$5.8 million purchase of 430-440 N. 15th Street. Increase in net pay due to June 30 pay date.
<hr/>				
Long Term Investments	15,080,777	4,947,043	10,133,734	Transfer of \$10 million to TIAA-CREF from short-term investments. Longer-term investment of some of the College's "Core Cash"
<hr/>				
Capital Assets	166,988,454	134,080,245	32,908,209	Northeast Regional Center construction completion. Main Campus construction in progress increase.
<hr/>				
Accounts Receivable				
Tuition and Fee Receivable	\$ 4,314,942	\$ 3,415,391	\$ 899,551	Company billing receivable increased. (HUP & the School District) Financial aid disbursements for spring 2011.
Grants Receivable	135,275	468,496	(333,221)	Decrease in grants receivable. 18 grants in 2010 versus 9 in 2011.
Other Receivables	1,705,870	1,803,209	(97,339)	
Receivable from Foundation	157,978	114,393	43,585	
Sub-Total	<u>6,314,065</u>	<u>5,801,489</u>	<u>512,576</u>	
Allowance for Doubtful Accounts	<u>(1,826,279)</u>	<u>(1,415,927)</u>	<u>(410,352)</u>	
Total	\$ 4,487,786	\$ 4,385,562	\$ 102,224	
<hr/>				
Receivable from Government Agencies				
State Grants and Special Projects	\$ 348,232	\$ 458,554	\$ (110,322)	FICA tax reimbursement and Keys Grant decrease.
PHEAA Grants	1,441	1,261	180	
School District of Philadelphia	678,295	-	678,295	Receivable from the School District (Gateway to College). Reimbursed in July 2011.
Federal Financial Aid	33,491	426,292	(392,801)	Decrease in receivable from financial aid programs. (Pell, SEOG, Direct Loan, and Work Study)
Federal Grants and Special Projects	<u>969,932</u>	<u>1,440,392</u>	<u>(470,460)</u>	College receipt of the EDA Grant proceeds.
Total	\$ 2,031,391	\$ 2,326,499	\$ (295,108)	

Community College of Philadelphia
Statement of Net Assets for the Year Ended June 30, 2011
Key Variances in General Ledger Accounts

	<u>6/30/2011</u>	<u>6/30/2010</u>	<u>Variance</u>	
LIABILITIES:				
Accounts Payable & Accrued Liabilities				
Vendors and Others	\$ 6,809,869	\$ 8,580,011	\$ (1,770,142)	Accounts payable accruals decreased. Payroll withholding accruals decreased. Outstanding Bond Trustee payments decreased reducing the accrual at June 30.
Accrued Salaries	3,044,490	4,871,973	(1,827,483)	Payroll accrual decrease from prior year. More payroll was expensed in 2011 which was due to a June 30th pay date.
Accrued Benefits	1,950,202	1,830,662	119,540	Increased benefit expense for academic year faculty.
Compensated Absences	3,245,381	3,142,391	102,990	Value of accrued vacation time.
Retirement Incentive Payments	643,994	1,194,248	(550,254)	Fewer College retirees due incentive payments.
Payroll Withholding Taxes	-	(142,440)	142,440	Payroll taxes paid on the June 30th pay date.
Accrued Interest Expense	404,207	444,805	(40,598)	Debt service interest expense.
Total	\$ 16,098,143	\$ 19,921,650	\$ (3,823,507)	
Payable to Government Agencies				
Commonwealth of Pennsylvania (Due to the State)	\$ 80,891	\$ 1,260,971	\$ (1,180,080)	State forgiveness of 2003-04 (\$640,724) and 2004-05 (\$1: Repayments of prior year audits.
State Grants and Special Projects	-	12,775	(12,775)	
PHEAA Grants	731,722	727,185	4,537	
Perkins Loans	29,675	32,856	(3,181)	
City of Philadelphia	-	195,368	(195,368)	Parking profits reserved for garage improvements.
Federal Perkins Loans	267,075	295,704	(28,629)	
Federal Financial Aid	2,167	173,517	(171,350)	Decrease in Stafford Loans to be returned.
Total	\$ 1,111,530	\$ 2,698,376	\$ (1,586,846)	
Capital Lease Obligation	5,679,277	5,974,640	(295,363)	
Long Term Debt	97,023,020	104,550,000	(7,526,980)	
Other Post-Employment Benefits GASB 45	22,614,325	16,575,690	6,038,635	Actuarial calculation completed every 2 years. Post-Retirement benefit expense for 2011.

Community College of Philadelphia
Statement of Net Assets for the Year Ended June 30, 2011
Key Variances in General Ledger Accounts

	<u>6/30/2011</u>	<u>6/30/2010</u>	<u>Variance</u>	
Fund Balances				
Unrestricted	\$ 7,609,166	\$ 12,212,485	\$ (4,603,319)	Decrease reflects Impacts of GASB 45 expense and surplus in the 2010-11 operating budget.
Quasi Endowment	1,743,728	2,089,754	(346,026)	
			(154,500)	Board approved transfer.
			(191,526)	Expenditures greater than Student Activity revenue for the year.
			(346,026)	
Plant Fund:				
Net Invested in Capital Assets	80,136,789	69,277,871	10,858,918	Increase due to the \$5.8 million purchase of 430-440 N. 15th Street. Net effect of additional assets from Northeast Regional Center. Increased construction in progress from the Main Campus construction. Increase in capital leases.
Restricted Net Assets	730,624	510,809	219,815	Increase due to transfer of City share of garage profits to Plant Fund for garage renovations. Increase from 2008 & 2006 Bond interest earned. (Previously netted against interest expense in construction in progress.)
				Note: Restricted Net Assets also includes remaining proceeds of 1809 Spring Garden Street, remaining proceeds from the 2007 refinancing of the 1998 and 2001 Bonds, and accumulated interest earned on Bond proceeds.
Unrestricted	(4,317,168)	286,211	(4,603,379)	Use of College resources to purchase 430-440 N. 15th Street.
	76,550,245	70,074,891	6,475,354	
Total Net Assets	\$ 85,903,139	\$ 84,377,130	\$ 1,526,009	Net change in assets for the fiscal year (Includes GASB 45 expense accrual).

**MEETING OF AUDIT COMMITTEE
Community College of Philadelphia
Tuesday, September 27, 2011– 12:00 Noon**

Present: Mr. Richard Downs, presiding; Ms. Dorothy Sumners Rush, Mr. Gil Wetzel, Mr. Jeremiah White, Ms. Varsovia Fernandez, Dr. Stephen M. Curtis, Dr. Thomas R. Hawk, Ms. Elaine Kosieracki, Mr. Todd Murphy, Mr. James P. Spiewak, Jill Garfinkle Weitz, Esq. and representing KPMG: Ms. Chris Chepel and Mr. Arthur M. Ayres, Jr.

AGENDA – PUBLIC SESSION

(1) 2010-11 Final Budget Results (Information Item):

Staff provided an overview of the College's budget results for fiscal year 2010-11. The results were favorable. The originally approved budget for the 2010-11 fiscal year had a projected use of \$2.1 million of carry-over funds. This shortfall was exacerbated by a mid-year reduction in City funding in the amount of \$1.06 million. Based upon the combination of very tight management of the College's budget throughout the fiscal year and some advantageous one-time occurrences, the College was able to end the year with a small budget surplus.

Credit enrollments for the year were 2.0 percent higher than they were in the 2009-10 fiscal year, and very close to the level of enrollments that were budgeted for the year. Revenues for the year were \$137,000 less than budgeted. The \$1.06 million reduction in City funding was offset by a one-time State forgiveness of audit findings from the 2003-04 and 2004-05 years which increased State funding by \$776,000. In addition, investment income was higher than projected.

Operating expenses for the year were \$3.7 million less than budgeted. Several key steps were taken during the course of the year to reduce the expenditure level. Many administrative and classified positions were frozen or hiring delayed in order to lapse additional salaries over the course of the year. This contributed to an overall reduction in salary expenditures of \$630,000. Medical premium costs were \$426,000 less than budgeted due to the fact that the actuarial estimates made by the College's healthcare consultant at the beginning of the fiscal year were slightly higher than the College's actual expenditures on healthcare. (The College's medical and drug programs are paid for on a self-insurance basis.) Facilities expenses were \$1.1 million less than budgeted based upon several factors including: the restructuring of the College's night-time cleaning contract; reductions in the use of contracted security; and significant reductions in the College's electrical costs. The College's budget for the 2010-11 year was prepared during the time when Pennsylvania electrical power usage was scheduled for deregulation, and there was a widely-held assumption that significant increase in electrical costs would occur at mid-year. The actual impact of deregulation was not adverse for the College. Staff were able to bid successfully to identify an alternative provider to PECO for electrical power, with the result that the cost-per-kilowatt hour for electrical consumption was actually less in the 2010-11 year than it was in the prior year. This resulted in electricity cost savings of \$727,000.

All other operating expenditures were \$1.4 million less than budgeted. This occurred as a result of comprehensive strategies that were pursued throughout the year to reduce levels of expenditure in discretionary areas. Of this savings, \$668,000 occurred as a result of lower-than-budgeted amounts for leased equipment. During the year, a range of servers, data storage devices, and PCs came off of 4-year leases. In circumstances where the equipment was in good shape, new equipment was not immediately leased resulting in fewer expenditures for leased equipment than assumed. In addition, some new equipment leases came in with lower unit costs than was paid for the expiring leases.

Committee members asked about the College's financial status for the 2011-12 year. Dr. Hawk responded that the budget plan was approved with a projected use of carry-over funds of \$2.4 million. He stated that staff would again aggressively manage the budget with the goal of reducing expenditures where possible without having an adverse impact on student outcomes. He stated that it was unlikely there would be one-time events such as the State audit findings forgiveness and energy savings which occurred in the 2010-11 fiscal year. Dr. Curtis noted that the College had always used a long-term financial planning approach in which dollars were carried over in years in which funding was relatively positive for the College, and carry-over funds were used to stabilize programs and services in years in which funding was less favorable. Historically, the College has used carry-over funds in approximately 40 percent of its fiscal years. A combination of relatively favorable circumstances for the College has resulted in the need to use carry-over funds only once in the last decade.

(2) 2010-2011 Fiscal Year Audit (Action Item):

Attached separately are the 2010-11 Financial Statements. Mr. Murphy began the audit presentation by summarizing key changes in institutional accounts that were reflected in the 2011 audit report. (See Attachment A.) One of the specific highlighted changes was in Cash and Short term investments. He noted the change was due to the Board's decision to move some of the College's "core cash" to a longer term investment and the use of cash reserves to purchase the property at 430-40 North 15th Street. This decision impacted on several account balances.

As in the prior three years, account balances were again impacted by the required reporting of \$6.0 million in GASB 45 post-retirement liability which over time will result in negative unrestricted fund balances. Mr. Downs asked how having a negative fund balance would affect the College. Dr. Hawk explained that staff had discussed this issue with Moody's to try to anticipate the impact on the College's bond rating. Staff were advised that the financial community understood that the accrued expense distorted the numbers in the financial statement. Liquidity trends are viewed as more important in establishing a College's credit worthiness. Mr. Downs asked if the rating agencies could change their minds. Ms. Chepel indicated that most public entities have the same problem, and that none of her clients have been downgraded as a result of this liability. Mr. Murphy reminded the Committee that there is a proposal for a new GASB requirement that would require the College to record immediately the entire post-employment benefit liability of \$81 million. Ms. Chepel stated if that were to happen, it would not affect the College until the year 2015. The actual post-retirement benefit cost is paid out of current-year budget funds.

Mr. Downs asked if it was possible for the GASB 45 post-retirement liability to go down. Dr. Hawk explained that the actuarial firm uses a data set reflecting current conditions. A key fact impacting on the estimate is the future amount of faculty and staff turnover. The current

computation assumes virtually all current employees will retire from the College. Current labor market trends make this an unlikely assumption. This employee stability assumption contributes heavily as to the reported liability amount. Over time, the amount of the liability could be significantly changed as the underlying assumptions are changed.

Attachment B contains the complete KPMG presentation. Ms. Chepel began by discussing the role of the auditors and the requirements of the profession. (See Attachment B.) She highlighted the audit process as having three parts: KPMG is responsible for the audit; management is responsible for preparing the Financial Statements; and the Audit Committee is responsible for oversight. Ms. Chepel reviewed the required auditor communications. She explained that the auditors are responsible for providing reasonable assurance that there are no material misstatements; but do not audit 100 percent of the transactions. Ms. Chepel stated that KPMG will issue an unqualified opinion. There will be two management comments relating to a depreciation expense correction and to an adjustment to the Foundation pledges. The depreciation expense correction was due to the use of an incorrect building completion date. The Foundation pledge error was not material to the College. It was material to the Foundation.

Mr. Ayres reviewed the management estimates in the statements. These include: the GASB 45 post-retirement obligation estimate; the allowance for doubtful accounts; the value of the medical self-insurance reserve; the fair value of alternate investments; and the discount and collection allowance for pledges.

Ms. Chepel asked if there were any issues the Committee would like to discuss. Ms. Kosieracki asked what caused the dating error in the depreciation calculation. Dr. Hawk indicated that it was a staff error. Ms. Chepel then asked if the change in depreciation had any impact on the budget results. Mr. Spiewak explained that he does not include depreciation expense within the operating budget and therefore it had no effect.

Ms. Fernandez asked if the Foundation reporting systems should be reviewed. Mr. Murphy explained that the reporting error was twofold. First, there was an error in the formula in one of the spreadsheets used to track pledges. Second, there was an error in the gift validation report from the Foundation's Razor's Edge system. Dr. Curtis mentioned that the goal is to eventually convert the Foundation reporting into Banner; however, due to the large cost and the major staff time commitment required for the conversion, staff have decided to continue to use the Razor's Edge system for a few more years.

Ms. Chepel noted that the College had finalized the cash flow statement for the financial statement draft presented to the Audit Committee. She commented that Mr. Murphy and his team worked hard to have it ready for the Committee meeting. She noted that the audit process had gone very smoothly, and the auditors had encountered no significant issues in completing the audit.

Ms. Chepel reviewed the major program selections for the Federal Single Audit A-133. There are five additional Federal programs that will need to be audited in addition to the Federal Financial Aid and the State Fiscal Stabilization Fund. Mr. White asked if KPMG will audit from the beginning of the program or just the current year. Ms. Chepel stated that their audit only focuses on the 2011 fiscal year. Ms. Sumners Rush asked if these additional programs were being audited because of the prior year issue in which grant managers had not listed the

CFDA number in grant sub-recipient contracts. Ms. Chepel explained that was viewed as a minor issue and had no impact of the program selection for the 2011 year.

Mr. Downs asked what financial risks or concerns the College has going forward. Dr. Hawk stated that enrollment risk is a big concern. All but one of the other fourteen community colleges are experiencing declining enrollments while CCP enrollments are flat. Although continuing student numbers have increased, new students have decreased. This is something the College is keeping an eye on. Mr. Wetzel stated that the College faces the same risks as all of higher education. A large risk is potentially decreased funding for Pell grants. Mr. Wetzel went on to say that the College is being driven to behaving as a private institution. Mr. Downs stated that the College must sustain community support to help ensure its long-term survival.

Action: Mr. Downs asked for a motion to recommend acceptance of the 2010-2011 Financial Statements and KPMG's Audit Report to the full Board. Ms. Sumners Rush made the motion. Mr. Gil Wetzel seconded the motion. The motion passed unanimously.

(3) Audit Committee Self-Evaluation (Information Item):

Mr. Downs briefly discussed a proposed committee self-evaluation process. He explained that he had spoken with Ms. Chepel prior to the meeting about performing an evaluation of the Audit Committee's work. Ms. Chepel was able to provide the questionnaire attached to the minutes. (See Attachment C.) Mr. Downs noted that the evaluation is straightforward, and stated it is a good idea to perform this type of review every two years. He further explained that he would like Committee members to review the document and to let him know if there are any questions or concerns. Otherwise, it was his intention to hand out the evaluation form for all Committee members to complete at the next Audit Committee meeting in February 2012.

(4) Internal Audit Plan Update (Information Item):

Ms. Kosieracki reported on four issues which had been addressed since her last meeting with the Committee. A follow up to a previous internal audit of the Admissions Department was made. In the original audit, she had recommended clear written documentation be prepared for the procedures to be followed in the Admissions Office. She also identified several procedural issues such as the use of dummy social security numbers in place of real social security numbers. She noted that all of the issues that had been raised in the original Admissions Office audit had been fully addressed. She noted the importance of documented procedures became clear when the Director of Admissions resigned from the College to take a job elsewhere, and the other Admissions Office staff were able to maintain consistent operations because of the careful documentation of procedures that were in place.

Ms. Kosieracki noted that a similar finding had been made with respect to the Office of Student Records and Registration. In that department, Brio reports had been developed to assist in the management of office procedures. However, no documentation had been provided on how the reports were to be used to ensure the ongoing continuity of operations. She stated that in the Records and Registration area, this was an ongoing issue that she was working with the Department to resolve.

Ms. Kosieracki reported that the Pathways Out of Poverty Grant funded by the U.S. Department of Labor was recently audited. The largest issue was the incomplete

documentation of eligibility to participate in the program for some students. The Department of Labor expectations for student documentation are very specific; and, in some student files, the required documentation was not in place. Staff have developed a proposed approach to resolve this issue which is described in their response to the audit findings. Several other smaller issues were identified in the audit which have subsequently been resolved. One issue which caused some frustration for the Program's staff was the disallowance of the use of incentive awards for program completion. In the original statement of work for the grant, the Department of Labor approved the use of Wawa or Walmart gift cards as an incentive for students who complete the program. A similar approach to incentives is being used by other colleges who are recipients of this grant. However, the College's Department of Labor auditor stated that this was not an allowable expenditure in the audit findings. Program staff are working to have the audit finding reversed. The worst-case college exposure for this change in the Department of Labor's position on incentive payments is approximately \$7,000.

A final issue recently addressed by Ms. Kosieracki is the current consideration being given by the Financial Aid Office staff to utilize an outside service for verification for student eligibility for aid. Ms. Kosieracki stated that she was concerned that the College could be vulnerable to creating a situation where potential student identity theft was facilitated by sharing student records with an outside agency. She stated that she was not convinced that the absolute confidentiality of the data that is shipped outside for verification can be confirmed. She is continuing to work with the Financial Aid staff to determine whether the proposed approach for external verification is a viable idea for the College to consider.

(5) February 2012 Meeting Date (Action Item):

The next Audit Committee meeting was scheduled for February 21, 2012 at 12:00 noon in the College's Isadore A. Shrager Boardroom, M2-1 to discuss the results of the 2010-2011 A-133 Single Audit.

Attachments
0911AUDITMINUTES.DOC

ATTACHMENT A
KEY VARIANCES
STATEMENT OF NET ASSETS
FOR THE YEAR ENDING JUNE 30, 2011

Community College of Philadelphia
Statement of Net Assets for the Year Ended June 30, 2011
Key Variances in General Ledger Accounts

	<u>6/30/2011</u>	<u>6/30/2010</u>	<u>Variance</u>	
ASSETS:				
Cash and cash Equivalents	\$ 13,671,678	\$ 11,405,293	\$ 2,266,385	
Short Term Investments	9,116,339	28,931,902	(19,815,563)	Transfer of \$10 million to the College's long-term assets (TIAA-CREF).
Sub-Total	\$ 22,788,017	\$ 40,337,195	\$ (17,549,178)	The College's \$5.8 million purchase of 430-440 N. 15th Street. Increase in net pay due to June 30 pay date.
<hr/>				
Long Term Investments	15,080,777	4,947,043	10,133,734	Transfer of \$10 million to TIAA-CREF from short-term investments. Longer-term investment of some of the College's "Core Cash"
<hr/>				
Capital Assets	166,988,454	134,080,245	32,908,209	Northeast Regional Center construction completion. Main Campus construction in progress increase.
<hr/>				
Accounts Receivable				
Tuition and Fee Receivable	\$ 4,314,942	\$ 3,415,391	\$ 899,551	Company billing receivable increased. (HUP & the School District) Financial aid disbursements for spring 2011.
Grants Receivable	135,275	468,496	(333,221)	Decrease in grants receivable. 18 grants in 2010 versus 9 in 2011.
Other Receivables	1,705,870	1,803,209	(97,339)	
Receivable from Foundation	157,978	114,393	43,585	
Sub-Total	6,314,065	5,801,489	512,576	
Allowance for Doubtful Accounts	(1,826,279)	(1,415,927)	(410,352)	
Total	\$ 4,487,786	\$ 4,385,562	\$ 102,224	
<hr/>				
Receivable from Government Agencies				
State Grants and Special Projects	\$ 348,232	\$ 458,554	\$ (110,322)	FICA tax reimbursement and Keys Grant decrease.
PHEAA Grants	1,441	1,261	180	
School District of Philadelphia	678,295	-	678,295	Receivable from the School District (Gateway to College). Reimbursed in July 2011.
Federal Financial Aid	33,491	426,292	(392,801)	Decrease in receivable from financial aid programs. (Pell, SEOG, Direct Loan, and Work Study)
Federal Grants and Special Projects	969,932	1,440,392	(470,460)	College receipt of the EDA Grant proceeds.
Total	\$ 2,031,391	\$ 2,326,499	\$ (295,108)	

Community College of Philadelphia
Statement of Net Assets for the Year Ended June 30, 2011
Key Variances in General Ledger Accounts

	<u>6/30/2011</u>	<u>6/30/2010</u>	<u>Variance</u>	
LIABILITIES:				
<u>Accounts Payable & Accrued Liabilities</u>				
Vendors and Others	\$ 6,809,869	\$ 8,580,011	\$ (1,770,142)	Accounts payable accruals decreased. Payroll withholding accruals decreased. Outstanding Bond Trustee payments decreased reducing the accrual at June 30.
Accrued Salaries	3,044,490	4,871,973	(1,827,483)	Payroll accrual decrease from prior year. More payroll was expensed in 2011 which was due to a June 30th pay date.
Accrued Benefits	1,950,202	1,830,662	119,540	Increased benefit expense for academic year faculty.
Compensated Absences	3,245,381	3,142,391	102,990	Value of accrued vacation time.
Retirement Incentive Payments	643,994	1,194,248	(550,254)	Fewer College retirees due incentive payments.
Payroll Withholding Taxes	-	(142,440)	142,440	Payroll taxes paid on the June 30th pay date.
Accrued Interest Expense	<u>404,207</u>	<u>444,805</u>	<u>(40,598)</u>	Debt service interest expense.
Total	\$ 16,098,143	\$ 19,921,650	\$ (3,823,507)	
<u>Payable to Government Agencies</u>				
Commonwealth of Pennsylvania (Due to the State)	\$ 80,891	\$ 1,260,971	\$ (1,180,080)	State forgiveness of 2003-04 (\$640,724) and 2004-05 (\$135,220) audits. Repayments of prior year audits.
State Grants and Special Projects	-	12,775	(12,775)	
PHEAA Grants	731,722	727,185	4,537	
Perkins Loans	29,675	32,856	(3,181)	
City of Philadelphia	-	195,368	(195,368)	Parking profits reserved for garage improvements.
Federal Perkins Loans	267,075	295,704	(28,629)	
Federal Financial Aid	<u>2,167</u>	<u>173,517</u>	<u>(171,350)</u>	Decrease in Stafford Loans to be returned.
Total	\$ 1,111,530	\$ 2,698,376	\$ (1,586,846)	
Capital Lease Obligation	5,679,277	5,974,640	(295,363)	
Long Term Debt	97,023,020	104,550,000	(7,526,980)	
Other Post-Employment Benefits GASB 45	22,614,325	16,575,690	6,038,635	Actuarial calculation completed every 2 years. Post-Retirement benefit expense for 2011.

Community College of Philadelphia
Statement of Net Assets for the Year Ended June 30, 2011
Key Variances in General Ledger Accounts

	<u>6/30/2011</u>	<u>6/30/2010</u>	<u>Variance</u>	
Fund Balances				
Unrestricted	\$ 7,609,166	\$ 12,212,485	\$ (4,603,319)	Decrease reflects impacts of GASB 45 expense and surplus in the 2010-11 operating budget.
Quasi Endowment	1,743,728	2,089,754	(346,026)	
			(154,500)	Board approved transfer.
			(191,526)	Expenditures greater than Student Activity revenue for the year.
			(346,026)	
Plant Fund:				
Net Invested in Capital Assets	80,136,789	69,277,871	10,858,918	Increase due to the \$5.8 million purchase of 430-440 N. 15th Street. Net effect of additional assets from Northeast Regional Center. Increased construction in progress from the Main Campus construction. Increase in capital leases.
Restricted Net Assets	730,624	510,809	219,815	Increase due to transfer of City share of garage profits to Plant Fund for garage renovations. Increase from 2008 & 2006 Bond interest earned. (Previously netted against interest expense in construction in progress.)
				Note: Restricted Net Assets also includes remaining proceeds of 1809 Spring Garden Street, remaining proceeds from the 2007 refinancing of the 1998 and 2001 Bonds, and accumulated interest earned on Bond proceeds.
Unrestricted	(4,317,168)	286,211	(4,603,379)	Use of College resources to purchase 430-440 N. 15th Street.
	76,550,245	70,074,891	6,475,354	
Total Net Assets	\$ 85,903,139	\$ 84,377,130	\$ 1,526,009	Net change in assets for the fiscal year (includes GASB 45 expense accrual).

ATTACHMENT B

**KPMG'S PRESENTATION
TO THE AUDIT COMMITTEE
SEPTEMBER 27, 2011**



cutting through complexity

Community College of Philadelphia

Report to the Audit Committee

September 27, 2011

Chris Chepel, *Partner*

Arthur Ayres, *Manager*

AUDIT

2011 Audit Results

Audit responsibility

■ KPMG's Responsibility

- We have a responsibility to conduct our audit in accordance with the auditing standards generally accepted in the United States of America.
- In carrying out this responsibility, we plan and perform the audit to obtain reasonable – not absolute – Assurance about whether the consolidated financial statements are free of material misstatement, whether caused by error or fraud.
- We have no responsibility to obtain reasonable assurance that misstatements that are not material are detected.
- We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to the responsibilities of those charged with governance in overseeing the financial reporting process.

■ Management's Responsibility

- Design and maintenance of an adequate internal control system, which includes financial statement disclosure controls.
- Development of prudent judgments and estimates supported with sufficient competent evidential matter.
- Preparation of timely and accurate consolidated financial statements and footnotes, in accordance with accounting principles generally accepted in the United States of America.

■ Audit Committee's Responsibility

- Provide oversight and establish proper tone/culture/ethics.
- Promote continuous improvement.
- Support effective two-way communication between KPMG and the Committee.

2011 Audit Results

Required communications

Required Communications	Responses *
<ul style="list-style-type: none"> ■ The Auditor's Responsibility under Auditing Standards Generally Accepted in the United States of America is to Communicate responsibility assumed for the internal control structure, material errors, irregularities and illegal acts, etc. 	<ul style="list-style-type: none"> ■ Our audit was designed in accordance with generally accepted auditing standards and government auditing standards to provide reasonable assurance that the financial statements are free of material misstatement. ■ We have the responsibility to obtain sufficient understanding of internal control to plan our audits and determine the nature, timing and extent of procedures to be performed and not to opine on the system of internal control. ■ We noted no material errors, illegal acts or fraud. ■ We plan to issue an unqualified opinion on the College's financial statements.

* Our responses are as of the date of this presentation; we will communicate any changes to the Committee in writing should they occur between the date of this presentation and the issuance of the financial statements.

Required communications (continued)

Required Communications	Responses *
<p>■ Significant Accounting Policies. The Committee should be informed about the initial selection of and changes in significant accounting policies.</p>	<p>■ See note 1 of financial statements' footnote disclosures for description of policies.</p> <p>■ No new accounting standards were adopted during 2011.</p>
<p>■ Significant or Unusual Transactions. The Committee should be informed about the methods used to account for significant or unusual transactions.</p>	<p>■ We noted no significant or unusual transactions.</p>
<p>■ Quality of Accounting Principles. We discuss our judgments about the quality, not just the acceptability, of accounting principles as applied in financial reporting, including matters on consistency, understandability, completeness, and related disclosures.</p>	<p>■ Accounting policies have been consistently applied and material disclosures are included in the financial statements.</p>

2011 Audit Results

Required communications (continued)

Required Communications	Responses *
<p>■ Management Judgments and Accounting Estimates. The Committee should be informed about the process used by management in forming particularly sensitive accounting estimates and about the basis for the auditor's conclusions regarding the reasonableness of those estimates.</p>	<p>The following are significant management estimates:</p> <ul style="list-style-type: none"> ■ Postretirement benefit obligation – \$22.6 million at June 30, 2011. ■ Allowance for Doubtful Accounts – \$1.8 million at June 30, 2011. ■ Self Insurance Reserve – \$822K at June 30, 2011. ■ Fair value of alternative investments approximately – \$17.5 million (College) and \$6.2 million (Foundation) at June 30, 2011. ■ Discount for contributions receivable and allowance for doubtful contributions receivable of the Foundation – \$201K and \$87.4K respectively, at June 30, 2011.

2011 Audit Results

Required communications (continued)

Required Communications	Responses *
<ul style="list-style-type: none"> ■ Audit Adjustments. All significant audit adjustments arising from the audit should be communicated to the Committee. 	<p>The following are significant audit adjustments:</p> <ul style="list-style-type: none"> ■ Based on audit inquiry and management research, excess depreciation on new additions of \$548K was reversed in the College's general ledger. The excess depreciation had been the result of erroneous in-service dates being used. ■ Contributions receivable, net decreased by \$58K on the Foundation statements. This was the result of mathematical errors and incorrect data in the spreadsheet used to track the outstanding pledges.
<ul style="list-style-type: none"> ■ Uncorrected Misstatements. Any passed adjustments proposed by the auditor, but not recorded by the client, should be communicated to the Committee. 	<ul style="list-style-type: none"> ■ There were no uncorrected misstatements.
<ul style="list-style-type: none"> ■ Disagreements with Management. Disagreements with management, whether or not satisfactorily resolved, about matters that could be significant to the consolidated financial statements or the auditors' report should be communicated to the Committee. 	<ul style="list-style-type: none"> ■ There were no disagreements with management.

2011 Audit Results

Required communications (continued)

Required Communications	Responses *
<p>■ Consultation with Other Accountants. Any knowledge of communications with other independent accountants are required to be brought to the attention of the Committee.</p>	<p>■ To best of our knowledge, management has not consulted with or obtained opinions, written or oral, from other independent accountants.</p>
<p>■ Major Issues Discussed with Management Prior to Retention. Any discussions with management where our response is a condition of retention as independent auditors should be communicated to the Committee.</p>	<p>■ We generally discuss a variety of matters with management prior to our retention, however, these discussions are not a condition of our retention.</p>
<p>■ Difficulties Encountered in Performing the Audit. Serious difficulties encountered in dealing with management that relate to the performance of the audit are required to be brought to the attention of the Committee.</p>	<p>■ No difficulties were encountered with management.</p>
<p>■ Material Written Communications. We disclosed the nature of significant communications with management.</p>	<p>■ Our significant written communications will consist of the representations requested from management. We also expect to issue a management letter, which will be provided to the Audit Committee when issued.</p>

2011 Audit Results

Required communications (continued)

Required Communications	Responses *
<ul style="list-style-type: none">■ Independence. We communicate to the Committee all independence-related relationships between our firm and the College.	<ul style="list-style-type: none">■ We hereby confirm that KPMG is independent of the College under all relevant professional and regulatory standards.

Material Weaknesses

- None identified.

Significant Deficiencies

- None identified.

Definitions:

- A **material weakness** is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis.
- A **significant deficiency** is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Other Observations:

- We recommend that the College develop a process to review new assets to ensure that their useful lives and in-service dates are set up correctly.
- We recommend that the College enhance its review procedures over the mathematical and data accuracy of spreadsheets used to record Foundation pledges for financial statement purposes.

2011 Audit Results
Status of 2011 audits

Deliverable	Status
Financial Statement Audit	<p>Pending receipt of Common Fund audited June 30 financial statements, finalization of KPMG's tie-out and review process including our engagement quality review, and execution of management representation letter.</p> <p>Anticipate issuing audit on or about September 30.</p>
Enrollment Agreed-Upon Procedures	<p>Fieldwork starting in October</p> <p>Due December 31, 2011</p>
DCED Closeout	<p>Fieldwork substantially complete</p> <p>Anticipate issuing report in October</p> <p>Due October 31</p>
A-133	<p>Fieldwork starting in October</p> <p>Due March 31, 2012</p>

2011 Audit Results

A-133 audit plan

Major Program Determination

Program	CFDA #	Expenditures	Factors
Student Financial Assistance Cluster	Various	\$85,665,167	Size of program requires audit every year to meet minimum coverage requirements.
State Fiscal Stabilization Fund Cluster (SFSF-231)	84.394	\$2,844,299	ARRA program, which requires audit every year.
Program of Competitive Grants for Worker Training & Placement in High Growth & Emerging Industry Sectors (Pathways out of Poverty)	17.275	\$1,113,153	Programs above the threshold of \$300,000 which were not audited in at least one of the prior two years.
Tech-Prep Education	84.243	\$802,130	
Higher Education Institutional Aid (Predominantly Black Institutions Formula Grant)	84.031	\$660,644	

**2011 Audit Results
A-133 audit plan**

Major Program Determination (cont'd)

Program	CFDA #	Expenditures	Factors
Strengthening Minority-Serving Institutions (Center for Male Engagement)	84.382	\$364,438	Programs above the threshold of \$300,000 which were not audited in at least one of the prior two years.
AmeriCorps	94.006	\$320,253	

Fees for Single Audit (as previously negotiated):

First two major programs	\$27,200
Each additional major program (5 programs identified)	\$10,900

2011 Audit Results
Presenter's contact details

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The information herein is intended solely for the use of the Audit Committee and management and is not intended to be and should not be used by anyone but these specified parties.



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ATTACHMENT C

CONDUCTING AN AUDIT COMMITTEE SELF-EVALUATION: GUIDELINES AND QUESTIONS

Conducting an Audit Committee Self-Evaluation: Guidelines and Questions

PURPOSE OF THIS TOOL: Audit committees should conduct a self-evaluation on an annual basis. This can be accomplished in a number of different evaluation formats and scenarios (through the use of outside evaluators, a 360-degree evaluation format, and other methods). The sample questions included in this tool are suggestions and intended to provide a starting point to evaluating the performance and effectiveness of the audit committee. Follow-up questions are encouraged, and the committee should plan for further action as appropriate.

An audit committee should conduct a comprehensive self-evaluation on an annual basis. The self-evaluation can take different forms, involve a number of participants, and use diverse techniques. Most important, however, the self-evaluation should adopt a straightforward approach that will aid the audit committee in assessing its strengths and weaknesses and lay a foundation for future improvement. Some guidelines in designing the format for self-evaluation would include the following areas of consideration.

1. *Introspection.* Be introspective. Evaluate the audit committee's performance by asking specific questions about the impact it has had on the organization, such as its financial reporting process, the annual audit, the relationship with the external auditor, and members of management. Include the chair of the board in this evaluation session and ask for his or her input as well.
2. *Comprehensive.* Conduct 360-degree evaluations of all audit committee members and the committee chair. A *360-degree evaluation* is one that obtains anonymous feedback from a large group of individuals representing various perspectives. In this setting, each committee member would conduct a self-evaluation and be evaluated by the other committee members, the board chair, chief audit executive, CFO, and CEO, and if appropriate, other senior finance and accounting personnel. There should be thought into how the data will be collected (by someone independent), and the board chair and the audit committee chair should consider the result of the evaluations. Making sure to stay consistent with corporate bylaws, they should decide who, if any, of the members of the committee should be rotated off the committee or whether the chair of the committee should be rotated, or both. The members' attendance record and level of participation should be considered during this process.
3. *Qualifications.* All audit committee require financial expertise. Please refer to the tool regarding financial expertise.

INSTRUCTIONS FOR USING THIS TOOL: The sample questions provided in this tool are only a starting point to evaluate the performance and effectiveness of the audit committee. Before completion, the committee should determine how it can best ensure that responses reflect a forthright exchange of ideas and opinions among audit committee members. The committee should determine how the process should be completed. The following sample questions can be completed anonymously before attending an evaluation discussion meeting or during a session of the committee. Discuss the following questions and include notes and comments if you feel further action is appropriate.

Three quick things to note:

1. Although it is best practice to have an audit committee separate from your finance committee, there may be barriers to achieving that. However, when feasible and practical, you should try to have a separate audit committee.
2. Although the questions below do not signify requirements of an audit committee, they are reflective of the best industry practices for an effective audit committee. In most circumstances, organizations that answered "no" to a particular question should consider additional follow-up as they strive to have an effective committee.
3. Specific requirements for audit committees may vary state by state. Please check your specific state requirements for complete compliance.

Audit Committee Self-Evaluation Tool	Yes	No	Not Sure	Comments
<p>1. Are the members financially literate and has the audit committee determined that it has adequate financial expertise in accordance with its charter?</p> <p>For additional reference, please see the tool "Audit Committee Financial Expertise Considerations" in this toolkit.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>2. Does the audit committee have the appropriate number of members?</p> <p>We would suggest a minimum of three members. The audit committee should not be so large that</p> <ul style="list-style-type: none"> • its ability to operate efficiently and effectively is reduced. • members' ability to raise issues is hampered. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Audit Committee Self-Evaluation Tool	Yes	No	Not Sure	Comments
<ul style="list-style-type: none"> it is difficult to get a quorum when a time-sensitive issue arises. <p>The audit committee should have a sufficient number of members to ensure needed skill sets and knowledge are represented on the committee.</p> <p>An independent nominating and governance committee or independent directors have responsibility for appointing audit committee members and selecting the chair.</p>				
<p>3. Do all members continue to be independent, as defined by policies applicable to the organization?</p> <p>In addition to meeting the technical definitions of independence, committee members demonstrate their objectivity during meetings, through behaviors such as driving and influencing agendas, rigorous probing of issues, consulting with other parties, and hiring experts, as necessary.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>4. Are differences of opinion on issues resolved to the satisfaction of the committee?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>5. Do the members challenge or defer to the chair as appropriate, or both?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>6. Is the audit committee charter used as a document to guide the committee in its efforts, and to help guide the committee's agenda?</p> <p>The audit committee could use the charter matrix to document compliance with the precepts of the charter.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>7. Does the committee engage outside experts, if and when appropriate?</p> <p>A mechanism should be in place for the committee to engage with outside experts if needed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<p>8. Are the organization's financial reporting processes stronger as a result of management's interactions with the audit committee?</p> <p>For example:</p> <p>(a) The audit committee understands and agrees with the board on which categories of internal control it oversees. Categories include the following (from the Committee of Sponsoring Organizations of the Treadway Commission [COSO] standards):</p> <ul style="list-style-type: none"> i. Integrity of financial reporting. ii. Compliance with laws and regulations. iii. Operational efficiency and effectiveness. <p>The committee and the board concur with any changes to the committee's internal control oversight mandate.</p> <p>(b) The audit committee understands the current high-risk areas as viewed through an overall enterprise risk management system in the categories of controls it oversees, as well as how management addresses those areas.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>9. Is the committee cognizant of the line between oversight and management, and does it endeavor to respect that line?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>10. When the committee conducts executive sessions, are they done in an effective manner?</p> <p>An effective manner offers a "safe haven" to the individual, while asking tough and necessary questions, evaluating the answers, and pursuing issues that might arise to a satisfactory resolution.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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11. Do audit committee members participate in some form of continuing education to stay abreast of changes in the financial accounting and reporting, regulatory, and ethics areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Does the committee do its part to ensure the objectivity of the internal audit team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Does the committee provide constructive feedback to the chief audit executive at least annually?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Follow-Up Questions				
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Audit Committee Self-Evaluation Tool	Comments
Other Self-Evaluation Notes	