



Meeting of the Board of Trustees, Thursday, February 6, 2025, 2:30 p.m. Isadore A. Shrager Boardroom, M2-1/Hybrid

AGENDA

(1) Executive Session I

(2) Meeting Called to Order

The Goals for the February meeting in addition to routine matters are:

- Update on Trump Executive Orders
- Enrollment Update

(3) Public Comment

(4) Report of the President

- (a) Update on Trump Executive Orders
- (b) Update on Enrollment
- (c) Foundation Report (Dr. Mellissia Zanjani and Dr. Ellyn Jo Waller)

(5) Student Outcomes Committee, January 9, 2025

1.9.25 Student Outcomes Committee 4

(6) Combined Meeting of the Business Affairs and Executive Committees, January 15, 2025

1.15.25 Combined Meeting of the Business Affairs and Executive Committees 128

- (a) Ratification of Solar for School Resolution (A)

(7) President's Compensation (A)

(8) Workforce Subcommittee, January 29, 2025

1.29.25 Workforce Subcommittee 138

(9) Consent Agenda

- (a) Proceedings and Minutes of Decisions and Resolutions, Meeting of January 9, 2025

1.9.25 Board of Trustees Proceedings 143

1.9.25 Minutes of Decisions and Resolutions 152

- (b) Grants and Gifts

Record of Grants & Gifts FY25 156

- (c) English Associate in Arts Program Review
- (d) Art & Design Associate in Arts Program Review
- (e) Policy Approval: Logo and Tagline Usage Policy
- (f) Purchase of Furniture from CI Solutions
- (g) Purchase and Installation by HSI, Inc. of 35 Interactive Panels

(10) Report of the Chair

- (a) ACCT National Legislative Summit, February 9-12, 2025 Washington, DC
- (b) Association of Community College Trustees Leadership Congress, October 22-25, 2025, Marriott and Sheraton Hotels, New Orleans, Louisiana
- (c) Fundraising

(11) Old Business

(12) New Business

(13) Next Meeting: In-Person Committee of the Whole – No Zoom Option Available

Thursday, March 13, 2025, 2:30 p.m. - Isadore A. Shrager Boardroom, M2-1

Wednesday, March 12, 2025 – In-Person - 4:00 p.m. Executive Committee (if needed) 5:30 p.m. – Dinner and Presentation, Pavilion Klein Cube

Committee Meetings

- Student Outcomes Committee, Thursday, February 6, 2025 12:30 p.m. - Library & Learning Commons, L1-13/Hybrid
- Business Affairs Committee, Wednesday, February 19, 2025 9:00 a.m. – Isadore A. Shrager Boardroom, M2-1/Hybrid
- Audit Committee, Monday, March 24, 2025, 10:00 a.m. - Isadore A. Shrager Boardroom, M2-1/Hybrid

Upcoming Events

- Black History Month Kickoff Luncheon, Tuesday, February 4, 2025, 11:30 a.m. - Winnet Building, Great Hall, S2-19
- Sophomore Night: Men’s Basketball, Tuesday, February 13, 2025, CCP vs Luzerne, 6:00 p.m. - College Athletics Center (Gym)
- Sophomore Night: Women’s Basketball, Saturday, February 15, 2025, CCP vs Passaic, 12:00 noon - College Athletics Center (Gym)
- Achieving the Dream Conference, February 18-21, 2025 , Philadelphia Marriott Downtown, 1201 Market Street

- Law and Society Week, February 24-27, 2025
- Opening Session: Monday, February 24, 2025, 9:00 a.m. - Center for Business and Industry, C2-28

February 2025 Calendar of Events

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(14) Executive Session II

The Board will convene in Executive Session to discuss personnel matters.

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

MEETING MINUTES

Thursday, January 9, 2025

12:30 p.m.

Hybrid

&

Library, L1-13

1700 Spring Garden St.

Philadelphia, PA 19130

- Presiding:** Ms. Chekemma Fulmore-Townsend
- Committee Members:** Ms. Sheila Ireland, Mr. Patrick Clancy, Ms. Rosalyn McPherson, Carol Jenkins
- Board Participants:**
- College Members:** Dr. Donald Generals, Dr. Alycia Marshall, Dr. Mellissia Zanjani, Dr. Shannon Rooney, Dr. Darren Lipscomb, Dr. David Thomas, Mary Berman
- Guests:** Dr. Judith Gay, Consultant to the Board of Trustees
Ms. Mindy Posoff
Dr. Amy Birge-Caracappa, Director of Assessment
Elizabeth Gordon, Assessment Manager
Dr. Lisa Sanders, Dean of Liberal Studies
Seve Torres, Curriculum Coordinator and Unit Chair
Dr. Massah Nuni, English Department Chair, and
Assistant Professor of English
Dr. Monica Hahn, Department Head, Art and Design; Assistant
Professor of Art History

I. Public Session

(a) Approval of the Minutes November 7th, 2024 (A)

Trustee Fulmore-Townsend presented the minutes of the November 7th meeting for a vote. Trustee McPherson motioned to approve the minutes, and Trustee Ireland seconded the motion. All members voted in favor of the motion, and the minutes were approved unanimously.

(b) English Associate in Arts Program (A)

Dr. Marshall began the presentation by informing the board that the program has strong enrollment despite challenges from COVID-19. The program intentionally integrates diversity, equity, and inclusion into the curriculum. Five new full-time faculty members have been hired to

support enrollment growth, with plans to bring on four additional faculty members in the fall. The enrolled students include both returning students and new students who require developmental English and general English for general education. Furthermore, the program has solid transfer agreements with other institutions. Mr. Seve Torres, the Curriculum Coordinator and Unit Chair, explained that the Associate of Arts in English program aims to cultivate critical thinking, literary analysis, and cultural understanding. The faculty is focused on preparing students for transferring to another institution and the workforce by developing strong communication skills. The program's curriculum equips students with the reading and interpretive skills necessary for various fields. The AA in English program emphasizes diversity, equity, and inclusion to align with the sixth pillar of the college's mission.

Ms. Elizabeth Gordon, the Assessment Manager, shared key findings regarding the program. The AA in English has experienced a decline in enrollment since Spring 2022, with a slight increase in Spring 2023. More data points are needed to establish an upward trend. The English degree enrolls a larger proportion of full-time students (38.3%) compared to the College overall (30.6%). From a demographic perspective, the English degree resembles the College in most respects, except that it enrolls a lower proportion of students identifying as Black females (23.2%) compared to the College overall (30.1%) and a higher proportion of students identifying as White females (20.0%) compared to the College overall (14.0%). The program's fall-to-fall retention rate (33.1%) was comparable to the College overall (35.1%). From Fall 2019 to Spring 2024, the English degree enrolled a similar average proportion of students under 30 years of age (76.8%) as the College overall (74.0%) and awarded 111 degrees. The program boasts a strong assessment history, including data analysis at the unit level and well-documented assessment processes. The English degree evaluates its Program Learning Outcomes (PLOs) each semester and utilizes teaching circles to support faculty while dedicating attention to various topics. In addition to a recommended increase in enrollment from a Fall 2023 headcount of 95 to 104 for Fall 2025, 113 for Fall 2027, and 122 for Fall 2029, the assessment team suggests that the program continue to emphasize diversity and equity through curricular review and revision. It should also develop initiatives to recruit and retain Black female students, such as forming partnerships with HBCU transfer institutions and maintaining ongoing collaboration with the Black Studies department program.

Mr. Torres shared the program's learning outcomes, explaining that the program is structured around the requirements needed for student transfers and the development of general English skills. For instance, the class reviews and analyzes themes and artistic intersections in literary readings from various genres. Students also examine how race, class, gender, citizenship, and sexuality intersect in literature across different regions, cultures, and historical periods. Another key learning outcome the faculty emphasizes is the demonstration of effective academic writing skills. The two literary works Mr. Torres cited as examples were *Such a Fun Age* by Kiley Reid and *Fences* by August Wilson. The program also includes cultural and academic enrichment initiatives and curriculum development efforts that feature diverse authors and perspectives. Collaboration with the Black Studies program aims to address enrollment disparities and enhance cultural understanding. Students engage in courses that encourage empathy and a global perspective through literature.

Some engagement initiatives led by faculty encompass a writing club and a scriptwriting club that encourage creative expression while promoting publication and networking. Professor Jonathan Pappas is currently developing a play inspired by the Myth of Cassandra, which will be produced by the college's theater department. This production will be a fully student-led project with faculty support. Additionally, the department hosts student readings and hooding ceremonies that celebrate academic and creative achievements, inviting parents to participate. The department also oversees the One Book, One College program, which fosters literary exploration across the campus.

Mr. Torres informed the Board of professional and academic partnerships, including transfer agreements with institutions such as Temple University and Drexel University. Faculty are involved in local and professional literary events, including poetry translation for the Barnes Foundation, writing articles for the Philadelphia Inquirer, attending Association of Writers & Writing Programs (AWP) panels, judging Drop the Mic, and leading a scriptwriting group to produce a full stage-theatrical adaptation of the Myth of Cassandra. The department has enhanced World Literature courses through curriculum development to include global perspectives. Some of the past and present literary works are reviewed, including *One Hundred Years of Solitude* by Gabriel Garcia Marquez, *The Bluest Eye* by Toni Morrison, and *Office of Historical Corrections* by Danielle Evans.

The department majors have consistently achieved 80% benchmarks in current learning outcomes. We regularly update course content based on assessment data. Faculty-driven initiatives, such as teaching circles, help enhance pedagogical approaches. Mr. Torres shared several student testimonials. One testimonial from a student named Miguel Hernandez stated: "Over the past few months, I've been working on literature assignments, and it has changed the way I view books, stories, and passages. It has helped me realize what I can accomplish if I focus on getting things done."

Mr. Torres also shared the technological and future-focused goals of the department. Currently, the department is exploring how to use AI tools to enhance literary analysis and creative processes. For example, how can the collection of information available through AI be utilized in the research process?

Highlights and achievements by students within the department were also shared. Students have published work in local and professional outlets such as Alien Buddha Press, Tinderbox Press, and Kings River Review. The department also hosted an event called "Elixir & Beyond Books" to promote connections among students, faculty, and the wider community. Mr. Torres noted that the department is working to bridge networking opportunities with individuals from Drexel and Temple, particularly regarding transfer discussions. Networking with others and institutions helps students understand that there isn't just one path to success.

Some of the next steps for the program include establishing connections with local HBCUs such as Cheney and Lincoln and working to create transfer agreements for our English degree students. Additionally, fostering community and two-way communication between program faculty and students is a goal of the department through an updated Canvas page. The department also aims to track the institution's alumni going forward and establish ongoing professional

sessions with former and current students. Furthermore, the department strives to continue the institution's commitment to diversity and inclusion through curriculum development, professional development, and dialogue.

- Trustee McPherson inquired whether the department was aware that the American Library Association's conference will take place in Philadelphia this upcoming summer. The conference will also feature the Caldecott Awards. She highlighted that other HBCUs, like Howard and Hampton, should be taken into account. Additionally, she stressed the importance of exploring more career paths in the industry, including managerial roles.
- Trustee Posoff asked about the impact of adding more teachers for more students in classes and how that affects the overall situation. She also inquired whether the 30% retention rate was considered high or low. Ms. Gordon explained that the cost mentioned stemmed from a recommendation made in the previous APR in 2020. At that time, the college was spending slightly more on average for the English program than for other programs in the liberal studies unit. Typically, for a program like English, it's expected to cost a bit less than the average. Dr. Marshall noted that a large portion of the increased enrollment at the college overall is new students who need to take foundational math and English courses. This has increased the demand for additional English faculty significantly. Full-time faculty are the ones deeply engaged with the work and critically examining the curriculum from a comprehensive perspective. They interact with the institution's students regularly and understand the institution's demographics. Investing in full-time faculty yields significant benefits, which is evident in the updates regarding the focus on DEI initiatives. There is a commitment to maintaining smaller class sizes for English and developmental courses which has shown to be sound pedagogically and leads to improved student outcomes in these courses. Part of the cost is also associated with having these smaller classes. Several of the newly hired faculty members are from diverse backgrounds, adding valuable perspectives. Recruiting new faculty allows the institution to embrace this diversity—diversity of thought, programming, and curriculum supportive of our highly diverse student population. Overall, smaller class sizes and more full-time faculty enhance student outcomes and retention. The costs primarily arise from the need for smaller class sizes, which are vital for effective teaching and learning.
- Trustee Posoff inquired whether having a diverse faculty would lead to improved retention over time. Ms. Gordon responded that the data indicates the English AA program consistently demonstrates higher retention rates, especially from fall to fall, compared to the college overall. Dr. Marshall noted that the percentage of first-time full-time students, at 33%, exceeds the college rate of 26%. When these two figures are consistently combined each year, they slightly surpass the college's overall performance. Dr. Lipscomb mentioned that there continues to be an influx of students needing the developmental classes previously discussed, which has created a capacity issue at the institution. Dr. Massah Nuni explained that the Developmental English course linked to Introduction to Literature gives students access to content they may not have encountered before. In smaller settings, teachers can provide students with strategies for critical and creative thinking.

(c) Art & Design Associate in Arts Program

(A)

Dr. Marshall opened the presentation by stating that the AA in Art and Design is a strong program, described as a legacy program. She informed the Board that one of the program's alumni and faculty members, Terry Peterson, was a panelist during the divisional meeting. He spoke not only about his experiences as a student, but also about how they inspired him to pursue art, become a successful artist, and give back to CCP. The program maintains steady enrollment and retention rates.

Ms. Gordon shared that the AA in Art and Design has seen steady growth since Spring 2022, and it enrolls a higher average proportion of full-time students (38.1%) than the College average of 30.6%. The program enrolls a similar average percentage of all demographic groups as the College, except for those identifying as Black females (19.3% compared to 30.1% for the College), those identifying as Black males (17.4% compared to the College overall of 12.3%) and those identifying as female in general (59.9%, compared to the College overall of 66.8%). The program's fall-to-fall retention (41.3%) was higher than the College overall (35.1%). From Fall 2019 to Spring 2024, Art and Design enrolled a larger average proportion of students under 30 years of age (89.34%) than the College overall (74.0%) and awarded 137 degrees. Regarding assessment, Art and Design has a history of robust assessment and clear documentation. At the end of each semester, the department tracks and analyzes student success in individual courses using department-wide portfolio reviews. This analysis involves all the full—and part-time faculty. Plans to increase student engagement include developing questionnaires for graduating students, planning museum trips, creating a peer-to-peer mentorship program, updating writing assignments, and improving communication with academic advisors.

In addition to the suggested enrollment increase (from the Fall 2023 headcount of 218 to 292-320 for Fall 2025, 293-352 for Fall 2027, and 294-386 for Fall 2029), the Office of Assessment and Evaluation recommends that Art and Design develop a recruitment and retention plan that improves advising outreach in classes and across the College overall, to illustrate the value of an Art and Design degree. Another recommendation is to host more recruiting events during the summer, including open houses, and to collaborate with more Philadelphia high schools, with the clearly defined goal of attracting and retaining more students who identify as Black females, which has been a persistent issue since the 2019 APR.

Dr. Monica Hahn, the Department Head of Art and Design and Assistant Professor of Art History, informed the Board that students in the AA in Art and Design program benefit from hands-on studio access, community engagement, and transfer pathways to the workforce after completing their studies at the institution. Some coursework involves students conducting peer-reviewed academic research on projects, such as examining the differences and similarities between graffiti in New York and Philadelphia. Professors design assignments that engage with interdisciplinary materials from their backgrounds as well as those of other contemporary and historical artists. Students can also reserve open studio time to ensure they have access to spacious areas.

Students often participate in college-wide projects like creating the holiday video, which showcases artwork from Terry Peterson's Art 150 class. The AA in Art and Design program also collaborates with other departments. Students designed posters for the successful and well-publicized adaptation of Medea that took place a year ago. Additionally, students are recruited for the Art Majors Fair, where a table displays artwork to entice students from other programs. It's important to note that students do not need to be art majors to enroll in art courses. Every first Friday of the month, students meet with Dr. Hahn and visit various art museums and galleries, including the Barnes Foundation and the Philadelphia Museum of Art. She mentioned that in recent years, the Philadelphia Museum of Art has not maintained free admission for the institution's students. Nevertheless, she has managed to arrange for 50 students to attend the exhibit, *The Time Is Always Now*.

The Art and Design department boasts a strong transfer program, allowing students to transition to prestigious art schools like The Rhode Island School of Design (RISD), a highly regarded institution. The school has articulation agreements with Moore College of Art and Design in Philadelphia and the School of the Art Institute of Chicago, ensuring that all students' credits transfer seamlessly. Participants in the program gain practical experience through internships with local artists and designers, where they learn about the business. Some have even started creating and selling their work. Every fall, the college hosts National Portfolio Day. This year, Moore College of Art and Design organized the event, where representatives from over 100 art schools evaluated students' portfolios. The department offers a capstone course for the institution's art major, serving as a portfolio preparation course designed to help students assemble a comprehensive portfolio suitable for transferring and presenting a strong application to an art school. The day after National Portfolio Day, several institutions visit CCP specifically to meet with students, offering encouragement or holding follow-up meetings to facilitate their successful transfer to those programs. In the last academic year, the institution's students received nearly three-quarters of a million dollars in merit-based scholarships from various schools.

The program currently has seven faculty members, with an additional group expected to be hired for the Fall of 2025. The college's studio faculty features practicing artists with remarkable exhibition records and works that have been included in permanent collections at museums.

Dr. Hahn informed the Board about a student named Njideka Akunyili Crosby, who graduated from the institution's AA in Art and Design program in 2000. She transferred to Swarthmore in 2004, earned her Master of Fine Arts at Yale, and received a MacArthur Fellowship Genius Grant in 2017. Last May, she sold a painting titled *My Mother*, for \$4 million. A student named David Johnson shared his transformative experience in the program, highlighting the mentorship he has received from faculty members such as Sean Sauer and Terry Peterson. The rigorous art program and lessons have prepared him for competitive transfer opportunities. He plans to pursue animation and storytelling at the California College of the Arts (CCA), which will provide a full scholarship and a stipend.

- Trustee McPherson and Trustee Fulmore-Townsend told David they were proud of him and his work and eager to hear about his trajectory after he graduates from the program.

- Trustee McPherson stated that more creatives of color are needed in the immersive and interactive design fields, as well as in other areas of the industry, to learn the business side, which would encourage students to pursue these fields. Trustee Posoff inquired about how students are prepared for the workforce within the program. Dr. Hahn informed the board that paid internships are available through local museums and clay studios. Additionally, there are internship opportunities in Public Relations offices and registrar positions in museums where collections are managed.

(d) Strategic Plan Update

(I)

Dr. Generals shared an updated iteration of the strategic plan which will begin in 2025-2026. The updated strategic plan for 2025-2030 is nearly finalized. The plan has five goals: access, equitable outcomes, achievement success, workforce development, and long-term success. All of the goals resulted from conversations over the last two years. He shared with the Board the current status of key performance indicators.

The first goal is access, which states the college will increase access by attracting and retaining learners who reflect the diversity of the city and positioning them for transfer and/or career. We will always put diversity at the center of what we do. The revised key performance indicators have been narrowed down to tiers based on what data points the College would be sharing regularly with the Board (Tier 1) and what we would be tracking internally to move the institution towards achieving the goals (Tier 2). The strategic drivers of recruiting, support & marketing from underrepresented sectors of the City are embedded in each department and division. More full-time faculty is needed, and the institution will extend outreach into areas such as South Philly, the middle of Northeast, and areas with larger Hispanic populations. Dr. Generals is confident that partnerships with many Hispanic organizations and communities can be leveraged. One of the institution's goals is to become a Hispanic-serving institution. Another is to increase the percentage of AANAPI students (Asian American, Native American, Pacific Islander).

Dr. Generals mentioned that the institution will also increase its use of technologies, specifically AI. Opportunities for AI across the Board include direct instruction and the idea of students having more individualized tutoring through AI. Expand stackable credentials, which is the link between the non-credit workforce development and the credit degree programs.

Dr. Marshall began discussing a goal related to achievement, with student success and graduation rates as key indicators. During Student Outcomes meetings, the transfer pathway concerning students within the program is frequently addressed. She informed the Board that one of the key performance indicators will be to provide regular insights into our students and their achievements. She shared benchmark data showing the current status of the institution's graduation rates, reflecting the leadership and efforts of the faculty and staff moving in the right direction. The numbers are higher than last year, and there is hope to sustain this upward trend.

Dr. Marshall discussed the annual totals of degrees and certificates and the percentage of students who successfully transferred to bachelor's degree programs. The tier one KPIs are what

the institution aims to review with the Board regularly, potentially on an annual basis. In the meantime, each division has its specific KPIs. The institution can also consider additional KPIs, such as the number of graduates per 100 FTE. These KPIs are available for the Board to review and provide feedback on streamlining this process.

- Trustee Posoff asked if the benchmarks were aligned with Aspen. Dr. Marshall responded that the benchmarks reflect the institution's current status. A follow-up conversation is needed to discuss and identify the institute's desired targets, with Aspen guiding that process. There is some crossover. The graduation rates are actively monitored.

Dr. Marshall discussed the metrics related to equitable outcomes in graduation and completion rates. Although the KPIs overlap somewhat with the achievement goal, through the equitable outcomes goal we are looking at disaggregated data. The markers being examined include demographic, racial, ethnic, gender, and health statuses. Graduation rates and course completion, which serve as retention indicators and successful transfers to bachelor's degree programs, will also be assessed through this lens. Factors driving this initiative include the Racial Equity Leadership Academy (RELA), where the institution participates through its Achieving the Dream efforts, focusing on targeted interventions specifically for high-enrollment, low-success courses. For instance, English 101 is one of the largest courses, with over 2,000 students enrolled each semester. Targeted interventions within this course will have a significant impact on student success. AI, student support initiatives, and inclusive pedagogical practices will be used in programs to advance progress, particularly among students of color. The institution also recognizes that, historically, African-American students tend to be disproportionately placed in developmental courses complete fewer credits per semester, and often do not pass their gateway courses. Gateway course completion refers to entry-level courses that provide access to further classes and major coursework, where many of our students of color struggle. The diversity fellow program focuses on hiring diverse faculty integrating diverse perspectives into the curriculum and classrooms. Faculty onboarding includes professional development and diversity, equity, and inclusion training. All these combined efforts are driving indicators in that direction.

Dr. Generals emphasized the importance of focusing on students' trajectories through guided pathways. This strategy encourages students to explore broad fields of study and aligns dual enrollment pre-college programs as early as high school. Dr. Dave Thomas noted that with the growth of middle college programming and certain Act 158 requirements imposed by the state for high school students, the institution can guide more high school students on the path to earning an actual degree and certificate while they're in high school. This represents the institution's approach to guiding pathways and extending opportunities to more students early on.

Dr. Marshall pointed out that significant efforts have been made to expand accelerated developmental pathways. One example is co-requisite models, which help students progress quickly through developmental mathematics and English during their first year of studies. Historically, students of color are disproportionately enrolled in these developmental courses. Consequently, this is another way the institution addresses equity concerning mathematics, English, and the developmental co-requisite acceleration pathways. This approach is pedagogical in nature. From a divisional perspective, we are also examining some of the healthcare pathways,

particularly the selective admissions programs and have created a healthcare task force focused on eliminating barriers for students to gain access to these programs. Part of access and equity is understanding who is in what program, who's participating, and who's graduating from programs where they can earn a living wage and build a successful career.

Dr. Generals discussed the Workforce and Economic Development goal. The College will address the workforce needs of employers and the economic and civic needs of the City by prioritizing and leveraging partnerships that increase the number of learners whose skills and credentials align with high-priority occupations. This goal focuses on high-priority occupations, ensuring that the partnerships the institution forms are with industries and businesses that utilize the training provided by the institution, enabling students to pursue pathways to family-sustaining wages. The college is following the Aspen playbook for workforce development. Some key indicators relate to partnerships with businesses and industries and student support. One of the EDL (Education Design Lab) program's findings through the implementation of a non-credit to credit pathway, is that students still have some of the same social, economic, and emotional issues. The key indicators will be high-priority occupation program enrollment, high-priority program completion, and, more importantly than enrollment, field employment rate, tracking students relative to employment over a period of time, a six-month period, and beyond to ensure that that level of success is consistent. The strategic drivers include a focus on healthcare and the sciences. The Eds and Meds sectors drive economic growth in the city as they contribute to expanding health and science certificates. CATC primarily focuses on advanced manufacturing, welding, CNC, and electrical mechanics. We think there are opportunities for HVAC, carpentry, solar, panel installation, and so forth in the West Regional Center. Philadelphia unions are handling most of the training in those areas, but there are pre-apprenticeship opportunities that the institution can take advantage of. The institution has also worked on aseptic technology. We're now on our second or possibly third cohort.

Students are surveyed after graduation for where they are relative to their employment and whether or not their employment enabled them to get a new job and/or promotion. With regard to self-reporting, the institution wants to be more robust in terms of tracking the outcomes of students. Currently, our robust tracking is limited to most of the students who graduate and earn certificates and degrees, but less information is easily available regarding the employment outcomes of non-credit students. The College is working on this effort to support the Workforce Development goal.

The ultimate goal is long-term success. The College will position itself to thrive in a changing educational environment through ongoing reviews, adaptations, and assessments of its financial model, physical plant, operations, and technology integration. As times change, continual review, adaptation, and assessment of its financial model, physical plant, operations, and technology integration remain necessary. Tier 1 refers to the percentage of the college budget covered by tuition revenues. The operational bottom line should focus on how many students are enrolling and what the tuition revenue is producing, which is influenced by the annual number of credit hours and the annual number of FTEs (full-time equivalency). Tier two is the operational bottom line, which should emphasize student enrollment and the corresponding tuition revenue, determined by the annual number of credit hours and FTEs.

The institution must also develop a legislative strategy to increase public and private funding. Legislators need to understand what the institution is doing, how we support the economy and the workforce needs of the city, etc. A clearer understanding of our actions will benefit us once the budget season begins. We will implement the public phase of comprehensive fundraising. Dr. Mellissia Zanjani has managed the private phase of the campaign for the last four years. Dr. Zanjani shared that the institution has raised \$8,646,000 between public and private funds. Overall, the institution has raised over \$35 million. Using the private-public calculation, you need to aim for 50% when you announce your public phase. The institution is looking at our campaign, and when we go public, we expect it to reach around \$70 to \$80 million. Progress is being made. The institution will do this again. Some of you are on multiple committees. We will hold another session with the workforce, collaborate with business stakeholders, and eventually engage with the full board. Hopefully, by the end of this semester, we'll be ready to request your vote on this event. We welcome any input or comments; feel free to contact me or any of us, and we'll try to accommodate any adjustments you suggest. We announced to the college community that we would re-evaluate this within the departments.

- Trustee Fulmore-Townsend inquired about what type of feedback from the Board might the College find useful.
- Dr. Generals wanted to know if there are specific details regarding a problem or if anything is missing, unclear or requires a further explanation for the Board to let them know, and they will revise the plan.
- Trustee Fulmore-Townsend informed him that, as a Board, there must be a strategic focus on information that clarifies the Board's responsibilities and accountability to the college. She believes that the key performance indicators in tier one are effectively organized. Additionally, she appreciated the focus on equity and the fact that the plan includes examining success-driven equity measures, identifying who is being left out, and understanding where disparities exist. However, she would like to explore the workforce in greater depth. She feels there are numerous ways to address the high-priority occupations and the ecosystem of existing training programs. She is considering what is best for the community college within the current ecosystem. Where is the institution aiming to make its impact, and are the indicators clearly aligned?
- Trustee Ireland stated that it is difficult to understand how to prioritize what should be the key performance indicators without the data.
- Trustee Posoff asked whether we have the resources and what it will take to get there once the right goals are identified. Dr. Marshall indicated that the discussion primarily revolved around presenting the KPIs and gathering insights from the Board regarding what makes sense. The key drivers encompass factors that can help align the institution in pursuing its goals, as well as determining which ones to prioritize now and over the next five years.

Dr. Marshall recommended approving the English Associate in Arts program for five years. Trustee Fulmore-Townsend opened the floor for a vote. Trustee Ireland motioned, and Trustee

McPherson seconded. The motion was approved unanimously. Dr. Marshall recommended approving the Art & Design Associate in Arts program for five years. Trustee Fulmore-Townsend opened the floor for a vote. Trustee Ireland motioned, and Trustee McPherson seconded. The motion was approved unanimously.

Trustee Fulmore-Townsend made a motion to adjourn the meeting, and all were in favor.

COMMUNITY COLLEGE OF PHILADELPHIA

Academic Program Review: English A.A.

Authors: Seve Torres, Lizzie Gordon, Diael Thomas

Fall 2024

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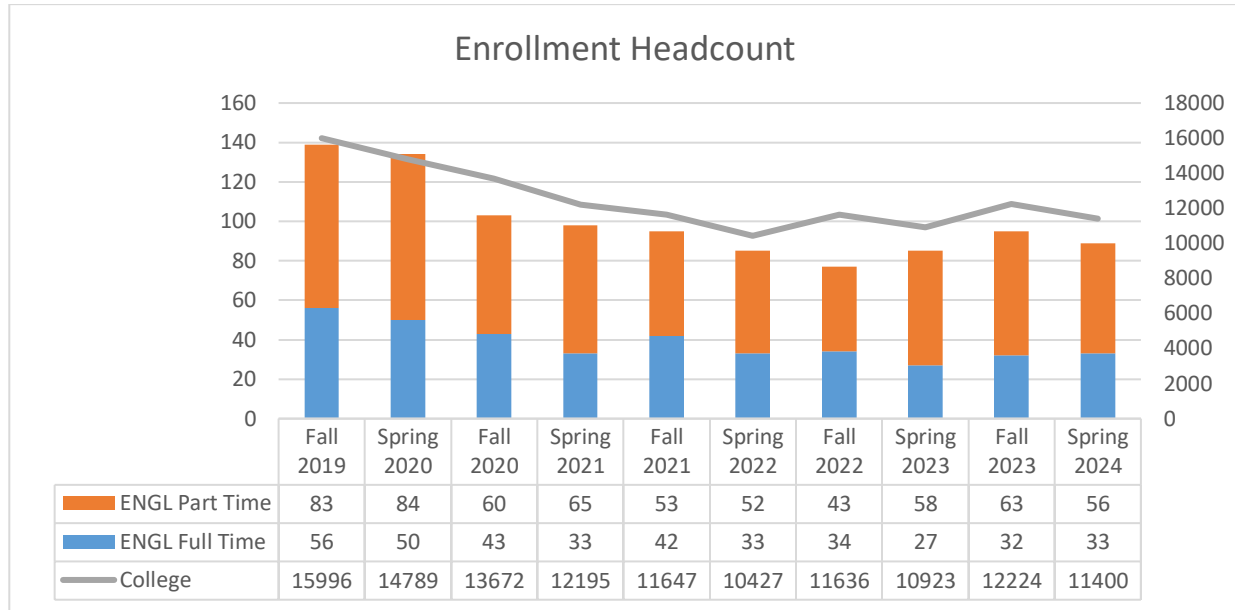
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1. Executive Summary

A. Key Findings

Enrollment and Demographics

1. Average enrollment in the English program between 2019 and 2024 was 100 students.
2. On average, the program enrolled a larger proportion of full-time students (38.3%) than that of the College overall (30.6%).



3. On average, English enrolled a lower proportion of students that identify as Black females (23.2%) than that of the College overall (30.1%) and an identical proportion of students that identify as Black males (12.3%) as that of the College overall (12.3%).
4. On average, the program enrolled a higher proportion of students that identify as White females (20.0%) than that of the College overall (14.0%) and a similar proportion of students that identify as White males (10.9%) than that of the College overall (7.7%).
5. On average, English enrolled a similar proportion of students that identify as Hispanic (16.4%) than that of the College overall (17.0%).
6. On average, the program enrolled a similar proportion of students that identify as Asian females (4.0%) than that of the College overall (5.9%) and a similar proportion of students that identify as Asian males (3.3%) as that of the College overall (4.8%).

ENGL		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Asian	Female	5.0%	3.0%	3.9%	2.0%	3.2%	4.7%	3.9%	3.5%	5.3%	5.6%	4.0%
	Male	0.7%	1.5%	2.9%	2.0%	5.3%	2.4%	2.6%	5.9%	6.3%	3.4%	3.3%
Black	Female	23.7%	24.6%	24.3%	28.6%	16.8%	21.2%	26.0%	25.9%	22.1%	19.1%	23.2%
	Male	11.5%	11.2%	10.7%	12.2%	8.4%	10.6%	11.7%	10.6%	18.9%	16.9%	12.3%
	Unknown	0.7%	0.7%	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Hispanic	Female	12.9%	11.2%	6.8%	9.2%	15.8%	12.9%	11.7%	12.9%	10.5%	11.2%	11.5%
	Male	5.8%	4.5%	3.9%	3.1%	4.2%	2.4%	5.2%	4.7%	6.3%	9.0%	4.9%

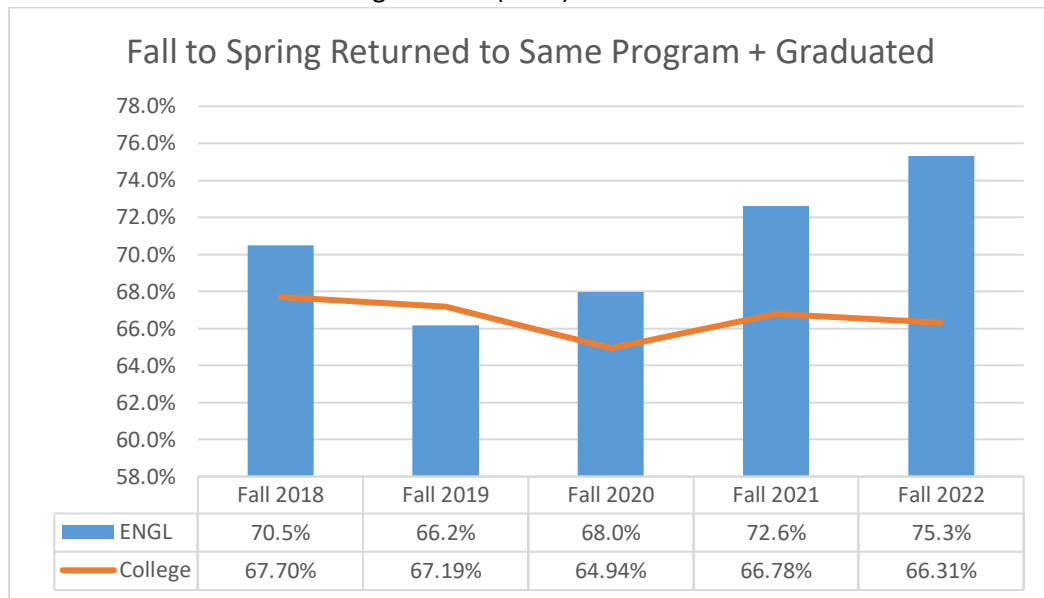
Multi-Racial	Female	5.0%	6.7%	2.9%	5.1%	3.2%	5.9%	6.5%	2.4%	1.1%	2.2%	4.1%
	Male	2.9%	3.7%	3.9%	3.1%	3.2%	2.4%	1.3%	2.4%	2.1%	1.1%	2.6%
Other/Unknown	Female	0.7%	1.5%	0.0%	2.0%	2.1%	1.2%	0.0%	0.0%	0.0%	2.2%	1.0%
	Male	1.4%	1.5%	1.9%	1.0%	3.2%	2.4%	2.6%	1.2%	0.0%	1.1%	1.6%
White	Female	15.8%	16.4%	21.4%	21.4%	25.3%	23.5%	16.9%	20.0%	20.0%	19.1%	20.0%
	Male	13.7%	13.4%	16.5%	9.2%	9.5%	9.4%	10.4%	10.6%	7.4%	9.0%	10.9%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.3%	0.0%	0.0%	0.0%	0.2%

- 7. The program enrolled a similar proportion of students under 30 years of age (76.8%) compared to the College overall (74.0%).

Retention

Fall to Spring

- 8. Over the period studied, the proportion of English students who returned to the same program from one semester to the next (64.4%) was similar to that of the College overall (61.1%).
- 9. The program’s average proportion of students who returned to a different program (5.8%) was similar to that of the College overall (3.9%).

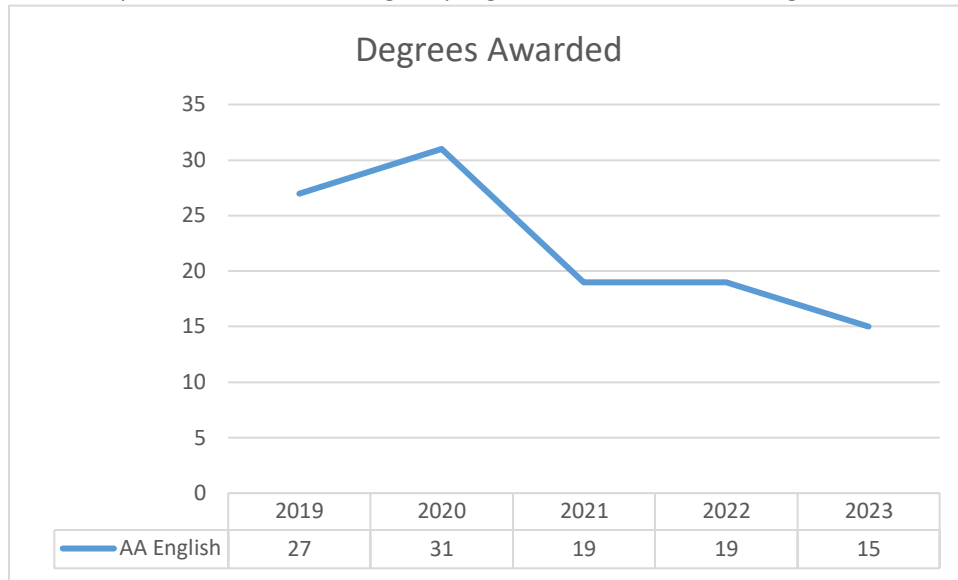


Fall to Fall

- 10. Over the period studied, the proportion of English students who returned to the same program from one semester to the next (33.1%) was similar to that of the College overall (35.1%).
- 11. The program’s average proportion of students who returned to a different program (7.4%) was similar to that of the College overall (6.7%).

Success and Graduation

12. Over the period studied, the English program awarded 111 AA degrees.



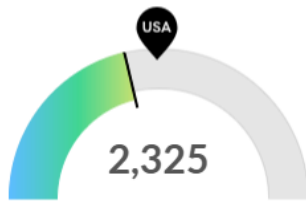
Assessment

13. The English program has four program learning outcomes:
- (1) Identify elements typical of a literary genre and communicate how those elements work together to create a work's theme or artistic impact.
 - (2) Employ relevant terminology associated with literary analysis.
 - (3) Analyze how race, class, gender, citizenship, and sexuality intersect in literature across regions, cultures, and time periods.
 - (4) Engage in effective academic writing within the discipline of literature.
14. PLOs are assessed every semester using discussion boards, essay rough drafts, essay final drafts, and final exams.
15. The program utilizes teaching circles to provide support for faculty and dedicated focus to various topics. Previously, the program has focused on PLO 3, Corequisite Seminar Program faculty, and Creative Writing faculty.

Workforce Development

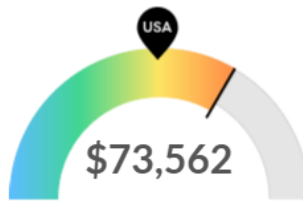
16. The goal of the program is to help students navigate the early stage of careers and potential career options, such as: elementary and middle school teachers, postsecondary educators, judicial workers, managers, secondary school teachers, education and childcare administrators, writers and authors, editors, secretaries and administrative assistants.
17. The skills provided in the English Degree will allow students to meet the needs of an increasingly information driven economy when balanced by the ability to read effectively, comprehend deeply, and analyze the potential field of possible resources.

Aggressive Job Posting Demand Over a Thin Supply of Regional Jobs



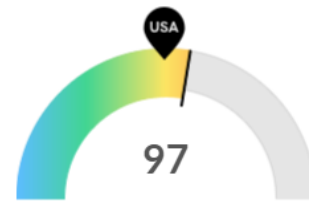
Jobs (2023)

Your area is not a hotspot for this kind of job. The national average for an area this size is 2,900* employees, while there are 2,325 here.



Compensation

Earnings are high in your area. The national median salary for your occupations is \$61,816, compared to \$73,562 here.



Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 84* job postings/mo, while there are 97 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Cost

- 18. Over the period studied, the program ran an average of 17.6 sections of its required courses each semester, which were enrolled at 52.1% capacity on average.
- 19. Over the period studied, the program had a direct cost per full-time equivalent (FTE) of \$3858 which is less than its division average of \$3948 and less than the College average of \$4187.

B. Prior APR

Action Items from the 2020 English Academic Program Review and Program Response:

Enrollment and Demographics

- 1. Utilize research-based outreach and retention strategies to meet enrollment benchmarks by 2023.

	Fall 2018		Fall 2023	
Headcount	165		190	
Returned to Same Program	55	33.1%	73	38%
Returned to Different Program	15	9.0%	15	8%
Graduated	24	14.5%	32	17%
Did Not Persist	72	43.4%	70	37%

Program Response: The English program has increased the retention of students, improved the graduation rate, and decreased the percentage of students who did not persist within the

program. This demonstrates the efficacy of research-based outreach & retention approach that the program is continually adapting to meet the needs of students.

Graduation

2. Track and assess the effect of the curricular changes on graduation rates.

Program Response: The English Degree has made curricular changes that align with the College's pillars and mission. These changes have contributed to the fact that it retains students within the major and graduates them at a higher percentage than the College's average as seen above. We are confident that these measures are good indicators that the changes and professional development of faculty have moved in the right direction.

Internal and External Relations

3. Poll students on effective ways to track post-graduation careers.

Program Response: The program has discovered that most English majors transfer to four-year colleges and pursue BAs in English. By building a strong social network at the College where former students are brought back for various events, the program has found that providing recommendations, maintaining current emails for former students, and sending surveys provides a reasonable gauge of what students do after they graduate from the College.

Transfer

4. Track and assess the effect of curricular changes on transfer rates.

Program Response: The English Degree continues to transfer students at rates higher than the College on average. The curricular changes that moved toward cultural analysis & interpretation have allowed this trend to continue. The College's English Degree graduates also performed, on average, better than A.A. graduates in terms of successful graduation from the colleges they transfer to, which is also a good sign of the preparedness fostered at the College.

Cost

5. Investigate reasons for the higher cost increase relative to other Programs.

Program Response: Possible reasons for the higher cost of the English Degree relative to other programs during the period of 2015-2019 include the extensive use of paper as well as printing costs for brochures and other print materials. Currently, costs associated with the English Degree are below the average for both Liberal Studies and all programs at the College.

C. Action Items

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

Enrollment and Demographics

1. Increase enrollment as follows:

Benchmarks			Fall 2025 Projection		Fall 2027 Projection		Fall 2029 Projection	
Fall 2019 Headcount (Pre-COVID Benchmark)	Fall 2023 Headcount		N	% increase*	N	% increase	N	% increase
139	95	Low range	95	-0.11%	94	-0.72%	93	-0.87%
		Base	99	4.43%	103	3.85%	107	3.70%
		High range	104	8.99%	113	8.41%	122	8.27%

*Increase from Fall 2023 headcount

** “Low range” projections reflect expected growth given few to no successful enrollment interventions; “High range” projections reflect expected growth if planned interventions are successful.

2. To close existing gaps, continue to prioritize diversity and equity in the program through curricular review and revision and develop initiatives recruit and retain Black female students, including forming partnerships with transfer institutions and maintaining the ongoing partnership with the Black Studies program.

Responsibility: Department Head and Program Coordinator, with College support.

Timeline: Fall 2026

D. Narrative

In the English program, students read inspiring literature and explore the connection between reading, writing and thinking as they prepare to transfer and pursue a bachelor’s degree in English. Courses in British, American, and World Literature are combined with electives in world languages, philosophy, and religion, as well as classes in poetry, fiction, scriptwriting, and memoir, which enable them to earn a Creative Writing certificate while completing their associate’s degree. This program design prepares students with the foundation that they need to successfully transfer to a four-year institution, with the close reading skills needed by employers, with the ability to analyze and comprehend complex writing, and with the foundations for clear communication needed in the modern world. The English Degree is a robust and well-balanced degree that prioritizes cultural interpretation, diversity of authorship, and the soft skills needed to be successful in life. Effective communication and comprehension are valuable skills at the core of our degree that provide students with the foundation to go on to lead successful lives.

Some of the fundamental questions in the field of English are: What is the psychology and sociology behind what language can do? How are narratives constructed when they are effective? How are human beings socially connected across time and space? What is the intersection between creativity and the logical process of analysis? These questions guide the pedagogy of faculty in the department as we develop courses, revise syllabi, and think of new ways to engage in the complexity of modern life.

The program has several co-curricular initiatives such as the Creative Writing Club. We cultivate opportunities for students to showcase their writing pieces at events in the fall semesters and orchestrate the Hooding Ceremony for graduating students in the spring semesters. The program also partners with the College's One Book, One College program. These opportunities help to create a sense of community and reinforce the importance of the skills learned and practiced in the English Degree.

The English Degree program is committed to the College's initiative to prioritize diversity and equity. The faculty designed a curriculum that incorporates diverse authors and conceptual frameworks to allow students to engage optimally with their coursework. In addition, the program's faculty have surveyed CLOs and modified courses based on assessment data and collaborative faculty discussions. Additionally, by requiring Black Studies courses in the degree path, the program addresses the disparity in student enrollment numbers. By centering diversity in courses and assessment, the program helps meet the College's mission and promotes Pillar Six (Diversity, Equity, and Inclusion).

Presently faculty in the English Degree and Creative Writing Certificate maintain relationships with faculty at local institutions, attend readings at local venues, and participate actively in the robust writing community in Philadelphia. One of the program's goals moving forward is to establish direct connections with industry leaders beyond the academic space. The program has transfer agreements with Temple University, Drexel University, St. Joseph's University, LaSalle University, Bryn Mawr College, Lincoln University, and Arcadia University. The program maintains an open line of communication with these transfer partners to uphold the standards of the program and ensure that students have relevant points of contact when and if they choose to transfer to a four-year institution.

2. Program Analysis

The AA in English is a robust and well-balanced degree that prioritizes cultural interpretation, diversity of authorship, and the soft skills needed to be successful in life. In the English Degree program, faculty know that reading literature fosters empathy for others and improves comprehension. These explorations are at the heart of our program learning outcomes. Effective communication and comprehension are valuable and transferable skills at the core of our degree that provide students with the foundation to go on to lead successful lives. The College benefits from students who can serve as leaders in a variety of on campus activities, share their creative work, and attend the events organized by the College around visiting writers/authors. The program's value to the College community is clear when reflecting on the number of students who have gone on to publish literary texts, organize reading series at city venues, such as *Scribes on South*, while successfully completing their degree at the College. Presently we track student outcomes through our informal network of mentor/mentee student contacts, and an interactive Canvas page. We also have plans to expand our efforts to include social media.

Some of the fundamental questions in the field of English are: What is the psychology and sociology behind what language can do? How are narratives constructed when they are effective? How are human beings socially connected across time and space? What is the intersection between creativity and the logical process of analysis? These questions guide the pedagogy of faculty in the department as we develop courses, revise syllabi, and think of new ways to engage in the complexity of modern life. The English program has survey courses that span the historical gamut and provide students with a robust foundation of literary examples to explore. There is also a very successful World Literature series of courses that provide students with the knowledge needed to become aware of how they are interdependent global citizens in an evolving world.

Assessment data clearly demonstrates that students who enroll in and complete courses in the AA in English approach the highest levels of mastery and clear the 80% college benchmark consistently. This is true across most of the English 200-level course offered at the College. Aside from the assessment data, the English Degree program has begun the process of verifying that its online course offerings meet the Quality Matters standards and is developing a policy around AI and how to use it as a tool in the future. These responsive and future-looking approaches are vital to continue the effective teaching expected in the degree. The English Degree seeks to balance an eye toward the future of the field with current high-quality courses that align with the goals of the college. The Introduction to Drama class taught by Melissa Strong is an example of co-curricular success with the AA in Theater. While the World Literature courses ENGL 245 and ENGL 246, taught by Nick Moudry, work to bring a diverse, global perspective to students.

The English Degree faculty at the college help to build a robust and engaged community focused on literature and creative expression. Simone Zelitch has organized Elixir & Beyond Books for the past two years, which brings together local colleges, professional writers, students, and other liberal arts programs to inform students about their options at the College and beyond. We have received students for one-on-one advising about enrolling in English courses immediately after this event. Lauren Genovesi has organized a fall semester reading of student work within the English Degree & Creative Writing student body to build community and provide a space for students to express their hard work. Jeff

Markovitz runs the Creative Writing Club, providing a space for students to gather after classes are over and work on their writing and expression. Finally, English faculty support students by publishing their literary work. Student work has been published in local publications and beyond.

The English program leadership has consistently looked at AEFIS data and regularly seeks input from faculty about the areas of challenge that arise in the courses that they teach. To that end, the program discovered a need in our English 190/Corequisite Seminar Program (CSP) courses to better meet the needs of students. The program worked as a unit to develop resources, best practices, and a common understanding of how to approach this course, and the AEFIS data reflects improved outcomes after this collaborative effort to improve teaching in this course sequence.

Literature and Creative Writing unit faculty members directly assess faculty syllabi, encouraging accountability and providing constructive feedback to ensure that the course meets the learning outcomes. Additionally, they engage in resource sharing to keep the content relevant and up to date with the field and assess students in the courses they teach in alignment with program learning outcomes.

The program has several co-curricular initiatives such as Creative Writing Club, student readings organized in the fall semester, the Hooding Ceremony for students in the spring semester, and working with One Book, One College. These opportunities foster a sense of community and reinforce the importance of the skills learned and practiced in the English Degree.

The program is committed to the College's initiative to prioritize diversity and equity. The first way the program does this is to create a curriculum with diverse authors and conceptual frameworks that allow for engagement with their work. In addition, the program looks at course learning outcomes (CLOs) and makes modifications to courses based on assessment data and collaborative faculty discussions. Finally, by incorporating Black Studies courses as a requirement in the degree the program is addressing the disparity in student enrollment numbers. By centering diversity in courses and assessment modes, the program is helping meet the mission of the College and promoting equity and inclusion.

The English Department transitioned from a prerequisite to a corequisite course model to promote equitable classroom experiences for students taking developmental English courses. The English Degree course English 190, Introduction to Literature, was selected as a course pairing with ENGL 097 to support this effort.

The program refined its approach to English 190 so that it would continue to meet transfer requirements and the student body's needs while also effectively serving students enrolled in the CSP.

Throughout the CSP pilot program, faculty used assessment data to refine ENGL 190. Now, the English 190 course gives students a solid foundation in literature, which helps them with reading comprehension and writing academic papers. The program also identified a gap in a program learning outcome, which was related to looking at how race, class, gender, and sexuality intersect in literature across regions, cultures, and time periods and developed resources to help faculty continue their professional development and course planning with this in mind, altering CLOs as needed. Finally, the program has identified technological development as a future concern for the field, namely artificial

intelligence. It is currently working on a policy and pedagogical approach to engage with this as a tool to help students prepare for a changing world.

A. Statement of Mission Alignment

The mission of the English Degree aligns with the mission of the College by providing students with the tools needed to engage in meaningful cultural analysis and interpretation, which fosters the vital skill of empathy for others and an increased awareness of a diverse interdependent world. In addition, the English Degree provides students with the key soft skills employers are looking for such as improved comprehension of complex tasks, time management, problem solving, and precise communication. Through a commitment to academic excellence and integrity, the English Degree is helping students achieve the College's vision of global citizenship by learning about the values and lives of authors and characters from all over the world. Finally, the program provides students with a supportive learning community that utilizes assessment to improve and address the needs of our students whether they transfer to another institution or enter the workforce immediately after graduation.

B. History and Revision to Curriculum

Revision Type	Effective Date	Description	Rationale and Comments
Program addendum	FL20	Added ENGL 122 as an elective, removed ENGL 101 as a prerequisite for ENGL 205.	The addition of ENGL 122 provided another option for students who wish to pursue a professional writing track. ENGL 205 changed from requiring a prerequisite of ENGL 101 with a grade of C or better to a placement of ENGL 101 readiness. This change allows students in the Creative Writing Certificate program to begin taking courses in the curriculum sooner and may thus improve student retention in the program.
Certificate Revision	FL20	Updated the program sequence.	ENGL 205 changed from a prerequisite of ENGL 101 with a grade of C or better to a placement of ENGL 101 readiness. This change will allow students in the Creative Writing Certificate program to begin taking courses in the curriculum sooner and may thus improve student retention in the program.
Course Addendum	FL20	Updated prerequisites/corequisites and course placement for ENGL 205.	This change will allow students in the Creative Writing Certificate program to begin taking courses in the curriculum sooner and may thus improve student retention in the program.

Course revisions	FL21	Revised courses including ENGL 190, 211, 212, 221, 222, 232, 241, 245, 246, 250, 251, 256, 260, and 299.	The courses previously satisfied the general education requirement for humanities, interpretive studies, writing intensive, or American/global diversity. The course revisions proposed that the courses satisfy the essential skill for Cultural Analysis & Interpretation. CLOs were revised to meet the Essential skill.
Program addendum	FL21	Restructured the literature survey course sequence to ensure that students take one African American or African literature survey course.	To respond to student interest and emphasize the importance of studying African or African American literature in any program of literary study.
Program addendum	FL21	Restructured non-literature electives into three categories: History, Social Science/Human Behavior, and World Cultures.	These electives have been restructured to include history and social science courses that complement the literature surveys and to align with state Transfer and Articulation Oversight Committee (TAOC) recommendations and Temple's University's "Human Behavior" requirement and their "World Society" requirement.
Program addendum	FL21	Removed MATH 137 as a Quantitative Reasoning option in the first semester.	MATH 137 is primarily for design students.
Program addendum	FL21	Added STS 101 to the list of options to fulfill Scientific Reasoning in the second semester.	STS 101's focus on applying scientific information may particularly benefit English majors. As of Fall 2019, STS 101 satisfies Temple's Science & Technology requirement, and the course is offered more frequently than some other science options.
Program addendum	FL21	Revised the program learning outcomes and updated the curriculum map.	The revised program learning outcomes reflect the emphasis on African and African American literature courses and changes to the literature course CLOs made for the revised general education requirements.
Program addendum	FL21	Updated the titles of HIST 121, HIST 122, ENGL 250, and ENGL 251.	The titles of these four courses changed as part of the revised general education requirements, effective Fall 2021.
Program addendum	FL21	Updated the catalog grid, course sequence, and curriculum map.	The catalog grid and course sequence have been updated to reflect the College's revised general education requirements.
Course Revision	FL21	Proposed Essential Skill designation for ENGL 205.	This course previously satisfied the general education requirement for Humanities. The course revision proposed that the course satisfies the Essential Skill for Oral Communication/Creative Expression. No elements of the course were revised to meet the Essential Skill.

Program addendum	FL22	Added FNMT 101 to the Quantitative Reasoning course options in the first semester and include more specific guidance regarding mathematics courses and transfer.	FNMT 101 was created specifically for students in liberal arts and other non-STEM disciplines. FNMT 101 emphasizes practical applications of mathematical concepts within a liberal arts context.
Certificate Revision	FL22	Updated the program sequence.	This revision added a new course, FNMT 101 as an option in the second semester in order to keep the certificate aligned with the Liberal Arts program and expand opportunities for students.
Course Revision	FL22	Updated CLOs for ENGL 205.	This revision of course learning outcomes brought outcomes and assessment measures up to date. The Literature and Creative Writing Unit has reviewed and updated all of the CLOs to represent the best current practice for the course.
Course Revision	FL22	Updated CLOs for ENGL 280.	The revision of the CLOs in the course aimed to enhance the students' mastery of poetic form through intensive study and production of poetry.
Course Revision	FL22	Updated CLOs for ENGL 282.	ENGL 282 is an upper-level scriptwriting course that has students focus on the analysis, craft, and assessment of scriptwriting. The revision of the CLOs in the course aimed to enhance the students' mastery of dramatic writing form through intensive study and production of script.
Course Revision	FL22	Updated CLOs for ENGL 283.	ENGL 283 is an upper-level non-fiction course that has students focus on the analysis, craft, and assessment of non-fiction. The revision of the CLOs in the course aimed to enhance the students' mastery of non-fiction writing through intensive study and production of non-fiction.
Course Revision	FL22	Updated CLOs for ENGL 285.	ENGL 285 is the capstone course for the Creative Writing Certificate program. As such, this course acts to complete their creative writing study at the college, resulting in a final portfolio of creative writing that students will use to further their careers and interests in the discipline. The proposed CLO changes reflect the methods by which this final portfolio will be achieved.

3. Learning Outcomes and Assessment

A. Assessment Cycle Plan

The English program has four program learning outcomes:

1. Identify elements typical of a literary genre and communicate how those elements work together to create a work's theme or artistic impact.
2. Employ relevant terminology associated with literary analysis.
3. Analyze how race, class, gender, citizenship, and sexuality intersect in literature across regions, cultures, and time periods.
4. Engage in effective academic writing within the discipline of literature.

PLOs are assessed every semester following a program revision in Fall 2019. Methods of assessment include discussion boards, essay rough drafts, essay final drafts, and final exams. Assessment results are discussed in department meetings and teaching circles. The program coordinator and certificate coordinator also make themselves available for consultation with faculty on course assessment.

B. Course and Program Assessment Status

The program assessed all PLOs during the period studied. In academic year 2020-2021, the program met its benchmark of 80% for PLOs 2 and 3. In academic year 2021-2022, the program met its benchmark of 80% for PLO 4. In academic year 2022-2023, the program did not meet its benchmark of 80% for any PLOs. In academic year 2023-2024, the program did not meet its benchmark of 80% for any PLOs.

The program created a teaching circle in Fall 2020 to focus on PLO 3 and saw improvement in student performance over the following year. The program added more diverse literary works and revised PLO 3 to align better with the Cultural Analysis and Interpretation general education skill. In Fall 2022, a teaching circle focused on faculty teaching English 190 in the Corequisite Seminar Program. Over Summer 2023, the program redesigned English 190. In Fall 2023, the program created a teaching circle for Creative Writing faculty to develop a repository of readings, assignments, and best practices. In Fall 2024, in addition to teaching circles and support from the program coordinator in course/assignment linking, the program will offer pedagogical professional development. The program plans to utilize some of unit meeting time to read & discuss pedagogy around literature & teaching college students complex, challenging topics to create a common understanding of how to introduce our students to frameworks/lenses that will allow them to analyze how race, class, gender, citizenship, and sexuality intersect in literature across regions, cultures, and time periods (PLO 3).

Other actions the program has taken focused on operation aspects of assessment such as: linking substantial assignments rather than as many assignments as possible, correctly weighting assignments, and removing students' grades that do not submit assignments.

The introduction of the CSP pilot has lowered the program's PLO performance. Performance in this course is on par with Developmental English classes. Otherwise, student performance meets or exceeds benchmark in classes for English majors.

4. Chart of Program Faculty

Name	Rank	Courses Taught	Service to the College/ Professional Contributions
Alex Bove	Assistant Professor	ENGL 271	
Elizabeth Cantanese	Associate Professor	ENGL 205	-published <i>Reiteration/ Relationship</i> (chapbook) with Harbor Editions -awarded a Southeastern PA SCBWI scholarship to work on my middle grade novel with middle grade author, Eric Bell-co-manage the lit and creative writing bulletin board with Simone Zelitch-a guest speaker at a Widener ASC 101 class to discuss poetry and mindfulness
Nwenna Gates	Assistant Professor	ENGL 250, ENGL 256	
Lucia Gbaya-Kanga	Assistant Professor	ENGL 251	
Lauren Genovesi	Assistant Professor	ENGL 280, ENGL 205	
Cindy Giddle	Associate Professor	ENGL 221	
Brian Goedde	Associate Professor	ENGL 205	-New faculty Mentor for New Faculty, Fall 2024 -Mentor for New International Students, Fall 2024 -Co-author of English 098 Accelerated Learning Program Course Document, Spring 2022 -Co-author of English 097 Corequisite Seminar Program Course Document, Spring 2022 -“Insightfully Purple” <i>The Philadelphia Inquirer</i> , April 2022 -“Why Did I Fail to Notice Race in <i>The Snowy Day?</i> ” <i>Electric Literature</i> , September 2021 -“ <i>The Little Engine that Could</i> Is a Capitalist Nightmare,” <i>Electric Literature</i> , June 2020
Frank Hoffman	Associate Professor	ENGL 211	-Wrote letters of recommendation for at least seven students, -Observed a colleague's teaching and conferred with him before submitting my observation report to the Department, -Drafted Plenary Department Meeting Minutes for at least three meetings,

			-Led a Teaching Circle and drafted the group's report to the Department (Fall 2021), -Organized and moderated the second CCP Student Conference in Literary Studies (Spring 2019).
Joe Kenyon	Associate Professor	ENGL 285	
Amy Lewis	Full Professor	ENGL 271	
Kelly McQuain	Associate Professor	ENGL 232	
Nick Moudry	Assistant Professor	ENGL 245	-Assistant Chair of Literature and Creative Writing & English Degree coordinator until Fall 2022 -In 2023, translated 7 poems by the French painter Marie Laurencin for a retrospective of her work at the Barnes Foundation and the accompanying catalogue, <i>Sapphic Paris</i> (Yale UP, 2023). -Since 2024, serving as a Liberal Arts Divisional Curriculum Facilitator.
Kathleen Murphy	Associate Professor	ENGL 231	
Jonathan Pappas	Assistant Professor	ENGL 282	-English Department Hiring Committee 2023 -Fall 2022 Sabbatical devoted to research on pedagogy of scriptwriting. -Co-coordinated along with CCP faculty Making Connections: Inclusive Excellence in Higher Education Conference -Delivered a presentation entitled The Open Stage: Creating Inclusive Devised Theatrical Plays with Undergraduate Learners. March 31, 2023. -Fall 2024, formed a group with former Creative Writing & Scriptwriting students who meet twice-weekly outside of class to collaboratively author a new play. -Fostering a connection between the Literature & Creative Writing Unit and the College's Digital Video Production Program, to direct scripts and working with crews to shoot completed films that are screening in festivals and local events.
David Renshaw	Assistant Professor	ENGL 282	-Coordinated the Judith Stark Creative Writing contest - which runs twice a year - since the fall of 2015

			-Organized student readings in Fall 2017, 2018, and 2019, as well as college announcements for the Judith Stark Creative Writing contest.
Kate Sanchez	Assistant Professor	ENGL 280	-Published Poems in <i>Eunoia</i> , <i>Night Heron Barks</i> , and <i>Ran Off With the Star Bassoon</i> -AEFIS Pilot & User -Developed Diverse & Inclusive Course Materials
Melissa Strong	Associate Professor	ENGL 232	
Seve Torres	Assistant Professor	ENGL 205, ENGL 280	-Spring 2023-present serving as the Assistant Chair of Literature and Creative Writing and English Degree Coordinator. -Drop The Mic guest Judge in Fall of 2024. November 1, 2024.
Simone Zelitch	Associate Professor	ENGL 205, ENGL 282	- <i>Judenstaat</i> , a novel reissued in paperback by PM Press (2019). -Spring 2019 Participation in Presbyterian Historical Society grant funded Project Building Bridges with Fiction Writing class, involving site visit, creation of publication which incorporated archival materials from the center, and publication party. -2022 Association of Writers and Writing Programs conference – organized student attendance from CCP: - Artists & Archivists: Two Year College Students Transform a Philadelphia Archive. -Organized CCP networking events Elixir & Beyond Books in Fall 2023, Fall 2024.

5. Environmental Scan

A. Future Directions of the Program/Field

As an English Degree program, the goal is to help students navigate the early stage of careers and potential career options, such as: elementary and middle school teachers, postsecondary educators, judicial workers, managers, secondary school teachers, education and childcare administrators, writers and authors, editors, secretaries, and administrative assistants. These jobs are fulfilling and financially stable, but require active engagement with courses, and a consistent approach to reading and ongoing training within the respective fields.

The English Degree is impacted by the rise of artificial intelligence; however, rather than seeing this as a barrier the program can encourage the use of AI to amplify creative visions and deep literary analysis, while maintaining an emphasis on critical thinking, narrative construction, and cultivated empathy. In addition, the skills provided in the English Degree will allow students to

meet the needs of an increasingly information driven economy when balanced by the ability to read effectively, comprehend deeply, and analyze the potential field of possible resources.

Presently the English Degree program and Creative Writing Certificate maintains relationships with faculty at local institutions, attends readings at local venues, and participates actively in the robust writing community in Philadelphia. One of the program’s goals moving forward is to establish direct connections with industry leaders beyond the academic space.

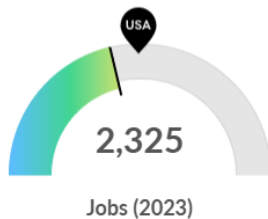
The program has transfer agreements with Temple University, Drexel University, St. Joseph’s University, and Arcadia University The program maintains an open line of communication with these transfer partners to maintain the standards of the program and to ensure that students have points of contact when and if they choose to transfer to that college.

B. Expected Job Growth

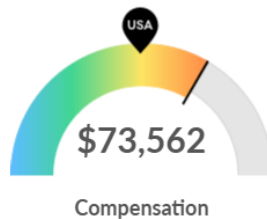
Data are reported from 2023 to 2028 for the following job titles:

- Writers & Authors
- Technical Writers
- Library Technicians
- Editors

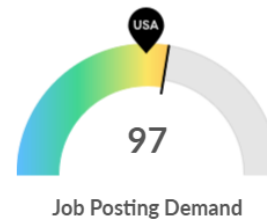
Aggressive Job Posting Demand Over a Thin Supply of Regional Jobs



Your area is not a hotspot for this kind of job. The national average for an area this size is 2,900* employees, while there are 2,325 here.



Earnings are high in your area. The national median salary for your occupations is \$61,816, compared to \$73,562 here.



Job posting activity is high in your area. The national average for an area this size is 84* job postings/mo, while there are 97 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.



1,847 Unique Job Postings

The number of unique postings for this job from Jan 2023 to Jul 2024.



640 Employers Competing

All employers in the region who posted for this job from Jan 2023 to Jul 2024.

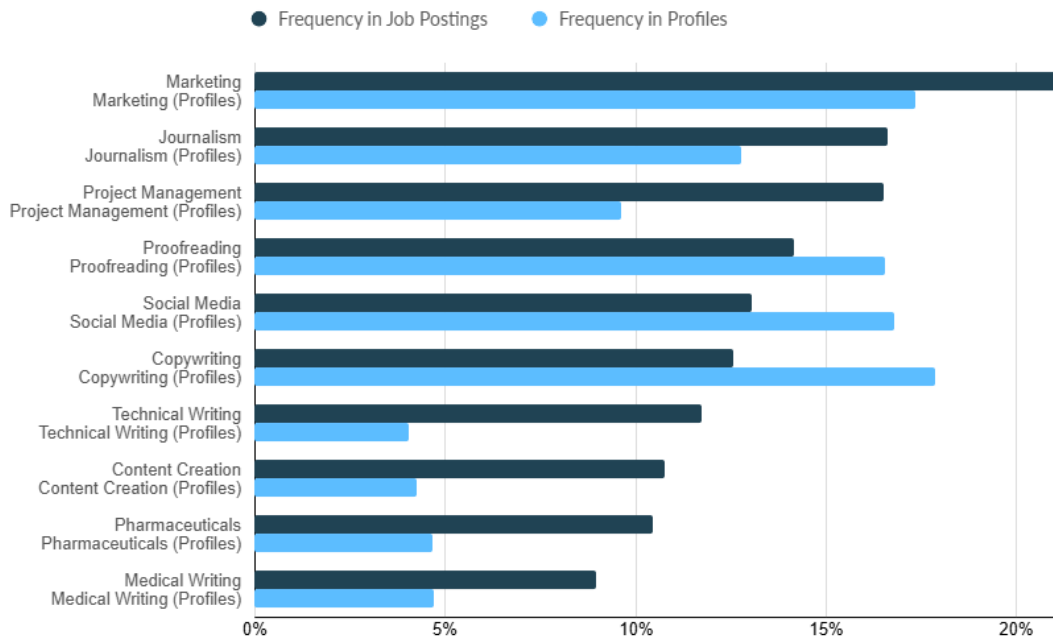


27 Day Median Duration

Posting duration is the same as what's typical in the region.

C. Skills Sought vs. Skills Claimed for English

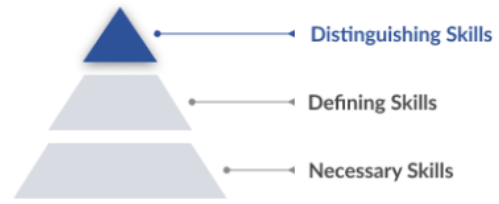
Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Marketing	391	21%	1,510	17%	+23.0%	Rapidly Growing
Journalism	307	17%	1,112	13%	+16.1%	Growing
Project Management	305	17%	839	10%	+19.8%	Rapidly Growing
Proofreading	262	14%	1,441	17%	+19.1%	Growing
Social Media	241	13%	1,461	17%	+16.3%	Growing
Copywriting	232	13%	1,554	18%	+8.8%	Growing
Technical Writing	217	12%	354	4%	+13.1%	Growing
Content Creation	199	11%	370	4%	+8.8%	Growing
Pharmaceuticals	193	10%	408	5%	+19.6%	Rapidly Growing
Medical Writing	166	9%	411	5%	+9.6%	Growing

Top Distinguishing Skills by Demand

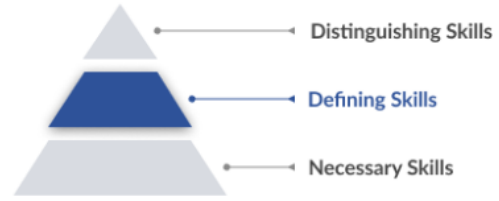
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Copy Editing	✘	134	+9.8%	Growing
Fact Checking	✔	91	+7.5%	Stable
News Stories	✘	59	+11.1%	Growing
Clinical Study Reports	✘	56	-0.7%	Lagging
Creative Writing	✘	46	+9.6%	Growing
AP Stylebook	✘	40	+14.6%	Growing
Digital Publishing	✘	38	+8.6%	Growing
Chatbot	✔	31	-0.9%	Lagging
News Editing	✘	28	+2.7%	Lagging
News Coverage	✔	24	+4.2%	Lagging

Top Defining Skills by Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Marketing	✗	432	+23.0%	Rapidly Growing
Project Management	✓	344	+19.8%	Rapidly Growing
Journalism	✓	330	+16.1%	Growing
Social Media	✗	271	+16.3%	Growing
Copywriting	✗	262	+8.8%	Growing
Content Creation	✗	225	+8.8%	Growing
Technical Writing	✓	224	+13.1%	Growing
Medical Writing	✓	187	+9.6%	Growing
Copy Editing	✗	134	+9.8%	Growing
Content Editing	✗	131	+11.6%	Growing

7. Special Expenditures and Resources

English 190/Corequisite Seminar Program (CSP) courses have a CSP cap of thirteen students to ensure the best possible outcome for students who have developmental needs. The English 190 course still maintains the course cap agreed upon with the College, so these courses are regularly meeting average course numbers at the College.

Appendix A

A. Catalog Description

The English Degree program is for Community College of Philadelphia students planning to transfer to baccalaureate programs in English and for students interested in literature and writing. The A.A. degree in English is appropriate for students who wish to focus on literature and writing, including critical approaches to literary study, considering how elements typical of a literary genre help to create a work's theme or artistic impact; analyzing how race, class, gender, citizenship, and sexuality intersect in literature; and writing effectively in the discipline of literature. Because transfer institutions require students to take specific courses, it is highly recommended that students consult catalogs of schools to which they might transfer and transfer worksheets available in the Career and Transfer Center (or from the English Department), as well as their advisors and mentors, in order to make appropriate selections for their elective courses. The A.A. degree in English is appropriate for students who wish to focus on literature and writing, while improving their ability to read, analyze, interpret, research and persuade.

B. Curriculum Sequence

Semester 1

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>ENGL 101 - English Composition I</u> or <u>ENGL 101H - English Composition I (Honors)</u>		3 credits	Writing/Research/Info Lit 1
<u>ENGL 190 - Introduction to Literature</u>	<u>ENGL 101</u> which may be taken concurrently	3 credits	Cultural Analysis & Interpretation
<u>FNMT 101 - Quantitative Reasoning</u> or <u>FNMT 118 - Intermediate Algebra</u> or <u>MATH 150 - Introductory Data Analysis</u> or <u>MATH 161 - Precalculus I</u> *	For FNMT 101, FNMT 118 and MATH 150: <u>FNMT 017</u> or <u>FNMT 019</u> completed or FNMT 118 (or higher) placement For MATH 161: <u>FNMT 118</u> with a grade of "C" or better	3 credits	Quantitative Reasoning
<u>CIS 103 - Introduction to Information Technology</u> **		3 credits	Technological Competency
<u>HIST 101 - United States History: Colonial America through the Revolutionary Era</u> or <u>HIST 102 - United States: The Civil War and the 19th Century</u> or <u>HIST 103 - United States History: The 20th Century</u>		3 credits	

<p><u>and Beyond</u> or <u>HIST 103H - United States and Pennsylvania History: The 20th Century (Honors)</u> or <u>HIST 121 - World History: The Distant Past</u> or <u>HIST 122 - World History: The Recent Past</u> or <u>HIST 220 - African American History to 1877</u> or <u>HIST 221 - African American History After 1865</u></p>			
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Semester 2

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<p><u>BIOL 106 - General Biology I</u> or <u>BIOL 108 - Essentials of Human Anatomy and Physiology</u> or <u>CHEM 105 - Inquiry into Chemistry</u> or <u>STS 101 - Introduction to Science, Technology, and Society</u> or other 4-credit lab science, selected in consultation with an advisor</p>		4 credits	Scientific Reasoning
<p><u>ENGL 115 - Public Speaking</u></p>	<p><u>ENGL 101</u>, which may be taken concurrently</p>	3 credits	Oral Communication/ Creative Expression
<p><u>ENGL 102 - The Research Paper</u> or <u>ENGL 102H - The Research Paper (Honors)</u></p>	<p><u>ENGL 101</u> with a grade of "C" or better</p>	3 credits	Writing/Research/ Info Lit 2
<p><u>MATH 150 - Introductory Data Analysis</u> or <u>MATH 161 - Pre-Calculus I</u> or <u>ENGL 205 - Creative Writing</u> *** or other general elective selected in consultation with an advisor</p>	<p>For MATH 150 or MATH 161: <u>FNMT 118</u> with a grade of "C" or better, or placement in <u>MATH 161</u> or higher</p>	3 credits	
<p><u>ENGL 211 - Survey of British Literature: From Beginnings to 1750</u> or <u>ENGL 212 - Survey of British Literature: From 1750 to the</u></p>	<p><u>ENGL 101</u> with a grade of "C" or better</p>	3 credits	

<u>Modern Era or ENGL 221 - Survey of American Literature: From the Beginnings to the Civil War</u> or <u>ENGL 222 - Survey of American Literature: From the Civil War to the Present</u>			
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Semester 3

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
World Language 101 (Arabic, Chinese, French, Italian, Japanese, or Spanish) or other general elective selected in consultation with an advisor †		3 credits	
<u>ENGL 250 - Survey of African American Literature: From Colonization to the Harlem Renaissance</u> or <u>ENGL 251 - Survey of African American Literature: From the Harlem Renaissance to the Present</u> or <u>ENGL 256 - African Literature</u>	<u>ENGL 101</u> with a grade of "C" or better	3 credits	
Any <u>200-level</u> English course (with the exception of ENGL 214) or <u>ENGL 106 - Grammar</u> or <u>ENGL 137 - Introduction to Theater</u> or <u>ENGL 122 - Writing for Mass Media</u>	For ENGL 122: <u>ENGL 101</u> with a grade of "C" or better For ENGL 211 through ENGL 272: <u>ENGL 101</u> with a grade of "C" or better	3 credits	
<u>ENGL 245 - World Literature: From Antiquity to 1500</u> or <u>ENGL 246 - World Literature: From 1500 to the Present</u>	<u>ENGL 101</u> with a grade of "C" or better	3 credits	
<u>BHHS 103 - Human Development and Behavior in the Social Environment</u> or <u>ENGL 107 - Society and Mass Communication</u> or <u>JUS 101 - Survey of Criminal Justice</u> or <u>SOC 101 - Introduction to Sociology</u> or <u>SOC 101H - Introduction to Sociology (Honors)</u>		3 credits	

Semester 4

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
General Elective		3 or 4 credits	
Any <u>200-level</u> English course (with the exception of ENGL 214) or <u>ENGL 106 - Grammar</u> or	For ENGL 122: <u>ENGL 101</u> with a grade of "C" or better	3 credits	

<u>ENGL 122 - Writing for Mass Media or ENGL 137 - Introduction to Theater</u>	For ENGL 211 through ENGL 272: <u>ENGL 101</u> with a grade of "C" or better		
World Language 102 (Arabic, Chinese, French, Italian, Japanese, Spanish) or other general elective selected in consultation with an advisor †	For ENGL 122: <u>ENGL 101</u> with a grade of "C" or better	3 credits	
<u>ANTH 112 - Cultural Anthropology or HUM 130 - Introduction to Japanese Culture and Civilization or HUM 150 - Introduction to Latin American Cultures and Civilizations or HUM 180 - Introduction to African Cultures and Civilizations or RS 151 - World Religions</u>	For HUM 130, 150, and 180: ENGL 101, which may be taken concurrently	3 credits	
<u>ENGL 285 - Portfolio Development</u> or other general elective in consultation with an advisor ‡		3 credits	

Minimum Credits Needed to Graduate: 61

C. Curriculum Map

Key: **I**—Introduced **R**—Reinforced and opportunity to practice
 M—Mastery at exit level **A**—Assessment evidence collected

Program Learning Outcomes				
	Identify elements typical of a literary genre and communicate how those elements work together to create a work's theme or artistic impact.	Employ relevant terminology associated with literary analysis.	Analyze how race, class, gender, citizenship, and sexuality intersect in literature across regions, cultures, and time periods.	Engage in effective academic writing within the discipline of literature.
Required Courses				
ENGL 190	I, A	I, A	I, A	I, A
Literature Survey Courses: ENGL 211, 212, 221, 222, 245, 246, 250, 251, 256	R, A	R, A	R, A	R, A
Electives				
Literature Electives: ENGL 230, 231, 232,	R, A	R, A	R, A	R, A

241, 260, 265, 271, 272, 299				
ENGL 205	I, A	I, A		
ENGL 280, 281, 282, 283	R, A	R, A		
ENGL 285		M, A		
ENGL 106				I
ENGL 122				
ENGL 137	R	R	R	

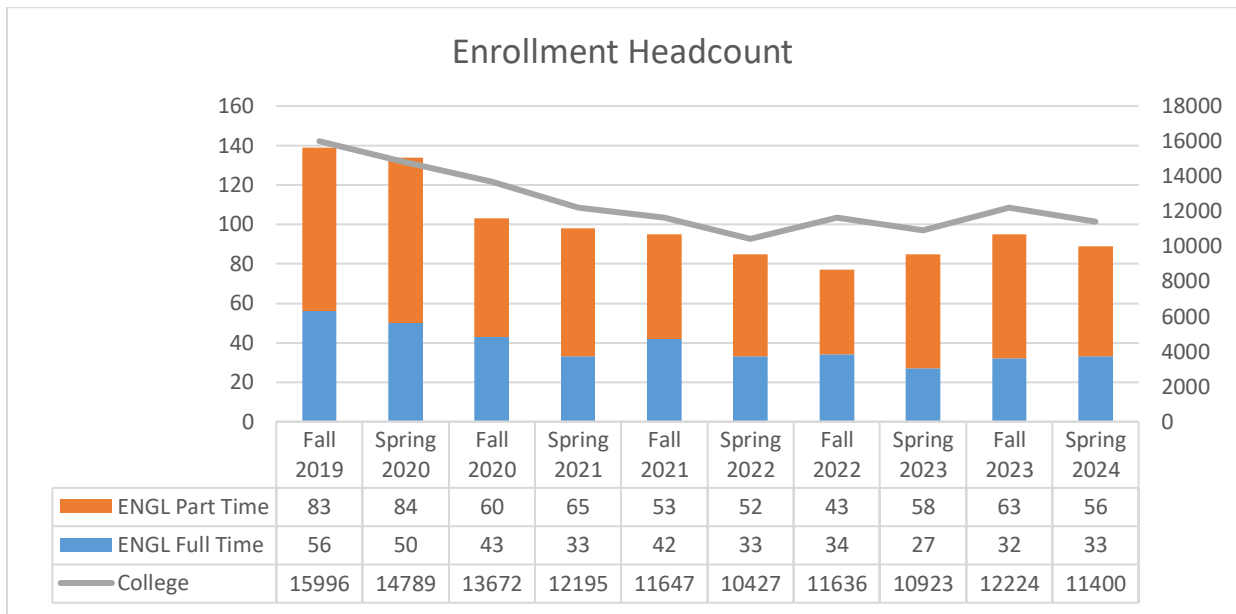
1. Academic Performance Measures
 A. Headcount and Full time/Part-time Enrollment

Credit Status College Wide

College	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Headcount	15,996	14,789	13,672	12,195	11,647	10,427	11,636	10,923	12,224	11,400	12,490.9
Full-Time	29.8%	27.8%	31.3%	28.5%	31.7%	27.5%	32.7%	31.0%	34.5%	31.6%	30.6%
Part-Time	70.2%	72.2%	68.7%	71.5%	68.3%	72.5%	67.3%	69.0%	65.5%	68.4%	69.4%

Credit Status by English Majors

ENGL	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Headcount	139	134	103	98	95	85	77	85	95	89	100
Full-Time	40.3%	37.3%	41.7%	33.7%	44.2%	38.8%	44.2%	31.8%	33.7%	37.1%	38.3%
Part-Time	59.7%	62.7%	58.3%	66.3%	55.8%	61.2%	55.8%	68.2%	66.3%	62.9%	61.7%



B. Class Standing: Credits Earned

Class Standing College-Wide

College	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Zero Credits Earned	9.0%	11.4%	8.8%	9.4%	6.8%	10.8%	8.0%	11.4%	8.5%	10.7%	9.5%
Fewer than 24 credits	42.3%	44.4%	40.9%	41.3%	37.7%	39.2%	36.9%	43.1%	41.6%	46.4%	41.4%
24 credits or more	48.7%	44.2%	50.3%	49.3%	55.4%	49.9%	55.1%	45.5%	49.9%	42.8%	49.1%

Class Standing by English Majors

ENGL	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Zero Credits Earned	12.7%	10.8%	10.4%	10.7%	7.1%	14.7%	7.1%	3.9%	8.2%	12.6%	9.8%
Fewer than 24 credits	38.7%	37.4%	31.3%	35.9%	35.7%	29.5%	32.9%	44.2%	32.9%	42.1%	36.1%
24 credits or more	48.7%	51.8%	58.2%	53.4%	57.1%	55.8%	60.0%	51.9%	58.8%	45.3%	54.1%

C. Demographics

Gender/Ethnicity by College

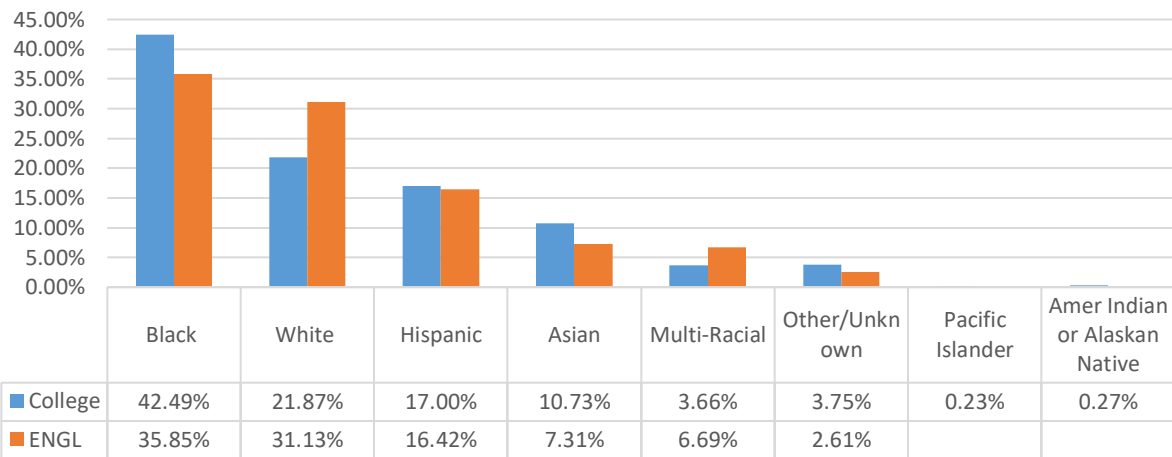
College		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Amer Indian or Alaskan Native	Female	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.1%
	Male	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	Female	5.7%	5.7%	5.9%	6.3%	6.3%	6.3%	6.0%	6.0%	5.4%	5.5%	5.9%
	Male	4.9%	4.9%	4.7%	4.6%	4.7%	4.7%	5.0%	4.9%	4.8%	4.6%	4.8%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black	Female	29.9%	30.0%	29.4%	30.0%	29.7%	30.1%	30.6%	30.0%	30.9%	29.8%	30.1%
	Male	13.4%	13.0%	11.2%	10.8%	11.6%	11.5%	12.6%	12.8%	13.6%	12.8%	12.3%
	Unknown	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.1%
Hispanic	Female	10.8%	10.8%	11.9%	11.3%	11.8%	11.9%	12.3%	12.0%	12.4%	12.1%	11.7%
	Male	5.3%	4.9%	4.5%	4.2%	5.1%	5.1%	5.7%	5.5%	5.9%	5.7%	5.2%
	Unknown	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Multi-Racial	Female	2.3%	2.2%	2.3%	2.5%	2.5%	2.5%	2.5%	2.6%	2.6%	2.4%	2.4%
	Male	1.2%	1.1%	1.1%	1.0%	1.1%	1.2%	1.1%	1.2%	1.6%	1.4%	1.2%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
Other/Unknown	Female	2.2%	2.4%	2.7%	2.7%	2.2%	2.2%	1.8%	1.9%	1.5%	3.6%	2.3%
	Male	1.3%	1.4%	1.7%	1.6%	1.2%	1.2%	1.0%	1.1%	0.9%	2.0%	1.4%
	Unknown	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%
Pacific Islander	Female	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	Male	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	Female	13.9%	14.2%	15.4%	16.0%	15.1%	14.7%	13.0%	13.2%	12.1%	12.3%	14.0%
	Male	8.5%	8.5%	8.2%	8.1%	7.8%	7.8%	7.3%	7.6%	7.0%	6.6%	7.7%

Unknown	0.0%	0.0%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.3%	0.3%	0.1%
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Gender/Ethnicity by English Majors

ENGL		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Asian	Female	5.0%	3.0%	3.9%	2.0%	3.2%	4.7%	3.9%	3.5%	5.3%	5.6%	4.0%
	Male	0.7%	1.5%	2.9%	2.0%	5.3%	2.4%	2.6%	5.9%	6.3%	3.4%	3.3%
Black	Female	23.7%	24.6%	24.3%	28.6%	16.8%	21.2%	26.0%	25.9%	22.1%	19.1%	23.2%
	Male	11.5%	11.2%	10.7%	12.2%	8.4%	10.6%	11.7%	10.6%	18.9%	16.9%	12.3%
	Unknown	0.7%	0.7%	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Hispanic	Female	12.9%	11.2%	6.8%	9.2%	15.8%	12.9%	11.7%	12.9%	10.5%	11.2%	11.5%
	Male	5.8%	4.5%	3.9%	3.1%	4.2%	2.4%	5.2%	4.7%	6.3%	9.0%	4.9%
Multi-Racial	Female	5.0%	6.7%	2.9%	5.1%	3.2%	5.9%	6.5%	2.4%	1.1%	2.2%	4.1%
	Male	2.9%	3.7%	3.9%	3.1%	3.2%	2.4%	1.3%	2.4%	2.1%	1.1%	2.6%
Other/Unknown	Female	0.7%	1.5%	0.0%	2.0%	2.1%	1.2%	0.0%	0.0%	0.0%	2.2%	1.0%
	Male	1.4%	1.5%	1.9%	1.0%	3.2%	2.4%	2.6%	1.2%	0.0%	1.1%	1.6%
White	Female	15.8%	16.4%	21.4%	21.4%	25.3%	23.5%	16.9%	20.0%	20.0%	19.1%	20.0%
	Male	13.7%	13.4%	16.5%	9.2%	9.5%	9.4%	10.4%	10.6%	7.4%	9.0%	10.9%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.3%	0.0%	0.0%	0.0%	0.2%

Ethnicity Comparison



Age by College

College	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
16-21	43.3%	41.1%	41.4%	39.1%	42.2%	41.0%	44.1%	42.7%	44.4%	42.4%	42.2%
22-29	32.0%	33.1%	32.8%	33.2%	31.7%	31.5%	30.6%	30.9%	30.6%	31.6%	31.8%
30-39	15.1%	16.0%	16.6%	18.0%	17.1%	17.5%	15.8%	16.4%	15.4%	16.3%	16.4%
40+	8.3%	9.0%	7.6%	8.2%	7.9%	8.9%	8.4%	8.9%	8.2%	8.6%	8.4%
Unknown	1.2%	0.9%	1.7%	1.5%	1.2%	1.0%	1.2%	1.1%	1.3%	1.1%	1.2%

Age by English Majors

ENGL	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
16-21	45.3%	39.6%	42.7%	41.8%	50.5%	45.9%	49.4%	40.0%	38.9%	29.2%	42.3%
22-29	29.5%	35.8%	31.1%	31.6%	34.7%	34.1%	32.5%	38.8%	33.7%	42.7%	34.5%
30-39	10.8%	11.2%	14.6%	16.3%	9.5%	12.9%	13.0%	16.5%	20.0%	19.1%	14.4%
40+	14.4%	13.4%	11.7%	10.2%	5.3%	7.1%	5.2%	4.7%	7.4%	7.9%	8.7%

D. Academic Standing

Academic Standing by College

College	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Good Standing	94.1%	93.4%	93.3%	93.4%	90.0%	89.3%	87.7%	86.7%	76.3%	89.4%
Dropped/ Insufficient Progress	0.4%	0.3%	0.4%	0.3%	0.4%	0.4%	0.4%	0.4%	0.7%	0.4%
Dropped/ Poor Scholarship	0.4%	0.2%	0.4%	0.3%	0.7%	0.7%	1.0%	0.8%	1.4%	0.7%
Probation Full-time Status	3.3%	4.4%	3.8%	3.8%	6.7%	5.6%	8.0%	7.7%	16.5%	6.6%
Probation Part-time Status	1.8%	1.6%	2.1%	2.1%	2.2%	4.1%	2.9%	4.4%	5.2%	2.9%

Academic Standing by English Majors

ENGL	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Good Standing	95.7%	94.8%	96.1%	89.8%	90.5%	88.2%	89.6%	89.4%	81.1%	90.6%
Dropped/ Insufficient Progress	1.4%	0.7%	0.0%	0.0%	0.0%	0.0%	1.3%	1.2%	0.0%	0.5%
Dropped/ Poor Scholarship	0.0%	0.0%	1.0%	1.0%	1.1%	1.2%	0.0%	0.0%	1.1%	0.6%
Probation Full-time Status	0.7%	3.0%	1.9%	6.1%	4.2%	3.5%	7.8%	7.1%	12.6%	5.2%
Probation Part-time Status	2.2%	1.5%	1.0%	3.1%	4.2%	7.1%	1.3%	2.4%	5.3%	3.1%

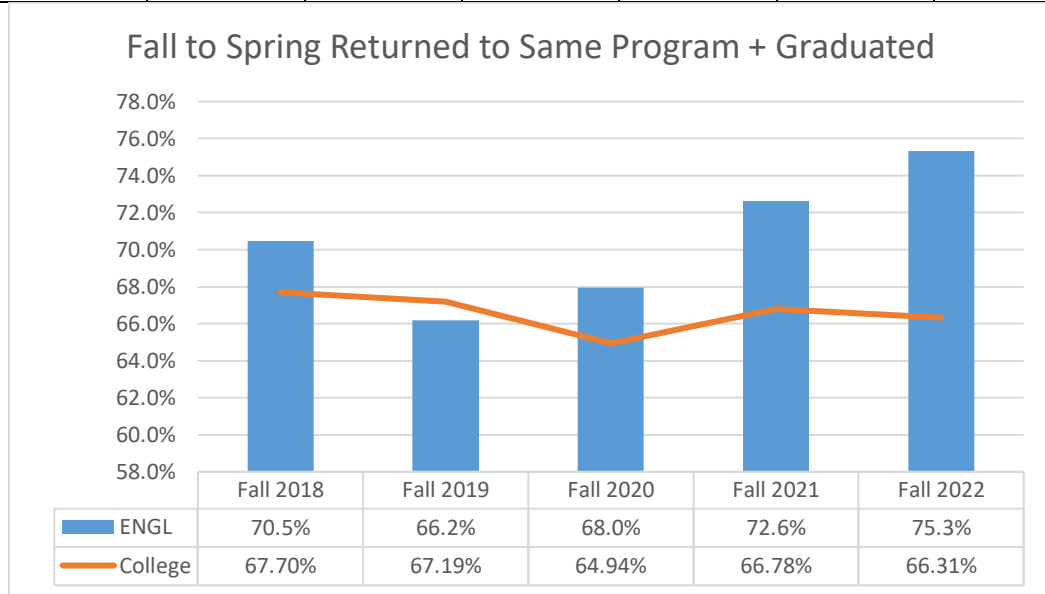
E. Retention

Fall to Spring

“Fall to Spring” retention records the proportions of students who have taken the action indicated (re-enrolled in their previous major, switched to a different major at the College, graduated, or not re-enrolled at the College) between the Fall semester labeled in each column and the subsequent Spring semester, i.e., within a single academic year.

College	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Average
Headcount	16668	15996	13672	11647	11636	13924
Returned to Same Program	62.8%	61.9%	59.0%	60.2%	61.4%	61.1%
Returned to Different Program	3.8%	4.0%	4.6%	3.4%	3.8%	3.9%
Graduated	2.7%	2.9%	3.9%	4.3%	3.1%	3.4%
Did Not Persist	30.6%	31.3%	32.6%	32.1%	31.7%	31.6%

ENGL	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Average
Headcount	166	139	103	95	77	116
Returned to Same Program	65.1%	62.6%	62.1%	63.2%	68.8%	64.4%
Returned to Different Program	5.4%	7.9%	8.7%	4.2%	2.6%	5.8%
Graduated	5.4%	3.6%	5.8%	9.5%	6.5%	6.2%
Did Not Persist	24.1%	25.9%	23.3%	23.2%	22.1%	23.7%



Fall to Fall

“Fall to Fall” retention records the proportions of students who have taken the action indicated (re-enrolled in their previous major, switched to a different major at the College, graduated, or not re-enrolled at the College) between the Fall semester labeled in each column and the subsequent Fall semester, i.e., from one academic year to the next.

College	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Average
Headcount	16668	15996	13672	11647	11636	13924
Returned to Same Program	36.0%	34.1%	33.4%	35.2%	36.8%	35.1%
Returned to Different Program	7.2%	6.1%	6.9%	6.3%	7.0%	6.7%
Graduated	9.6%	10.4%	13.1%	14.1%	12.4%	11.9%
Did not Persist	47.2%	49.4%	46.6%	44.3%	43.8%	46.3%

ENGL	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Average
Headcount	166	139	103	95	77	116
Returned to Same Program	35.5%	28.1%	30.1%	31.6%	40.3%	33.1%
Returned to Different Program	9.0%	8.6%	10.7%	8.4%	0.0%	7.4%
Graduated	15.1%	19.4%	15.5%	17.9%	18.2%	17.2%
Did Not Persist	40.4%	43.9%	43.7%	42.1%	41.6%	42.3%

2. Transfer

The transfer data listed below include students whose first semester at CCP was between 2017-2022 and whose last CCP major was English.

Majors

	Transferred	% of total Program Transfers (91)
Earned 0-11 credits	21	23.1%
Earned 12-23 credits	9	9.9%
Earned 24-44 credits	16	17.6%
Earned 45 or more credits	45	49.5%

Graduates

	Transferred		Did not Transfer	
College-Wide Graduates	2050	52.8%	1835	47.2%
A.A. Graduates	1526	59.4%	1044	40.6%
ENGL Graduates	32	65.3%	17	34.7%

	Graduated from transfer inst.		Did not graduate from transfer inst.	
College-Wide Graduates	549	26.8%	1501	73.2%
A.A. Graduates	348	22.8%	1178	77.2%
ENGL Graduates	14	43.8%	18	56.3%

Top 5 Transfer Institutions by Frequency

Temple University	Public	4-year
Drexel University	Private	4-year
St Joseph’s University	Private	4-year
Arcadia University	Private	4-year
University of Phoenix	Private	4-year

3. Degrees Awarded

	2019	2020	2021	2022	2023	Total
A.A.	1122	1173	1235	1160	998	5688
ENGL	27	31	19	19	15	111

4. Section Operating Efficiency

ENGL	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Sections	3	3	2	3	2	5	47	35	58	17.6
Efficiency	75.00%	66.67%	64.06%	60.42%	73.44%	41.25%	32.51%	25.98%	29.42%	52.08%

COMMUNITY COLLEGE OF PHILADELPHIA

Academic Program Review: Art and Design A.A.

Authors: Monica Hahn, Sean Sauer, Lizzie Gordon, Diael Thomas

Fall 2024

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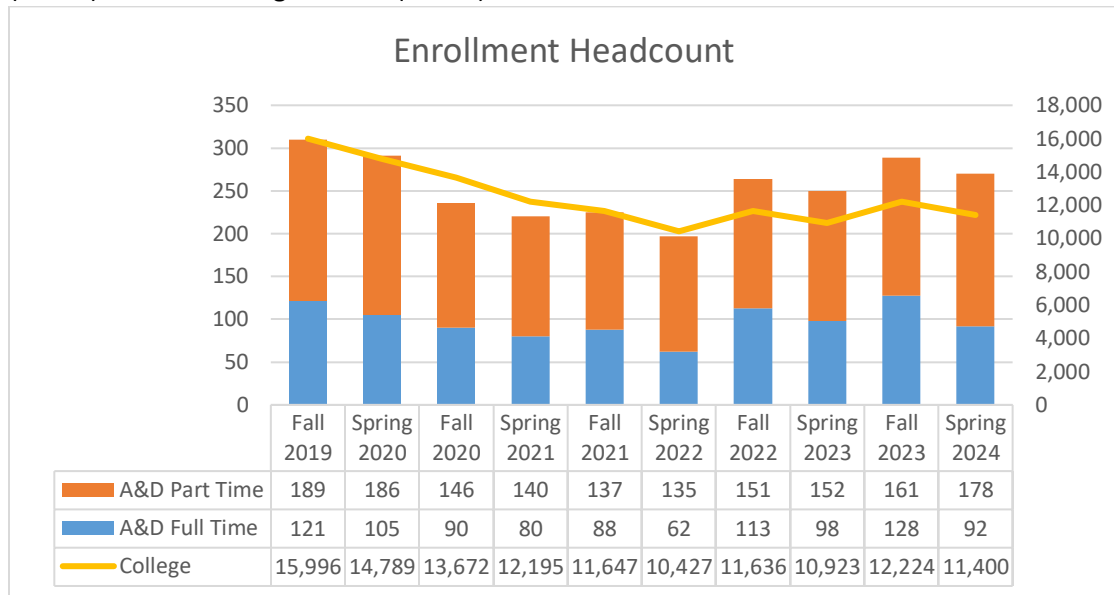
1. Executive Summary

A. Key Findings

Enrollment and Demographics

Enrollment

1. Average enrollment in the Art and Design program between Fall 2019 and Spring 2024 was 255.2.
2. On average, Art and Design enrolled a higher average proportion of full-time students (38.1%) than the College overall (30.6%).

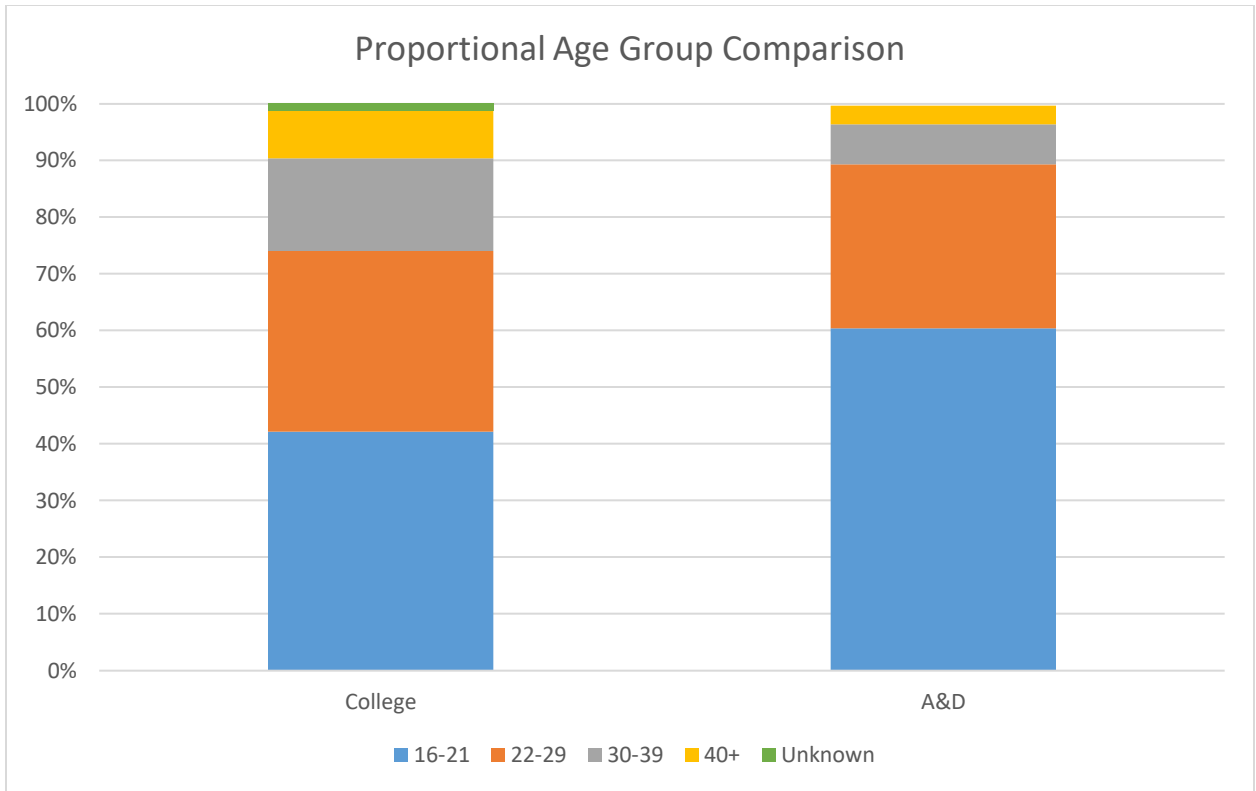


Demographics

3. On average, Art and Design enrolled a lower average percentage of students identifying as Black females (19.3%) than the College overall (30.1%) and a higher percentage of students identifying as Black males (17.4%) than the College overall (12.3%).
4. On average, the program enrolled a similar percentage of students identifying as White females (12.6%) compared to the College overall (14.0%) and a similar percentage of students identifying as White males (5.5%) compared to the College overall (7.7%).
5. On average, the program enrolled a similar percentage of students identifying as Hispanic females (12.5%) compared to the College overall (11.7%) and a similar percentage of students identifying as Hispanic males (9.0%) compared to the College overall (5.2%).
6. On average, Art and Design enrolled a similar percentage of students identifying as Asian females (9.6%) compared to the College overall (5.9%) and a similar percentage of students identifying as Asian males (4.2%) compared to the College overall (4.8%).

A&D		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Amer Indian or Alaskan Native	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.4%	0.1%
	Male	0.3%	0.3%	0.8%	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Asian	Female	9.0%	9.3%	9.3%	8.6%	11.6%	10.2%	8.3%	11.2%	8.3%	10.4%	9.6%
	Male	4.5%	4.1%	3.8%	4.1%	5.8%	4.6%	4.5%	3.6%	3.5%	3.7%	4.2%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.7%	0.0%	0.1%
Black	Female	18.7%	20.3%	19.1%	21.8%	18.7%	17.8%	17.8%	16.8%	23.5%	18.9%	19.3%
	Male	19.0%	19.9%	15.7%	14.1%	13.8%	18.8%	16.3%	17.2%	20.4%	19.3%	17.4%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.4%	0.1%
Hispanic	Female	8.7%	8.6%	10.2%	11.4%	10.7%	12.2%	17.8%	17.2%	13.1%	14.8%	12.5%
	Male	11.0%	8.6%	8.1%	9.1%	12.0%	9.6%	12.1%	6.8%	7.3%	5.6%	9.0%
	Unknown	0.3%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	0.8%	0.7%	0.4%	0.3%
Multi-Racial	Female	6.1%	4.5%	4.2%	5.0%	4.0%	3.6%	3.0%	3.2%	2.1%	4.1%	4.0%
	Male	1.3%	1.4%	2.5%	1.8%	1.8%	1.0%	1.9%	2.8%	2.4%	1.9%	1.9%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.4%	0.1%
Other/Unknown	Female	1.3%	2.1%	2.1%	1.8%	1.3%	1.5%	1.5%	2.0%	1.4%	2.6%	1.8%
	Male	0.6%	1.4%	1.7%	0.9%	0.9%	0.5%	0.4%	0.4%	0.3%	0.7%	0.8%
	Unknown	0.0%	0.0%	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.1%
Pacific Islander	Female	0.0%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
White	Female	13.2%	12.0%	14.4%	13.6%	13.8%	15.2%	10.6%	10.8%	10.0%	11.9%	12.6%
	Male	5.8%	6.9%	7.6%	6.8%	4.0%	5.1%	4.5%	5.2%	4.2%	4.4%	5.5%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.8%	0.8%	0.7%	0.4%	0.3%

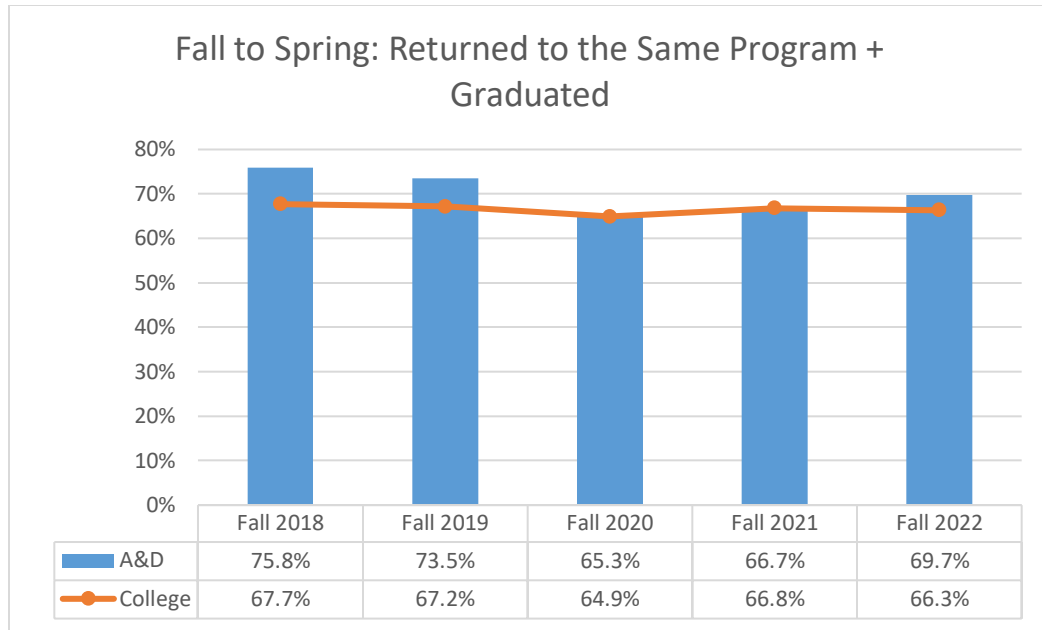
7. Overall, the program enrolled a lower percentage of students identifying as female (59.9%) than the College overall (66.8%).
8. The program enrolled a larger average proportion of students under 30 years of age (89.34%) than the College overall (74.0%).



Retention

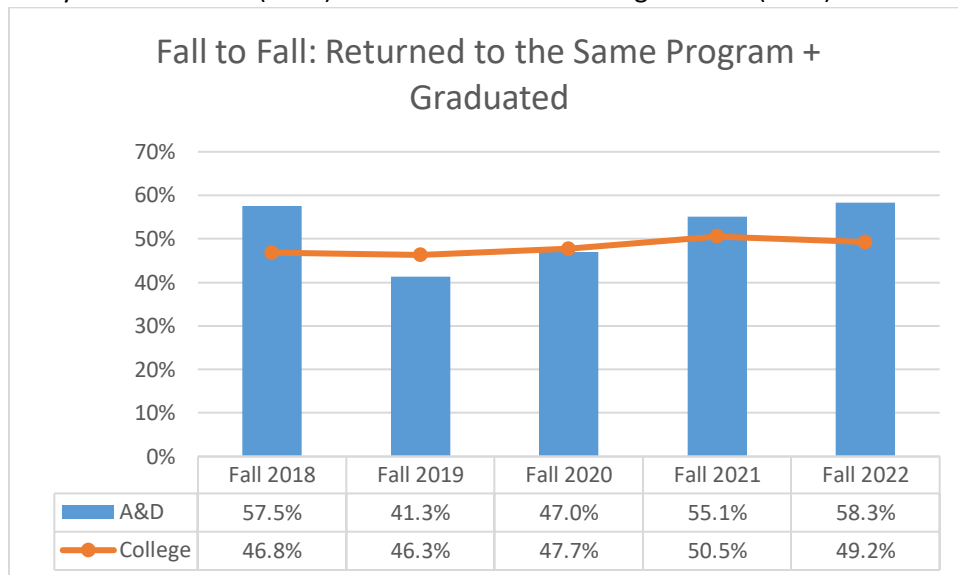
Fall to Spring

- 9. Over the period studied, the proportion of Art and Design students who returned to the same program from one semester to the next (67.8%) was higher than the College overall (61.1%).
- 10. The program’s average proportion of students who returned to a different program from one semester to the next (3.1%) was lower than the College overall (3.9%).



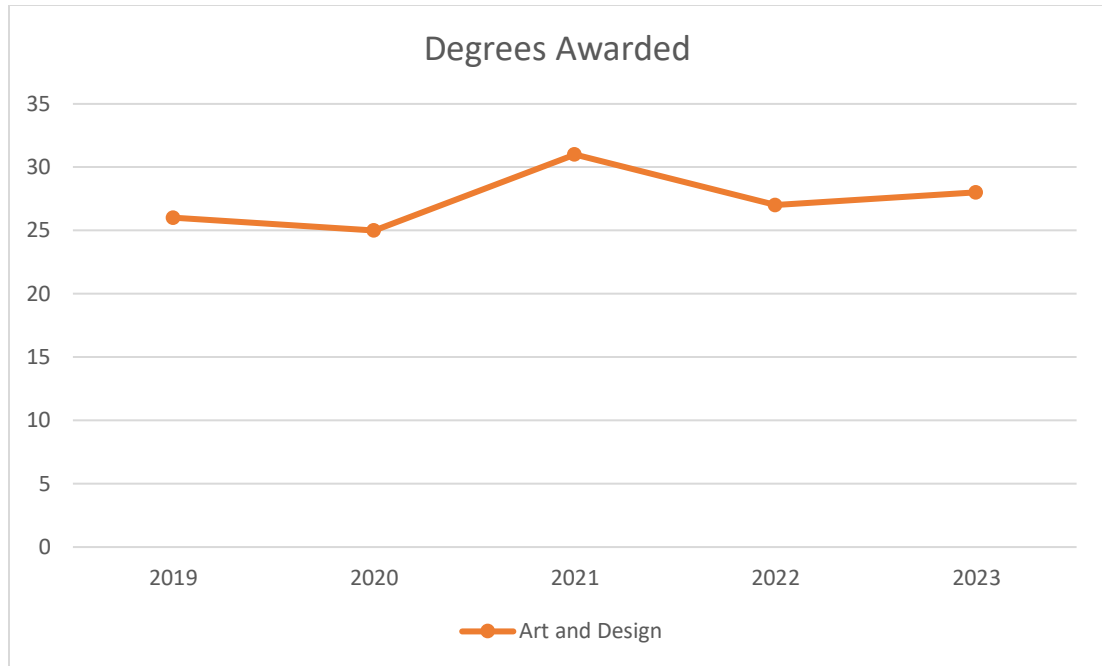
Fall to Fall

11. Over the period studied, the proportion of Art and Design students who returned to the same program from one year to the next (41.3%) was higher than the College overall (35.1%).
12. The program’s average proportion of students who returned to a different program from one year to the next (4.2%) was lower than the College overall (6.7%).



Success and Graduation

13. Over the period studied, the Art and Design program awarded 137 degrees.



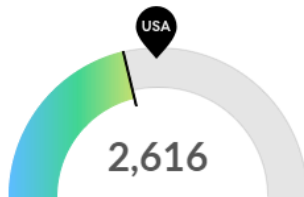
Assessment

14. The AA in Art and Design program has six program learning outcomes:
- (1) Demonstrate proficiency in basic foundation level 2D and 3D design concepts, including perceptual drawing.
 - (2) Utilize learned technical studio and/or computer-based skills to realize and test visual ideas and concepts.
 - (3) Use a wide range of materials and means of expression to communicate visual ideas.
 - (4) Critically interpret and analyze visual concepts.
 - (5) Identify associated terminology, historical practices and contemporary developments in order to demonstrate knowledge of the arts.
 - (6) Create a comprehensive portfolio of original art work to demonstrate ability, talent and originality.
15. Since the 2020-2021 academic year, the program has assessed all PLOs every year. Studio courses are assessed using final portfolio reviews with a rubric. Art history courses are assessed using midterm and final exams.
16. The success of students is tracked and analyzed in individual courses by the faculty but also by the department at the end of each semester in department-wide portfolio reviews. As such, the assessment and analysis of student success involves all the faculty – full-time and adjuncts alike – at the end of every semester.
17. To increase student engagement, several improvements have been suggested, including developing questionnaires for graduating students, planning museum trips, creating a peer-to-peer mentorship program, updating writing assignments and improving communication with academic advisors.

Workforce Development

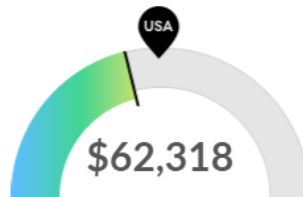
18. The Art and Design department trains students in the state-of-the-art software, preparing them with the necessary skills to meet this growing market demand. All Art and Design students learn how to use the Adobe Creative Suite and Adobe Illustrator, whose use in the art market has increased in double digit percentages.

Average Job Posting Demand Over a Thin Supply of Regional Jobs



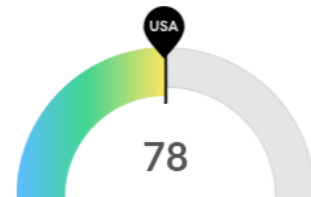
Jobs (2023)

Your area is not a hotspot for this kind of job. The national average for an area this size is 3,280* employees, while there are 2,616 here.



Compensation

Earnings are about average in your area. The national median salary for your occupations is \$64,445, compared to \$62,318 here.



Job Posting Demand

Job posting activity is about average in your area. The national average for an area this size is 78* job postings/mo, while there are 78 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Cost

19. Over the period studied, the Art and Design program ran an average of 19.7 sections of its required courses each semester, which were enrolled at 76% capacity on average.
20. Over the period studied, the program had a direct cost per full-time equivalent (FTE) of \$5154 which is more than its division average of \$3948 and more than the College average of \$4187.
21. There is a course fee of \$135 and required material kits for the following Art and Design studio courses: ART 105, 109, 111, 112, 115, and 125.

B. Prior APR

Action Items from the 2019 Art and Design Academic Program Review and Program Response:

Enrollment and Demographics

1. Achieve Program benchmarks for retention and graduation as enumerated below:

	Fall 2018	3 Year Fall 2019	Fall 2020	5 Year Fall 2021	Fall 2022	7 Year Fall 2023	Fall 2024
Headcount	207*	240	245	250	255	260	265
Returned to Same Program	45.6%	48.0%	48.0%	49.0%	49.0%	49.0%	50.0%
Returned to Different Program	1.6%	1.5%	1.5%	1.4%	1.4%	1.3%	1.3%
Graduated	19.8%	20.0%	20.0%	21.0%	21.0%	22.0%	22.0%
Did Not Persist	33.0%	30.0%	30.0%	29.0%	29.0%	28.0%	28.0%

*Actual headcount, not projected

Program Response: Program enrollment has continued to increase over the last six years, with greater retention rates. A greater percentage of students in the program graduated, and fewer did not persist.

2. Explore the reason that the Program’s proportion of students who identify as Black females differs from that of the College by more than ten percentage points. Apply appropriate recruitment and retention tactics.

Program Response: The program is unsure why students who identify as Black females enroll in lower percentages in our program. Perhaps the program could apply appropriate recruitment and retention tactics with more advising outreach in classes. The program could conduct more recruiting events over the summer with open houses, coordinating with more Philadelphia high schools. Currently the program invites Northeast High School for a tour, ceramics demo, and lunch. Program efforts could be expanded here.

Transfer

3. Communicate to students the potential employment benefits and cost savings of adding coursework in web skills such as HTML and CSS while pursuing their AA.

Program Response: As a transfer program, the goal is to focus and teach students basic design skills in the classroom that they can use in upper-level design courses at the next institution. Web design is a more specialized skill taught in upper-level courses at art schools. There is merit in Art and Design students being able to learn this skill. However, this is a complex subject that

requires it to be its own course. This would add an additional course to the curriculum, which is already at the maximum of 63 credits. This course might be more appealing if it were taught by the art faculty so students could produce work used in a portfolio. Students already take a similar technical course, Adobe Photoshop, in the Photography department. This is so technical that students do not produce work that can be used in their portfolio. It is only technical and there is not enough focus on personal expression, which is a major criterion by which transfer institutions evaluate students' work.

4. Encourage students considering a career in Graphic Design to pursue the Web Design Proficiency Certificate as an additional graduation credential.

Program Response: The program does not encourage students to pursue this certificate as it is purely technical and does not produce work that can be used in a transfer portfolio. Students in graphic design would take this course when they get to their transfer institution. This would exceed the 63 credits students are able to transfer to another institution.

Assessment

5. Assess the impact of recent program entrance changes on student success, retention, and completion.

Program Response: In Fall 2018 the program removed the portfolio review as an entrance requirement. This removed a small, but perhaps significant potential barrier to students who were interested in becoming majors in the program, the number of which has steadily increased in the years since (FL 2018 headcount = 207).

C. Action Items

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

Enrollment and Demographics

1. Increase enrollment as follows:

Benchmarks		Fall 2025 Projection		Fall 2027 Projection		Fall 2029 Projection		
Fall 2019 Headcount (Pre-COVID Benchmark)	Fall 2023 Headcount	N	% increase*	N	% increase	N	% increase	
310	289	Low range	292	1.13%	293	0.46%	294	0.29%
		Base	298	5.85%	304	5.17%	325	6.80%
		High range	320	10.56%	352	9.88%	386	9.72%

*Increase from Fall 2023 headcount

** “Low range” projections reflect expected growth given few to no successful enrollment interventions; “High range” projections reflect expected growth if planned interventions are successful.

2. With the clearly defined goal of attracting and retaining more students who identify as Black females, create a recruitment and retention plan that includes more advising outreach in classes as well as within the College overall, with the goal of demonstrating the value of an Art and Design degree and conduct more recruiting events over the summer with open houses, coordinating with more Philadelphia high schools.

Responsibility: Department Head, with College support

Timeline: Fall 2026

D. Narrative

The Art and Design department is a transfer program. The program offers a highly successful foundations sequence that prepares students to transfer to top-ranked art schools and universities with advanced standing and high levels of merit scholarship. The program has been serving a diverse population of students since 1965 (over 45 years). The Art and Design department offers core foundation courses, such as drawing, 2-D and 3-D foundations and art history, as well as studio electives like painting, ceramics, and graphic design. The Art and Design department trains students in the state-of-the-art software, preparing them with the necessary skills to meet this growing market demand. All Art and Design students learn how to use the Adobe Creative Suite and Adobe Illustrator. Students in the program explore fundamental intellectual questions and concepts of interacting, processing, and interpreting the world around them. In art history courses, students learn the history of ideas; they learn to interpret a work of art based on its cultural, economic, or religious connections. They also learn to process and express their own ideas of what a work of art represents to them as an individual and as artists. Students learn both technical skills and conceptual skills. They ask themselves questions such as “How do I explore the materials to make work in a visually interesting way that explores my own personal vision of how I experience the world around me?”

The program is valuable to students looking for a high-quality low-cost art school education. With tuition at four-year art schools approaching \$50,000 - \$60,000, students completing their first two years of school at the College are saving a tremendous amount of money in tuition. They are also building a strong portfolio of artwork that enables them to receive substantial merit-based scholarships and thus afford tuition at the high ranked four-year schools. The Art and Design program has nurtured strong mutual relationships with many schools with students transferring all of their 63 credits to the majority of art schools across the country. The program has had articulation agreements with Pennsylvania Academy of Fine Arts, Moore College of Art and Design, and The School of the Art Institute of Chicago.

2. Program Analysis

The Art and Design department is a transfer program. The program offers a highly successful foundations sequence that prepares students to transfer to top-ranked art schools and universities with advanced standing and high levels of merit scholarship. The program has been serving a diverse population of students since 1965 (over 45 years). The Art and Design department offers core foundation courses, such as drawing, 2-D and 3-D foundations and art history, as well as studio electives like painting, ceramics, and graphic design. The department currently has eight full-time faculty, one Instructional Aide, and around fifteen adjunct faculty. As of Spring 2024, the program had 270 registered Art and Design majors. Faculty teaching in this program are working artists, historians, and writers who are professionally active in their respective fields. Faculty exhibit and publish their work nationally and internationally.

Art majors transfer to top ranked art schools across the country, including Alfred University, California College of Art, Massachusetts College of Art and Design, Maryland Institute College of Art, Temple University Tyler School of Art and Architecture, Moore College of Art and Design, The School of the Art Institute of Chicago, Kansas City Art Institute, Parsons School of Design, Pratt Institute, Otis College of Art and Design, Rhode Island School of Design, California Institute of the Arts, Drexel University, Jefferson University, and until they recently closed, University of the Arts and Pennsylvania Academy of Fine Arts. This past year students received over \$600,000 in merit scholarships. The department closely tracks its students' outcomes after leaving the College especially transfer data such as major, schools where they were accepted, and any scholarship or grant awards. ART 290, Portfolio Preparation, assists students with every step of the transfer process from completing the college essay, to building a specific body of work in their chosen major. This course is offered in the fall in preparation of spring application deadlines. Faculty teaching the courses become the student's transfer advisor for the year. These faculty guide students through the transfer process assisting them during the spring semester in evaluating transfer credit evaluations by schools, making decisions on which school to attend, and at times, how to ask for more financial support.

Articulation Agreements

The Art and Design program has nurtured strong mutual relationships with many schools with students transferring all of their 63 credits to the majority of art schools across the country. The program has had articulation agreements with Pennsylvania Academy of Fine Arts, Moore College of Art and Design, and The School of the Art Institute of Chicago.

Scholarships

The department has several scholarships that are awarded to students each year.

- Doris Weiss Scholarship
 - \$500 each (two students)
- Gilroy Roberts Scholarship
 - \$500 each
- Anthony Roque Scholarship
 - \$1,000 each
- Founders Award (student purchase)
 - One graduating student annually

Graduated students

Students go on to successful careers in art and design once they have achieved their BFA. Our graduates have worked for NASA on the Mars rover program, designed sneakers for Nike, designed graphics for Citizens Bank, and much more.

The program is valuable to students looking for a high-quality low-cost art school education. With tuition at four-year art schools approaching \$50,000 - \$60,000, students completing their first two years of school at the College are saving a tremendous amount of money in tuition. They are also building a strong portfolio of artwork that enables them to receive substantial merit-based scholarships and thus afford tuition at the high ranked four-year schools. These top ranked schools have the best facilities, faculty, and internship opportunities that propel students to a successful career as professional artists and designers in the art world.

The program is considered one of the top foundations and community college art programs in the country by many four-year schools based on student success. This puts Community College of Philadelphia on the art school map in Philadelphia. CCP is the college of the City of Philadelphia. That makes Art and Design the two-year art program of the city. The arts are an integral part of the cultural and economic engine of the city. The program provides the Philadelphia community with a place to take high quality studio and art history courses to explore their artistic abilities and to develop their design skills, enabling them to build credentials for working designers and illustrators in the local economy. Students in the program explore fundamental intellectual questions and concepts of interacting, processing, and interpreting the world around them. In art history courses, students learn the history of ideas; they learn to interpret a work of art based on its cultural, economic, or religious connections. They also learn to process and express their own ideas of what a work of art represents to them as an individual and as artists. Students learn both technical skills and conceptual skills. They ask themselves questions such as “How do I explore the materials to make work in a visually interesting way that explores my own personal vision of how I experience the world around me?”

Faculty provide demonstrations on a weekly basis in class, introducing students to material use, demonstrating an effective process for exploring technique, and showing a variety of examples of artwork from student examples to work by historical and contemporary artists. It is helpful for students to see artwork from a variety of artists from different approaches, backgrounds, and cultures. In the last five years the program has instituted a mentoring structure in which students who are further along in the program help beginning students integrate into the program. The last five years have also seen remarkable shifts in teaching modalities – from pivoting to all online courses in 2020, and then back to in-person instruction. During the 2020 academic year all the studio courses were taught synchronously online. When the college re-opened in 2021 some studios were taught online, and some were in person, and then all studio courses moved back to full in person. Only ART 101, ART 103, and ART 104 are offered as asynchronous online courses now, but Art and Design majors must take ART 103 and 104 in person. The move back to in-person courses for all Art and Design majors has been very beneficial for retention, morale, and inclusion in our program. Over the past five years, the number of Hispanic female students has increased 48% from 27 students in Fall 2019 to 40 students in Spring 2024

3. Program Description

A. Statement of Mission Alignment

The Art and Design Program, with its emphasis on foundational concepts in theory and practice provides a path for its students to college transfer, employment, and lifelong learning. The diversity of our course subjects and faculty skills and backgrounds support students' cultural circumstances and experiences. The program emphasizes students' self-knowledge and expression, curiosity, and inquiry in our program.

B. History and Revision to Curriculum

Revision Type	Effective Date	Description	Rationale and Comments
Course revision	FL20	Re-established ART 205 as a program requirement for Art and Design.	The primary difference between the course revision and the current course is the opening of the content scope of the course to a more global and/or thematic approach than studying only American art. Broadening the scope of the course from a focus on American art will better serve both student outcomes and student interests. This revision better aligns our modern art history course with the expectations for our students upon transfer.
Program Addendum	FL21	Changed the program of study and graduation requirements to omit CIS 103 and update general education information.	CIS 103 was removed from the program effective Fall 2020, but the reference to CIS 103 remained. This addendum corrected that error.
Program Addendum	FL21	Updated the catalog grid and course sequence.	The catalog grid and course sequence were updated to reflect the College's revised general education requirements, effective Fall 2021. HIST 102, HIST 103, HIST 121, and HIST 122 have also had minor title changes, now reflected in the catalog grid and course sequence.
Course revision	FL21	Revised courses including ART 101, 103, 103H, and 104H.	The courses previously satisfied the general education requirement for Am/global diversity, humanities and/or interpretive studies. The course revisions proposed that the courses satisfy the essential skill for Cultural Analysis and Interpretation. No elements were revised to meet the Essential skill for ART 101 and ART 103. CLOs and sequence of topics were revised for ART 103H and ART 104H.

Program Addendum	FL22	Updated the title of PHOT 151 in the third and fourth semesters.	The title of PHOT 151 changed from “Digital Imaging” to “Techniques in Photo Editing (Photoshop I)”.
Program Addendum	FL22	Added FNMT 101: Quantitative Reasoning to the Quantitative Reasoning course options and include a “higher math” option in the third semester; include more specific guidance regarding mathematics courses and transfer.	FNMT 101 was created specifically for students in liberal arts and other non-STEM disciplines. FNMT 101 emphasizes practical applications of mathematical concepts within a liberal arts context.

4. Learning Outcomes and Assessment

A. Assessment Cycle Plan

The AA in Art and Design has six program learning outcomes:

1. Demonstrate proficiency in basic foundation level 2D and 3D design concepts, including perceptual drawing.
2. Utilize learned technical studio and/or computer-based skills to realize and test visual ideas and concepts.
3. Use a wide range of materials and means of expression to communicate visual ideas.
4. Critically interpret and analyze visual concepts.
5. Identify associated terminology, historical practices and contemporary developments in order to demonstrate knowledge of the arts.
6. Create a comprehensive portfolio of original art work to demonstrate ability, talent and originality.

Since the 2020-2021 academic year, the program has assessed all PLOs every year. Studio courses are assessed using final portfolio reviews with a rubric. Art history courses are assessed using midterm and final exams. Program faculty discuss assessment results during department meetings and faculty assessment meetings with their Divisional Curriculum Assessment Facilitator (DCAF).

B. Course and Program Assessment Status

There is program assessment for each academic year from 2017-2022. In the 2023-2024 academic year, the program met its benchmark of 80% for all PLOs except 4 and 5. In the 2022-2023 academic year, the program met its benchmark of 80% for all PLOs. In the 2021-2022 academic year, the program met its benchmark for PLOs 4 and 5. In the 2020-2021 academic year, the program met its benchmark of 80% for PLOs 1, 2, and 3.

Following the APR in 2019, an assessment plan was created, and the program began rigorous use of AEFIS with DCAF support. Additionally, all courses were evaluated for ACT 335 in 2021. In the process, program faculty reviewed course learning outcomes, teaching methods and course materials and discussed necessary changes.

Faculty track and analyze student success in layers in the Art and Design department. The success of students is tracked and analyzed in individual courses by the faculty but also by the department at the end of each semester in department-wide portfolio reviews. As such, the assessment and analysis of student success involves all the faculty – full-time and adjuncts alike – at the end of every semester. All faculty are involved in course assessment through departmental meetings and portfolio review. To increase student engagement, several improvements have been suggested, including developing questionnaires for graduating students, planning museum trips, creating a peer-to-peer mentorship program, updating writing assignments, and improving communication with academic advisors. The program discussed digitizing student evaluation forms to better facilitate assessment and is now working with IT to pilot an online review form. Work-study students with software knowledge of Adobe Creative Suite were hired to provide peer-mentoring in the Art/ADC computer lab.

The program has seen lower proficiency rates in lower-level courses such as ART 101, 103, and 104. Assessment reports propose stopping the practice of dropping assignments with the lowest grade or switching to a rubric model for course assessment rather than linking individual assignments to address assessment results for these courses. The program also proposed examining materials and approaches used in ART 103 and how to address the high rates of unsubmitted assignments.

5. Chart of Program Faculty

Name	Rank	Courses Taught	Service to the College/Professional Contributions
Jake Beckman	Assistant Professor	ART 109: Ceramics I, ART 209: Ceramics II, ART 111: 3-D Design I, ART 112: 3-D Design II, ART 290: Portfolio Preparation	Art Department New Orientation Committee Organized Pottery Sale Organized Creative Pathways Annual Faculty Exhibition Organized student exhibitions in fall and spring semesters Facilitated Department Scholarship Juries
Chris Feiro	Assistant Professor	ART 105: Drawing I, ART 106: Drawing II, ART 207: Drawing III, ART 208: Drawing IV, ART 115: Painting I, ART 215: Painting II, ART 125: Design I, and ART 126: Design II	Art Department Orientation Committee Solo Exhibition: Chris Feiro, Paintings and Drawings, Cerulean Arts Gallery, 2021
Monica Hahn	Assistant Professor	ART 101: Visual Communication, ART 103: History of Art I, ART 104: History of Art II, ART 103H: History of Art I Honors, IDS 297H: Interdisciplinary Seminar I Honors, IDS 298H: Interdisciplinary Seminar Honors II, ART 104H: History of Art II Honors, and ART 205:	Department Head Art Department Union Representative Book project: <i>Harlequins of Empire: Staging Colonial Identity in British Art circa 1776</i> is under advance contract with the University of Virginia Press October 2023 -- Delivered conference paper, "Reproducing OꞛŵΘI (Ostenaco), 1762-2023." HECAA@30 Conference (Historians of Eighteenth-Century Art and Architecture), Boston. Juried February 2024 – Discussant: "Shaking it Up: New

		Seminar in Modern and Contemporary Art	Students, New Strategies.” College Art Association Annual Conference, Chicago. Invited. March 2024 – “Pacific Northwest Performances: ‘Curious Gestures with a few English Words.’” Columbia Seminar in Eighteenth-Century European Culture, Columbia University, NY. Invited.
Rebekah Higgins	Assistant Professor	ART 105: Drawing I, ART 106: Drawing II, ART 125: Design I, ART 126: Design II, ART 150: Intro to Computer Art/Graphics, ART 151: Graphic Design I, and ART 251: Graphic Design II, ART 290: Portfolio Preparation	Completes 3 or more art and design-related continuing education classes/workshops per year at PAFA, Fleisher Art Memorial and other educational institutions. Engage in an ongoing study of and workshops on "Mindfulness in Higher Education". Attend Women in Leadership Summits at Omega Institute in Rhinebeck, New York. Co-leader of the Philadelphia Chapter of The Artists Conference Network.
Roberta Massuch	Art Faculty Aide	ART 109, ART 180C, and ART 209, ART 111, ART 112	Group Exhibitions- 50 Years in the Making, The Clay Studio, Philadelphia PA June 13- Sept 1, 2024 https://www.theclaystudio.org/exhibitions/50-years-in-the-making CFEVA Exhibition at the Philadelphia Chamber of Commerce, Philadelphia PA Jan 2024-Jan 2025 https://www.cfeva.org/off-site-exhibitions
Terry Peterson	Assistant Professor	ART 105: Drawing I, ART 106: Drawing II, ART 125: Design I, ART 126: Design II, ART 150: Intro to Computer Art/Graphics, ART 151: Graphic Design I, and ART 251: Graphic Design II	Art Department New Student Orientation Committee Organizes the Annual “April is Art” Student Exhibition Designed artist and exhibition catalogs for artists Jeffrey Carr and Scott Noel 2023-24

Jeffrey Reed	Associate Professor	ART 105: Drawing I, ART 106: Drawing II, ART 207: Drawing III, ART 208: Drawing IV, ART 115: Painting I, ART 215: Painting II, ART 125: Design I, and ART 126: Design II	<p>Oversee the acquisitions, installation and maintenance of the college's art</p> <p>Serve as a reviewer of applications for the college's scholarships.</p> <p>Curator Madeline Cohen Gallery SOLO EXHIBITIONS, 2024</p> <p>Gross McCleaf Gallery, Philadelphia, PA</p> <p>Hidell Brooks Gallery, Charlotte, NC</p> <p>ART IN EMBASSIES, DEPARTMENT OF STATE</p> <p>Upcoming in Monrovia, Liberia</p> <p>Previously in Dublin, Ireland and Rwanda</p> <p>Included in group exhibitions at the US Embassies in each of these countries.</p> <p>BOARD CHAIR, BALLINGLEN ARTS FOUNDATION: USA/IRELAND</p> <p>Ballinglen Arts Foundation located in County Mayo, Ireland, offers artist residencies, workshops and has a museum with rotating exhibitions and a permanent collection of contemporary art.</p>
Sean Sauer	Associate Professor	ART 105: Drawing I, ART 106: Drawing II, ART 207: Drawing III, ART 208: Drawing IV, ART 125 Design 1, ART 126 Design 2, ART 115: Painting I, ART 215: Painting II, and ART 290: Portfolio Prep	<p>Previous Department Head</p> <p>Art Department Union Representative</p> <p>Art Department Transfer Coordinator</p> <p>Recruitment</p> <p>New Student Orientation Committee</p> <p>Institution Wide Committee Co-Chair</p> <p>General Education Skills Committee</p> <p>Solo Exhibitions-</p> <p>Cerulean Arts Gallery 2024</p> <p>Cerulean Arts Gallery 2022</p> <p>Cerulean Arts Gallery 2021</p>
Brian Seymour	Associate Professor	ART 101: Visual Communication, ART 101H: Visual Communication Honors	<p>Art Department Union Representative</p> <p>Forthcoming publication: "It Happened in Philly: Collectors Rise with the Art Market", edited volume, Hand and Glove: Art Market Studies and the History of Collecting, Brill Academic Publishers, 2025</p> <p>May 2024 Philadelphia-Area Undergraduate Art History Symposium, CCP, Organizer, Host</p> <p>I coordinated and hosted this symposium featuring 12 undergraduate papers from 8 area colleges.</p>

March 2024 TEDx Villanova University,
“Hooray for Art History”

2022-23 Faculty Fellow, The Center for
Teaching and Learning, Community College
of Philadelphia

6. Environmental Scan

A. Future Directions of the Program/Field

The field of Art and Design is changing as opportunities arise that incorporate specialized training in digital design. Visual communication and digital design demand have both increased around 10% relative to the market. The Art and Design department trains students in the state-of-the-art software, preparing them with the necessary skills to meet this growing market demand. All Art and Design students learn how to use the Adobe Creative Suite and Adobe Illustrator, whose use in the art market has increased in double digit percentages. Furthermore, as the industry seeks to diversify its workforce, the program will graduate talented artists of color to fill this need

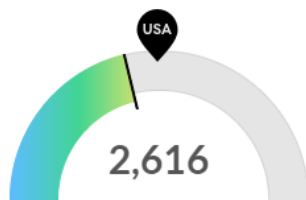
All studio faculty are working artists with connections to the field. Faculty connect current students with their professional colleagues, some of whom are former Community College of Philadelphia students. The program has articulation agreements with art schools both locally and nationally (Moore College of Art and Design, the School of the Art Institute of Chicago, etc.).

B. Expected Job Growth

Data are reported from 2023 to 2028 for the following job titles:

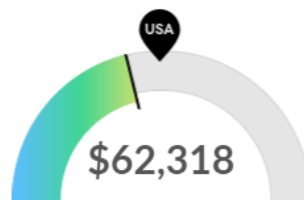
- Fine Artists, Including Painters, Sculptors, and Illustrators
- Special Effects Artists and Animators
- Graphic Designers
- Fashion Designers
- Commercial and Industrial Designers

Average Job Posting Demand Over a Thin Supply of Regional Jobs



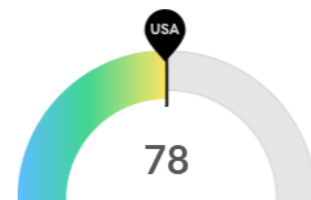
Jobs (2023)

Your area is not a hotspot for this kind of job. The national average for an area this size is 3,280* employees, while there are 2,616 here.



Compensation

Earnings are about average in your area. The national median salary for your occupations is \$64,445, compared to \$62,318 here.



Job Posting Demand

Job posting activity is about average in your area. The national average for an area this size is 78* job postings/mo, while there are 78 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.



1,559 Unique Job Postings

The number of unique postings for this job from Jan 2023 to Aug 2024.



736 Employers Competing

All employers in the region who posted for this job from Jan 2023 to Aug 2024.

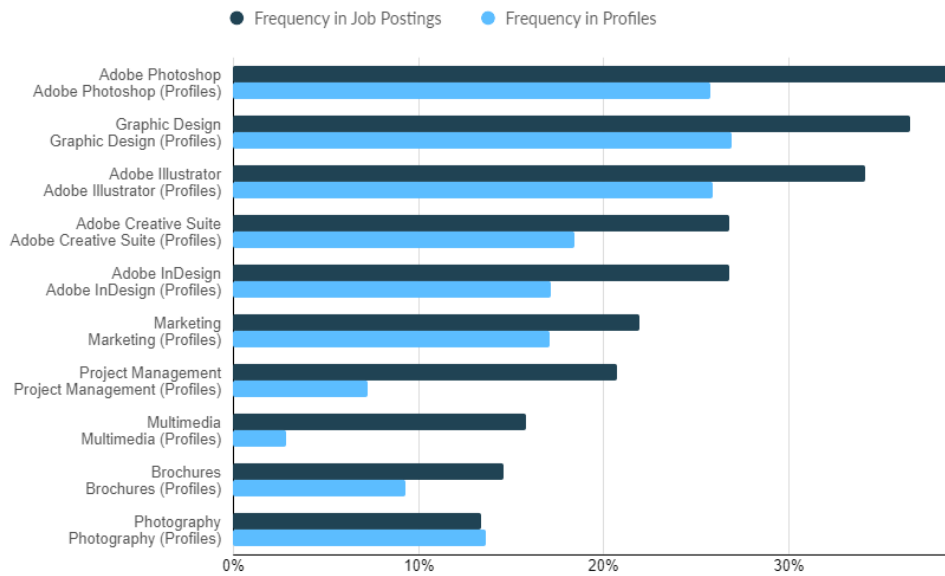


26 Day Median Duration

Posting duration is 1 day shorter than what's typical in the region.

C. Skills Sought vs. Skills Claimed for Art and Design

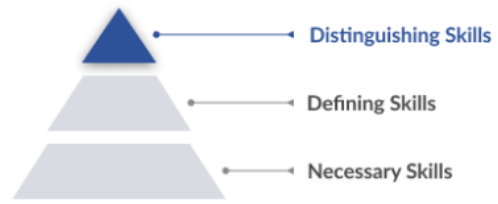
Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Adobe Photoshop	32	39%	3,257	26%	+9.6%	Growing
Graphic Design	30	37%	3,404	27%	+17.1%	Growing
Adobe Illustrator	28	34%	3,278	26%	+11.5%	Growing
Adobe Creative Suite	22	27%	2,333	18%	+11.9%	Growing
Adobe InDesign	22	27%	2,173	17%	+9.0%	Growing
Marketing	18	22%	2,164	17%	+23.0%	Rapidly Growing
Project Management	17	21%	921	7%	+19.8%	Rapidly Growing
Multimedia	13	16%	363	3%	+9.8%	Growing
Brochures	12	15%	1,182	9%	+9.4%	Growing
Photography	11	13%	1,731	14%	+21.1%	Rapidly Growing

Top Distinguishing Skills by Demand

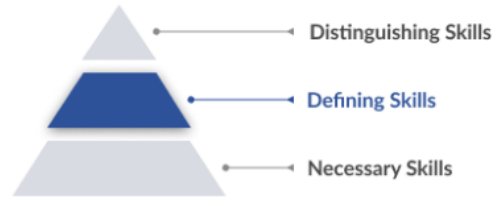
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Digital Design	✗	68	+10.7%	Growing
Visual Composition	✗	62	+7.0%	Stable
Brand Identity	✗	60	+6.8%	Stable
Artwork	✓	58	+7.9%	Stable
Print Production	✓	57	+7.9%	Stable
Textile Design	✗	44	-5.4%	Lagging
Visual Communications	✓	41	+9.3%	Growing
Prepress	✗	36	+4.5%	Lagging
Color Theory	✓	30	+3.4%	Lagging
Art Direction	✓	29	+7.6%	Stable

Top Defining Skills by Demand

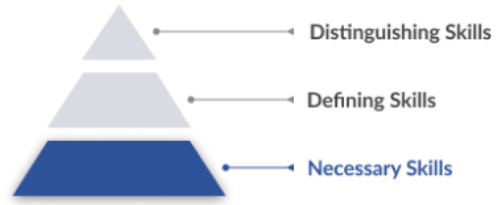
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Adobe Illustrator	✘	468	+11.5%	Growing
Adobe Photoshop	✘	460	+9.6%	Growing
Graphic Design	✘	418	+17.1%	Growing
Marketing	✘	355	+23.0%	Rapidly Growing
Adobe InDesign	✔	308	+9.0%	Growing
Adobe Creative Suite	✘	272	+11.9%	Growing
New Product Development	✘	218	+24.1%	Rapidly Growing
Typography	✘	169	+5.3%	Stable
Product Design	✘	147	+15.1%	Growing
Prototyping	✘	131	+14.4%	Growing

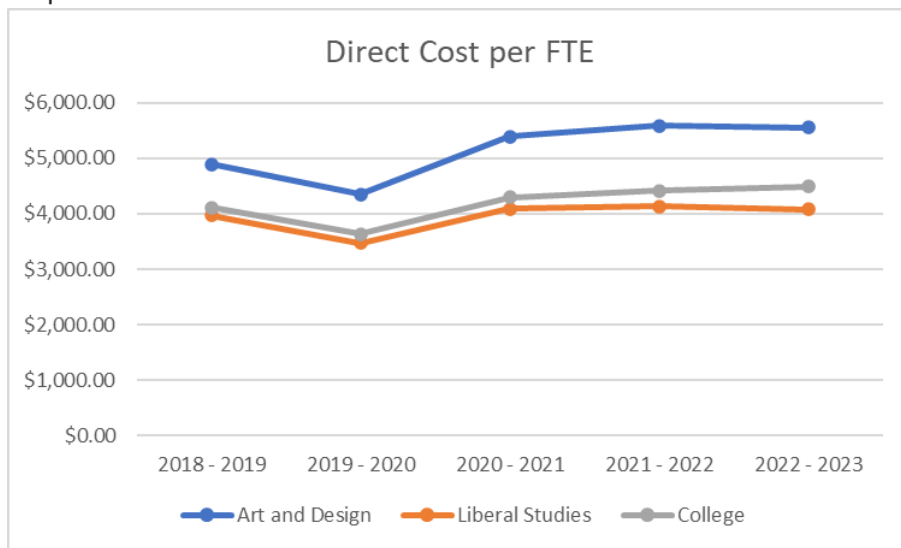
Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Adobe Illustrator	✗	468	+11.5%	Growing
Adobe Photoshop	✗	460	+9.6%	Growing
Graphic Design	✗	418	+17.1%	Growing
Marketing	✗	355	+23.0%	Rapidly Growing
Adobe InDesign	✓	308	+9.0%	Growing
Adobe Creative Suite	✗	272	+11.9%	Growing
Project Management	✗	243	+19.8%	Rapidly Growing
Typography	✗	169	+5.3%	Stable
Branding	✗	156	+10.0%	Growing
Product Design	✗	147	+15.1%	Growing

7. Special Expenditures and Resources



Each studio course has a \$135 fee and requires material kits. For Fall 2024, the costs were:

Course Name	Cost
ART 105	\$137.99
ART 109	\$67.97
ART 111	\$99.99
ART 112	\$88.98
ART 115	\$172.99
ART 125	\$281.99

Due to limits on studio spacing, the following enrollment caps have been set:

Course Name	Enrollment Cap
ART 105: Drawing I	24
ART 106: Drawing II	24
ART 109: Ceramics I	20
ART 111: 3-D Design I	24
ART 112: 3-D Design II	24
ART 125: Design I (B&W)	24
ART 126: Design II (Color)	24
ART 150: Intro to Computer Art/Graphics	24
ART 207: Drawing III	24
ART 208: Drawing IV	24
ART 209: Ceramics II	20
ART 290: Portfolio Prep	24

Appendix A: Catalog Description, Course Sequence, Curriculum Map

A. Catalog Description

The Art and Design curriculum leads to the Associate in Arts (A.A.) degree for students planning to transfer to baccalaureate programs or accredited art schools after study at Community College of Philadelphia. This curriculum prepares students for either a B.F.A. (Bachelor of Fine Arts) or a B.A. (Bachelor of Arts) program.

The curriculum has been designed to be consistent with the foundation program of art schools and art programs at four-year colleges. Because transferability is most important, students will develop skills accordingly and also prepare a comprehensive transfer portfolio.

B. Course Sequence

Semester 1			
Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
ENGL 101 - English Composition I or ENGL 101H - English Composition I (Honors)		3 credits	Writing, Research, and Info Lit 1
ART 105 - Drawing I		3 credits	Oral Communication/Creative Expression
ART 125 - Design I		3 credits	
ART 111 - Three-Dimensional Design I		3 credits	
ART 150 - Introduction to Computer Art/Graphics		3 credits	Technological Competency
Semester 2			
Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
ART 106 - Drawing II	ART 105	3 credits	
ART 126 - Design II	ART 125	3 credits	
ART 112 - Three-Dimensional Design II	ART 111	3 credits	

ART 103 - History of Art: Ancient to Renaissance or ART 103H - History of Art: Ancient to Renaissance (Honors)		3 credits	Cultural Analysis & Interpretation
ENGL 102 - The Research Paper or ENGL 102H - The Research Paper (Honors)	ENGL 101 with a grade of "C" or better	3 credits	Writing, Research, and Info Lit 2

Semester 3

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FNMT 101 - Quantitative Reasoning or FNMT 118 - Intermediate Algebra or MATH 137 - Geometry for Design or higher Math*	FNMT 017 or FNMT 019 completed or FNMT 118 (or higher) placement	3 credits	Quantitative Reasoning
ART 290 - Portfolio Preparation	ART 106 , ART 111 , ART 125	3 credits	Technological Competency
ART 207 - Drawing III	ART 106	3 credits	
ART 104 - History of Art II: Renaissance to Modern or ART 104H - History of Art: Renaissance to Modern (Honors)		3 credits	
Directed Elective - choose ONE from list below: ART 109 - Ceramics I or ART 115 - Painting I or ART 151 - Graphic Design I or PHOT 101 - Introduction to 35mm Film Camera and Darkroom Techniques or PHOT 151 - Techniques in Photo Editing (Photoshop I) or Combine 3 credits worth of ART 180 or ART 170 Special Topics courses	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	3 or 4 credits	

Semester 4

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
ART 208 - Drawing IV	ART 207	3 credits	
ADC 176 / HIST 176 - Philadelphia History: Architecture and Planning or ANTH 112 - Cultural Anthropology or GEOG 103 - Introduction to Human Geography or HIST 102 - United States History: The Civil War and the 19th Century or HIST 103 - United States History: The 20th Century and Beyond or HIST 103H - United States and Pennsylvania History: The 20th Century (Honors) or HIST 121 - World History: The Distant Past or HIST 122 - World History: The Recent Past or SOC 101 - Introduction to Sociology or SOC 101H - Introduction to Sociology (Honors) or SOC 115 - Gender and Society		3 credits	
BIOL 106 - General Biology I or CHEM 103 - Fundamentals of Chemistry I (Non-Lab Based) or CHEM 105 - Inquiry into Chemistry or PHYS 101 - Revolutionary Concepts in Physics or EASC 111 - Environmental Conservation or EASC 111H - Environmental Conservation (Honors) PHYS 107 - Matter and Energy or PHYS 108 - Descriptive Astronomy		3 or 4 credits	Scientific Reasoning
ART 205 - Modern and Contemporary Art	ART 103 and ART 104	3 credits	
Directed Electives - choose TWO from list below: ART 109 - Ceramics I or	For ART 151: ART 150 For ART 205: ART	6 to 7 credits	

<p>ART 115 - Painting I or ART 151 - Graphic Design I or ART 209 - Ceramics II or ART 215 - Painting II or ART 251 - Graphic Design II or PHOT 101 - Introduction to 35mm Film Camera and Darkroom Techniques or PHOT 105 - Introduction to Digital Photography or PHOT 151 - Techniques in Photo Editing (Photoshop I) or Combine 3 credits worth of ART 180 or ART 170 Special Topics courses</p>	<p>103 or ART 104 For ART 209: ART 109 For ART 215: ART 115 For ART 251: ART 151</p>		
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Minimum Credits Needed to Graduate: 63

C. Curriculum Map

Key: I—Introduced R—Reinforced and opportunity to practice
 M—Mastery at exit level A—Assessment evidence collected

Required Courses	Program Learning Outcomes					
	Demonstrate proficiency in basic foundation level 2D and 3D design concepts, including perceptual drawing	Utilize learned technical studio and/or computer-based skills to realize and test visual ideas	Use a wide range of materials and means of expression to communicate visual ideas	Critically interpret and analyze visual concepts	Demonstrate knowledge of the arts, through associated terminology, historical practices and contemporary developments	Create a comprehensive portfolio of original artwork to demonstrate ability, talent and originality
ART 103				M A	M A	
ART 104				M A	M A	
ART 105	I	I	I	I	I	I
ART 106	R	R	R	R	R	R
ART 111	I	I	I	I	I	I
ART 112	M A	M A	M A	M A	M A	R
ART 125	I	I	I	I	I	I
ART 126	M A	M A	M A	M A	M A	R
ART 150	I	I	I	I	I	I
ART 207	R	R	R	R	R	R
ART 208	M A	M A	M A	M A	M A	R
ART 290	A	A	A	A	A	M A

ART 109	I	I	I	I	I	
ART 115	I	I	I	I	I	I
ART 151	R	R	R	R	R	I
ART 205				M	M	
ART 209	M A	M A	M A	M A	M A	R
ART 215	M A	M A	M A	M A	M A	R
ART 251	M A	M A	M A	M A	M A	R

1. Academic Performance Measures

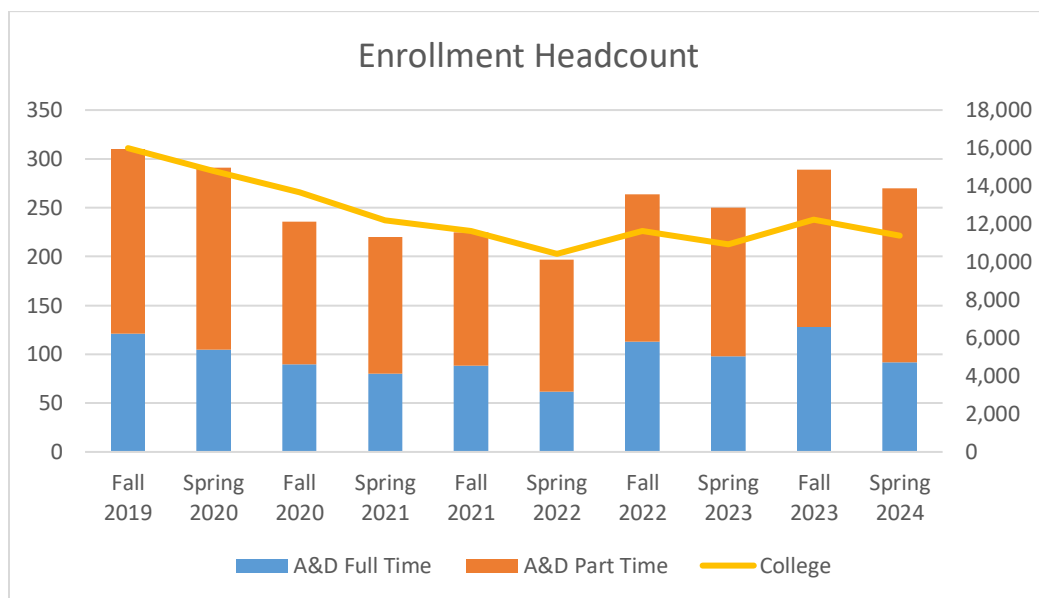
A. Headcount and Full time/Part-time Enrollment

Credit Status College Wide

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Headcount	15,996	14,789	13,672	12,195	11,647	10,427	11,636	10,923	12,224	11,400	12,490.9
Full-Time	29.8%	27.8%	31.3%	28.5%	31.7%	27.5%	32.7%	31.0%	34.5%	31.6%	30.6%
Part-Time	70.2%	72.2%	68.7%	71.5%	68.3%	72.5%	67.3%	69.0%	65.5%	68.4%	69.4%

Credit Status by Art and Design Majors

A&D	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Headcount	310	291	236	220	225	197	264	250	289	270	255.2
Full-Time	39.0%	36.1%	38.1%	36.4%	39.1%	31.5%	42.8%	39.2%	44.3%	34.1%	38.1%
Part-Time	61.0%	63.9%	61.9%	63.6%	60.9%	68.5%	57.2%	60.8%	55.7%	65.9%	61.9%



B. Class Standing: Credits Earned

Class Standing College Wide

College	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Zero Credits Earned	9.0%	11.4%	8.8%	9.4%	6.8%	10.8%	8.0%	11.4%	8.5%	10.7%	9.5%
Fewer than 24 credits	42.3%	44.4%	40.9%	41.3%	37.7%	39.2%	36.9%	43.1%	41.6%	46.4%	41.4%
24 credits or more	48.7%	44.2%	50.3%	49.3%	55.4%	49.9%	55.1%	45.5%	49.9%	42.8%	49.1%

Class Standing by Art and Design Majors

A&D	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2024	AVG
Zero Credits Earned	5.9%	10.6%	8.6%	11.9%	7.7%	9.8%	5.1%	9.5%	8.0%	12.1%	8.9%
Fewer than 24 credits	45.2%	51.6%	46.0%	44.5%	40.5%	44.4%	40.1%	51.1%	47.6%	47.4%	45.8%
24 credits or more	48.5%	37.7%	45.4%	43.6%	51.8%	45.8%	54.8%	39.4%	44.4%	40.5%	45.2%

C. Demographics

Gender/Ethnicity by College

College		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Amer Indian or Alaskan Native	Female	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.1%
	Male	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	Female	5.7%	5.7%	5.9%	6.3%	6.3%	6.3%	6.0%	6.0%	5.4%	5.5%	5.9%
	Male	4.9%	4.9%	4.7%	4.6%	4.7%	4.7%	5.0%	4.9%	4.8%	4.6%	4.8%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black	Female	29.9%	30.0%	29.4%	30.0%	29.7%	30.1%	30.6%	30.0%	30.9%	29.8%	30.1%
	Male	13.4%	13.0%	11.2%	10.8%	11.6%	11.5%	12.6%	12.8%	13.6%	12.8%	12.3%
	Unknown	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.1%
Hispanic	Female	10.8%	10.8%	11.9%	11.3%	11.8%	11.9%	12.3%	12.0%	12.4%	12.1%	11.7%
	Male	5.3%	4.9%	4.5%	4.2%	5.1%	5.1%	5.7%	5.5%	5.9%	5.7%	5.2%
	Unknown	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Multi-Racial	Female	2.3%	2.2%	2.3%	2.5%	2.5%	2.5%	2.5%	2.6%	2.6%	2.4%	2.4%
	Male	1.2%	1.1%	1.1%	1.0%	1.1%	1.2%	1.1%	1.2%	1.6%	1.4%	1.2%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
Other/Unknown	Female	2.2%	2.4%	2.7%	2.7%	2.2%	2.2%	1.8%	1.9%	1.5%	3.6%	2.3%
	Male	1.3%	1.4%	1.7%	1.6%	1.2%	1.2%	1.0%	1.1%	0.9%	2.0%	1.4%
	Unknown	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%
Pacific Islander	Female	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	Male	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	Female	13.9%	14.2%	15.4%	16.0%	15.1%	14.7%	13.0%	13.2%	12.1%	12.3%	14.0%
	Male	8.5%	8.5%	8.2%	8.1%	7.8%	7.8%	7.3%	7.6%	7.0%	6.6%	7.7%
	Unknown	0.0%	0.0%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.3%	0.3%	0.1%

Gender/Ethnicity by Art and Design Majors

A&D		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
Amer Indian or Alaskan Native	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.4%	0.1%
	Male	0.3%	0.3%	0.8%	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

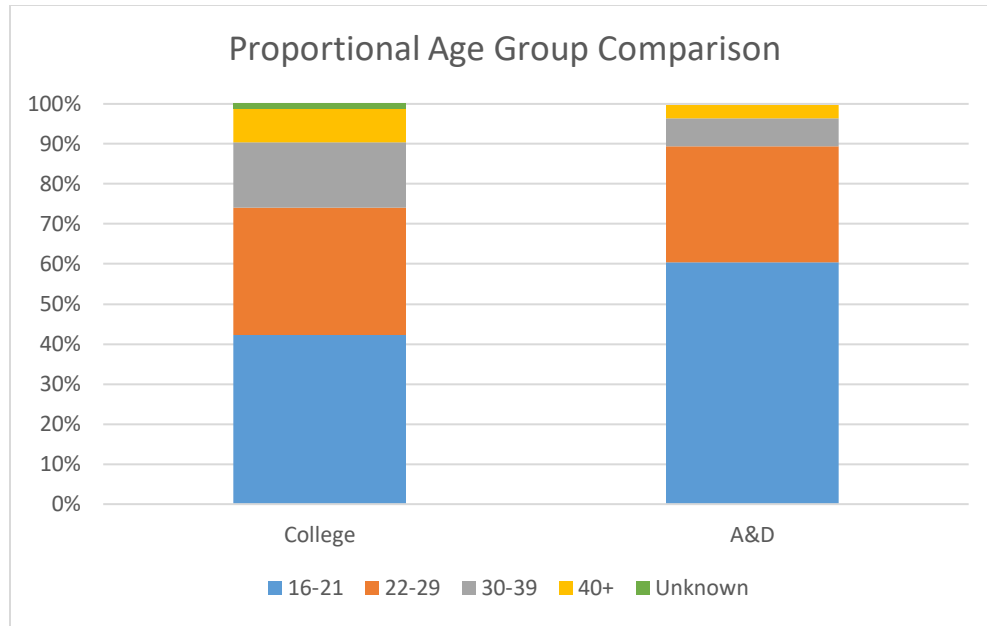
Asian	Female	9.0%	9.3%	9.3%	8.6%	11.6%	10.2%	8.3%	11.2%	8.3%	10.4%	9.6%
	Male	4.5%	4.1%	3.8%	4.1%	5.8%	4.6%	4.5%	3.6%	3.5%	3.7%	4.2%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.7%	0.0%	0.1%
Black	Female	18.7%	20.3%	19.1%	21.8%	18.7%	17.8%	17.8%	16.8%	23.5%	18.9%	19.3%
	Male	19.0%	19.9%	15.7%	14.1%	13.8%	18.8%	16.3%	17.2%	20.4%	19.3%	17.4%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.4%	0.1%
Hispanic	Female	8.7%	8.6%	10.2%	11.4%	10.7%	12.2%	17.8%	17.2%	13.1%	14.8%	12.5%
	Male	11.0%	8.6%	8.1%	9.1%	12.0%	9.6%	12.1%	6.8%	7.3%	5.6%	9.0%
	Unknown	0.3%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	0.8%	0.7%	0.4%	0.3%
Multi-Racial	Female	6.1%	4.5%	4.2%	5.0%	4.0%	3.6%	3.0%	3.2%	2.1%	4.1%	4.0%
	Male	1.3%	1.4%	2.5%	1.8%	1.8%	1.0%	1.9%	2.8%	2.4%	1.9%	1.9%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.4%	0.1%
Other/Unknown	Female	1.3%	2.1%	2.1%	1.8%	1.3%	1.5%	1.5%	2.0%	1.4%	2.6%	1.8%
	Male	0.6%	1.4%	1.7%	0.9%	0.9%	0.5%	0.4%	0.4%	0.3%	0.7%	0.8%
	Unknown	0.0%	0.0%	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.1%
Pacific Islander	Female	0.0%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
White	Female	13.2%	12.0%	14.4%	13.6%	13.8%	15.2%	10.6%	10.8%	10.0%	11.9%	12.6%
	Male	5.8%	6.9%	7.6%	6.8%	4.0%	5.1%	4.5%	5.2%	4.2%	4.4%	5.5%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.8%	0.8%	0.7%	0.4%	0.3%

Age by College

College	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
16-21	43.3%	41.1%	41.4%	39.1%	42.2%	41.0%	44.1%	42.7%	44.4%	42.4%	42.2%
22-29	32.0%	33.1%	32.8%	33.2%	31.7%	31.5%	30.6%	30.9%	30.6%	31.6%	31.8%
30-39	15.1%	16.0%	16.6%	18.0%	17.1%	17.5%	15.8%	16.4%	15.4%	16.3%	16.4%
40+	8.3%	9.0%	7.6%	8.2%	7.9%	8.9%	8.4%	8.9%	8.2%	8.6%	8.4%
Unknown	1.2%	0.9%	1.7%	1.5%	1.2%	1.0%	1.2%	1.1%	1.3%	1.1%	1.2%

Age by Art and Design Majors

A&D	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	AVG
16-21	59.5%	58.5%	55.0%	59.1%	58.4%	64.8%	61.6%	64.0%	62.6%	60.4%	59.5%
22-29	32.3%	32.6%	32.7%	29.3%	28.9%	26.1%	28.8%	23.5%	26.3%	29.0%	32.3%
30-39	4.1%	5.5%	9.5%	8.9%	10.7%	6.8%	6.0%	6.6%	5.2%	7.0%	4.1%
40+	3.8%	3.0%	2.3%	2.2%	2.0%	2.3%	3.6%	5.2%	5.6%	3.3%	3.8%



D. Academic Standing

Academic Standing by College

College	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Good Standing	94.1%	93.4%	93.3%	93.4%	90.0%	89.3%	87.7%	86.7%	76.3%	89.4%
Dropped/ Insufficient Progress	0.4%	0.3%	0.4%	0.3%	0.4%	0.4%	0.4%	0.4%	0.7%	0.4%
Dropped/ Poor Scholarship	0.4%	0.2%	0.4%	0.3%	0.7%	0.7%	1.0%	0.8%	1.4%	0.7%
Probation Full-time Status	3.3%	4.4%	3.8%	3.8%	6.7%	5.6%	8.0%	7.7%	16.5%	6.6%
Probation Part-time Status	1.8%	1.6%	2.1%	2.1%	2.2%	4.1%	2.9%	4.4%	5.2%	2.9%

Academic Standing by Art and Design Majors

A&D	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Good Standing	94.5%	93.5%	90.7%	91.4%	90.2%	89.3%	87.5%	82.8%	76.5%	88.5%
Dropped/ Insufficient Progress	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.3%	0.1%
Dropped/ Poor Scholarship	0.6%	0.0%	0.4%	0.5%	0.9%	0.5%	1.9%	0.8%	0.7%	0.7%

Probation Full-time Status	3.5%	4.5%	5.1%	5.9%	7.1%	6.6%	6.8%	11.6%	18.3%	7.7%
Probation Part-time Status	1.3%	2.1%	3.8%	2.3%	1.8%	3.6%	3.4%	4.4%	4.2%	3.0%

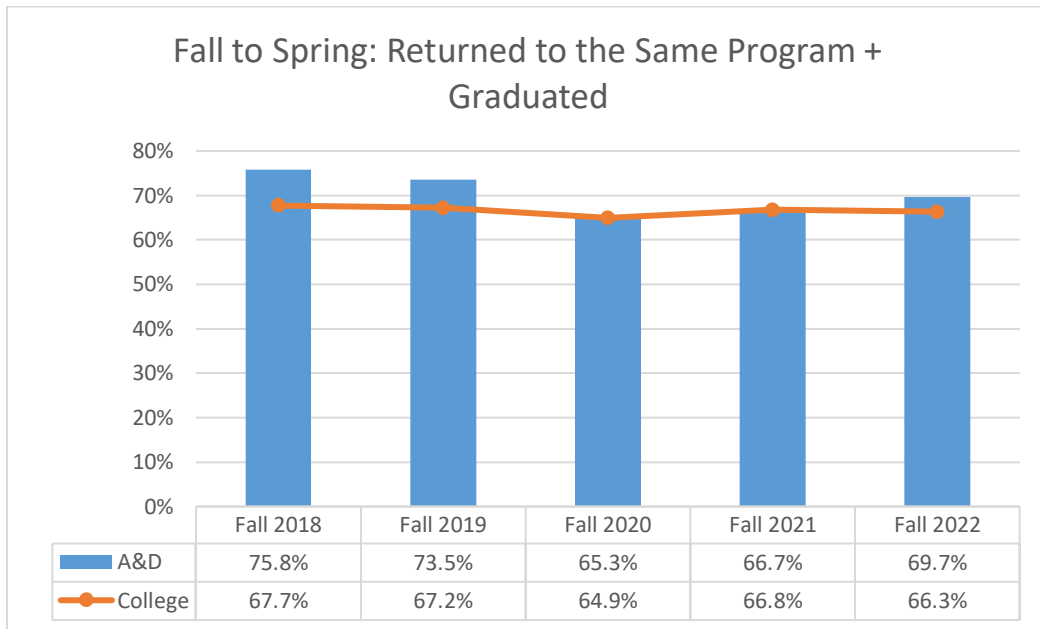
E. Retention

Fall to Spring

“Fall to Spring” retention records the proportions of students who have taken the action indicated (re-enrolled in their previous major, switched to a different major at the College, graduated, or not re-enrolled at the College) between the Fall semester labeled in each column and the subsequent Spring semester, i.e., within a single academic year.

College	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Average
Headcount	16668	15996	13672	11647	11636	13924
Returned to Same Program	62.8%	61.9%	59.0%	60.2%	61.4%	61.1%
Returned to Different Program	3.8%	4.0%	4.6%	3.4%	3.8%	3.9%
Graduated	2.7%	2.9%	3.9%	4.3%	3.1%	3.4%
Did Not Persist	30.6%	31.3%	32.6%	32.1%	31.7%	31.6%

A&D	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Average
Headcount	207	310	236	225	264	248.4
Returned to Same Program	75.4%	70.6%	63.1%	62.2%	67.8%	67.8%
Returned to Different Program	2.4%	3.2%	3.4%	2.7%	3.8%	3.1%
Graduated	0.5%	2.9%	2.1%	4.4%	1.9%	2.4%
Did Not Persist	21.7%	23.2%	31.4%	30.7%	26.5%	26.7%

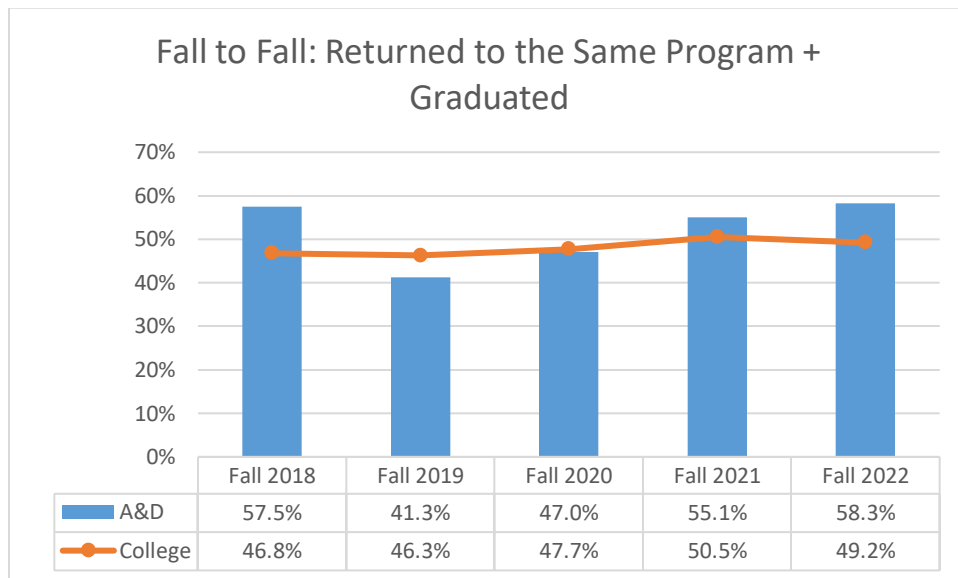


Fall to Fall

“Fall to Fall” retention records the proportions of students who have taken the action indicated (re-enrolled in their previous major, switched to a different major at the College, graduated, or not re-enrolled at the College) between the Fall semester labeled in each column and the subsequent Fall semester, i.e., from one academic year to the next.

College	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Average
Headcount	16668	15996	13672	11647	11636	13924
Returned to Same Program	36.0%	34.1%	33.4%	35.2%	36.8%	35.1%
Returned to Different Program	7.2%	6.1%	6.9%	6.3%	7.0%	6.7%
Graduated	9.6%	10.4%	13.1%	14.1%	12.4%	11.9%
Did not Persist	47.2%	49.4%	46.6%	44.3%	43.8%	46.3%

A&D	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Average
Headcount	207	310	236	225	264	248.4
Returned to Same Program	46.4%	33.5%	34.7%	43.6%	48.1%	41.3%
Returned to Different Program	2.9%	6.1%	5.1%	4.0%	3.0%	4.2%
Graduated	11.1%	7.7%	12.3%	11.6%	10.2%	10.6%
Did Not Persist	39.6%	52.6%	47.9%	40.9%	38.6%	43.9%



2. Transfer

The transfer data listed below includes students whose first semester at CCP was between 2015-2021 and whose last CCP major was Art and Design.

Majors

	Transferred	% of Total Program Transfers (141)
Earned 0-11 credits	39	28%
Earned 12-23 credits	26	18%
Earned 24-44 credits	21	15%
Earned 45 or more credits	55	39%

Graduates

	Transferred		Did not Transfer	
College-Wide Graduates	2050	52.80%	1835	47.20%
A.A. Graduates	1526	59.40%	1044	40.60%
Art and Design Graduates	43	56.58%	33	43.42%

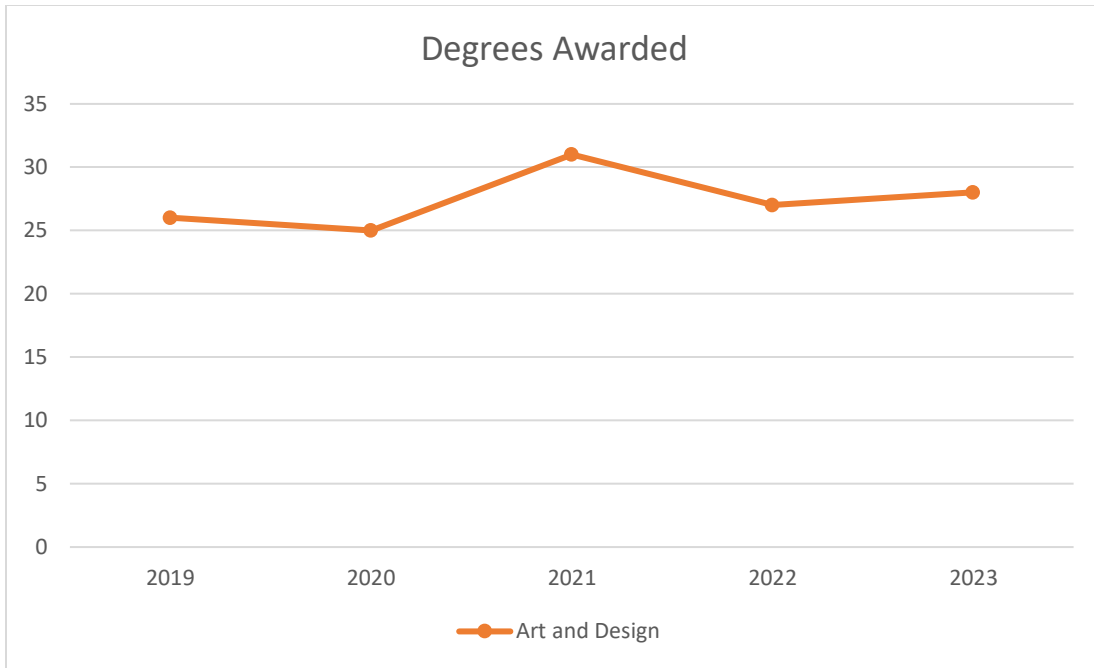
	Graduated from transfer inst.		Did not graduate from transfer inst.	
College-Wide Graduates	549	26.80%	1501	73.20%
A.A. Graduates	348	22.80%	1178	77.20%
Art and Design Graduates	5	11.63%	38	88.37%

Top 5 Transfer Institutions by Frequency

Temple University	Public	4-year
University of the Arts	Private	4-year
Pennsylvania Academy of the Fine Arts	Private	4-year
Moore College of Art and Design	Private	4-year
Drexel University	Private	4-year

3. Degrees Awarded

	2019	2020	2021	2022	2023	Total
AA	1122	1173	1235	1160	998	5688
Art and Design	26	25	31	27	28	137



4. Section Operating Efficiency

A&D	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Sections	19	24	15	17	21	20	20	23	22	19.7
Efficiency	84.9%	67.8%	86.7%	79.9%	67.9%	68.7%	77.3%	71.6%	80.0%	76.0%



English A.A. Program Key Highlights and Impact

Seve Torres, Curriculum Coordinator and Unit
Chair

Introduction



The English A.A. program aims to cultivate critical thinking, literary analysis, and cultural understanding.



Faculty focus on preparing students for transfer to baccalaureate programs and careers requiring strong communication skills.



Our program has an emphasis on diversity, equity, and inclusion to meet the College's mission.

Key Findings



- **English Degree Data Story:** The AA in English has seen some decline in enrollment since Spring 2022, with a bump in Spring 2023. More datapoints would be needed to establish an upward trend.
- The English degree enrolls a larger proportion of **full-time** students (38.3%) than the College overall (30.6%).
- From a **demographic** standpoint, the English degree looks a lot like the College in all respects, except for that it enrolls a lower proportion of students that identify as Black females (23.2%) than that of the College overall (30.1%) and a higher proportion of students that identify as White females (20.0%) than that of the College overall (14.0%).

Key Findings (continued)



- The program's **fall-to-fall retention** (33.1%) was **similar to** the College overall (35.1%).
- From Fall 2019 to Spring 2024, the English degree enrolled a **similar average proportion** of students **under 30** years of age (76.8%) as the College overall (74.0%) and awarded **111 degrees**.
- **Assessment:** The program has a strong history of assessment, including data analysis at the unit level, and clear assessment documentation. The English degree assesses its PLOs every semester and uses teaching circles to provide support for faculty and dedicated focus to various topics.

Action Items



In addition to a recommended **increase in enrollment** from the Fall 2023 headcount of 95 to 104 for Fall 2025, 113 for Fall 2027, to 122 for Fall 2029, we recommend that the program **continue to prioritize diversity and equity** through curricular review and revision and **develop initiatives to recruit and retain Black female students**, including forming partnerships with transfer institutions and maintaining the ongoing partnership with the Black Studies program.

Key Program Learning Outcomes~

Students Learn To:



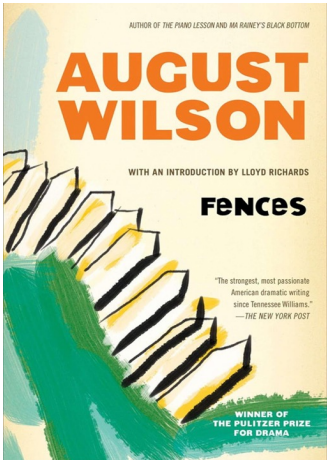
Identify elements of literary genres and communicate how these elements work together to create a work's theme & artistic impact.



Employ terminology for literary analysis.



Analyze how race, class, gender, citizenship, and sexuality intersect in literature across regions, cultures, and time periods.



Demonstrate effective academic writing skills.



Cultural and Academic Enrichment

Curriculum development efforts include diverse authors and perspectives.

Collaboration with the Black Studies program to address enrollment disparities and enhance cultural understanding.

Students engage in courses that promote empathy and a global perspective through literature.

Community Engagement Initiatives



Creative Writing Club: Supports creative expression, encourages publication, and networking.



Student Readings & Hooding Ceremonies: Celebrations of academic and creative achievements.



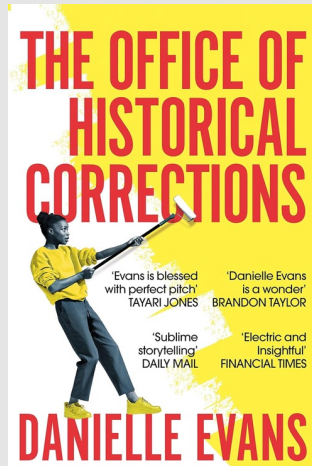
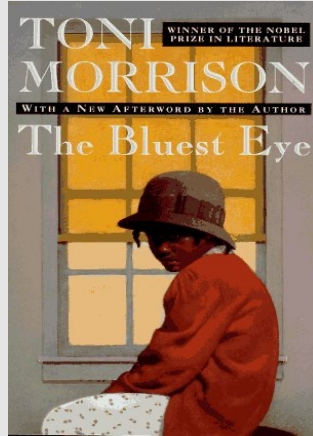
One Book, One College Program: Encourages campus-wide literary exploration.



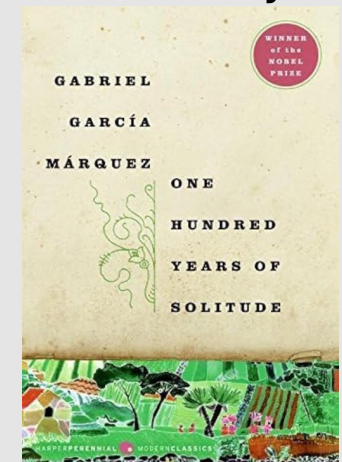
Professional and Academic Partnerships

- Transfer agreements with institutions include Temple University and Drexel University.
- Faculty are involved in local and professional literary events including poetry translation for Barnes Foundation, writing articles for the Philadelphia Inquirer, attending AWP panels, judging Drop the Mic, and leading a Scriptwriting group to produce a full stage-theatrical adaptation of the myth of Cassandra.

Curriculum Development



- Enhanced World Literature courses to include global perspectives.
- Centered African American Literature (250, 251) & African Literature (256) as a requirement in the Major.
- Revisions to align with cultural analysis and diversity-focused learning outcomes.



Assessment and Outcomes

Consistent achievement of 80% benchmarks in program learning outcomes.

Faculty-driven initiatives like teaching circles to enhance pedagogical approaches.

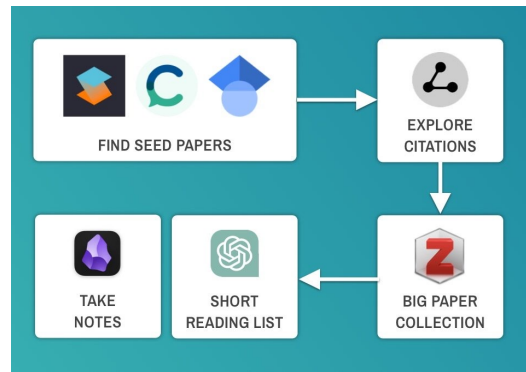
Regular updates to course content based on assessment data.

Student Testimonials from Revised English 190 Course (Teaching Circle Effectiveness)

"This class has taught me a lot of things, specifically learning how to analyze a passage of text in more detail. This class has also taught me to analyze literary text, learn how to use literature terminology better, identify the theme of the work, analyze intersectionality, and overall improve my academic writing." - Tai Do

- "Over the past few months, I have been working on literature assignments, and it has changed the way I look at books, stories, and passages. It has helped me realize what I can accomplish if I focus on getting things done." - Miguel Hernandez
- "Overall, I feel my strengths lie in analyzing texts, using literary terminology, and improving my academic writing. I have definitely grown in my ability to identify themes in literature and place them in a historical or cultural context. However, I recognize that I can still improve in simplifying complex ideas, making my arguments clearer, and using secondary sources more effectively. I plan to focus on these areas in my future work to become an even stronger writer and thinker." - Shantal Jaquez
- "Our last CLO (one of my favorites) was analyzing Intersectionality in writers' portrayals of various cultures and historical periods. The book this was based on was *Such a fun age* by Kiley Reid. This book was a fun, realistic book that let you think about how incidents happen like this in everyday life may they be big or small." - Aliyah Washington

Technological and Future-Oriented Goals



Exploration of AI tools to enhance literary analysis and creative processes.

Preparing students for roles in an information-driven economy. Reading is fundamental.

Focus on integrating modern technologies with traditional literary skills.

Recognition and Achievements

- Student publications in local and professional outlets such as *Alien Buddha Press*, *Tinderbox Press*, & *Kings River Review*.
- Events like "Elixir & Beyond Books" foster connections between students, faculty, and the broader community.
- A program dedicated to fostering lifelong skills in communication, creativity, and critical thinking.



Next Steps for the English Degree Program

- Establish connections with local HBCU's Cheney & Lincoln and work to articulate transfer agreements for our students in the English degree.
- Foster community & two-way communication between program faculty and students (a Canvas major page, student survey, & semester welcome/scheduling sessions).
- Track our CCP Alumni and establish ongoing professional sessions with former students and current students.
- Continue our commitment to diversity & inclusion through curriculum development and professional development.



Art & Design

Academic Program Review

Key Findings

Art & Design Data Story: The AA in Art and Design has seen steady growth since Spring 2022, and it enrolls a higher average proportion of **full-time students** (38.1%) than the College average of 30.6%.

The program enrolls a **similar average percentage of all demographic groups** as the College, with the **exception** of those identifying as **Black females** (19.3% compared to 30.1% for the College), those identifying as **Black males** (17.4% compared to the College overall of 12.3%) and those identifying as **female in general** (59.9%, compared to the College overall of 66.8%).

Key Findings (continued)

- The program's **fall-to-fall retention** (41.3%) was **higher** than the College overall (35.1%).
- From Fall 2019 to Spring 2024, Art and Design enrolled a **larger average proportion** of students **under 30** years of age (89.34%) than the College overall (74.0%) and awarded **137 degrees**.
- Regarding **assessment**, Art and Design has a history of robust assessment and clear documentation. The department tracks and analyzes student success in individual courses at the end of each semester with the use of department-wide portfolio reviews, and analysis of student success involves all the faculty, both full and part-time, at the end of every semester.

Key Findings (continued)

- Plans to increase **student engagement** include developing questionnaires for graduating students, planning museum trips, creating a peer-to-peer mentorship program, updating writing assignments, and improving communication with academic advisors.

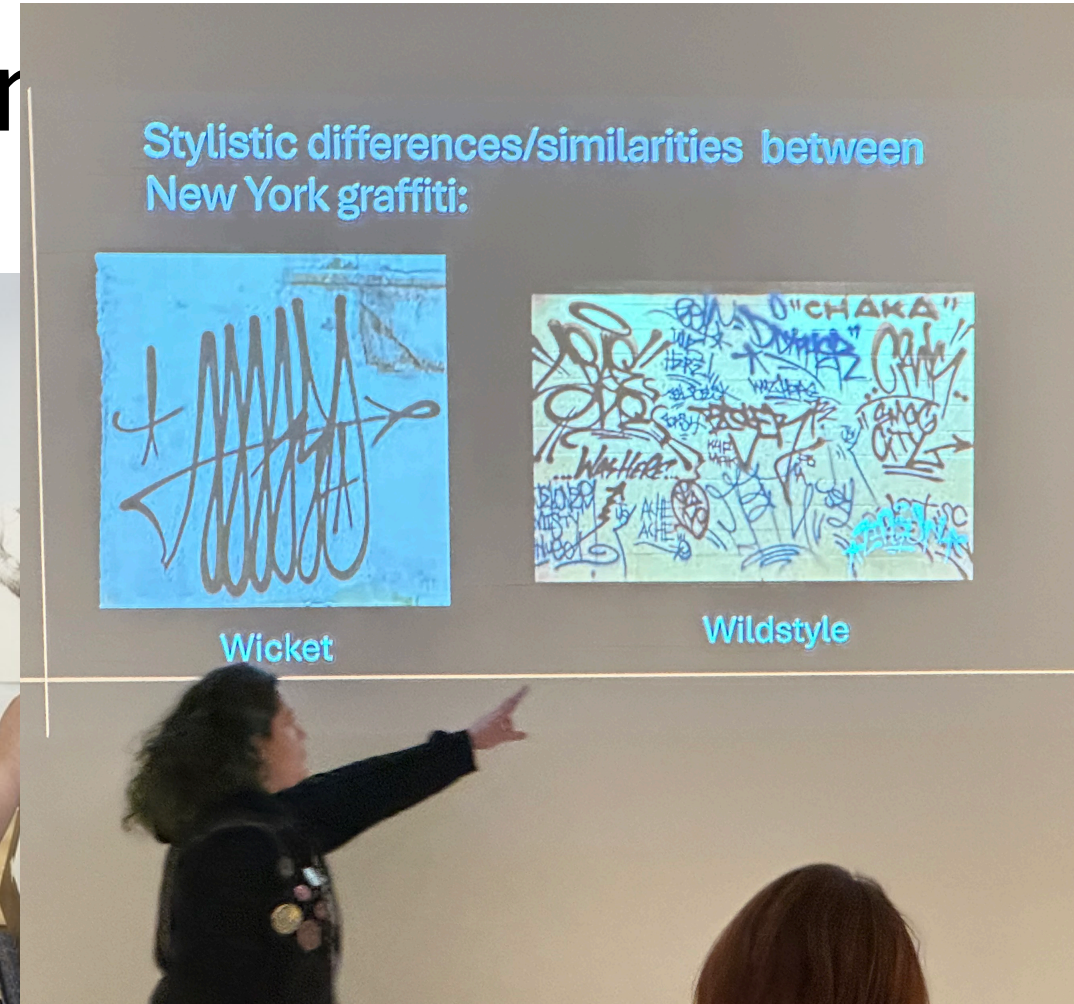
Action Items

Aside from the recommended **enrollment increase** (from the Fall 2023 headcount of 218 to 292–320 for Fall 2025, 293–352 for Fall 2027, to 294–386 for Fall 2029), the OAE recommends that Art and Design:

- Create a **recruitment and retention plan** that includes more **advising outreach** in classes as well as within the College overall, to demonstrate the value of an Art and Design degree
- Conduct **more recruiting events over the summer** with open houses, coordinating with more Philadelphia high schools, with the clearly defined goal of **attracting and retaining more students who identify as Black females, a recurring issue from the 2019 APR.**

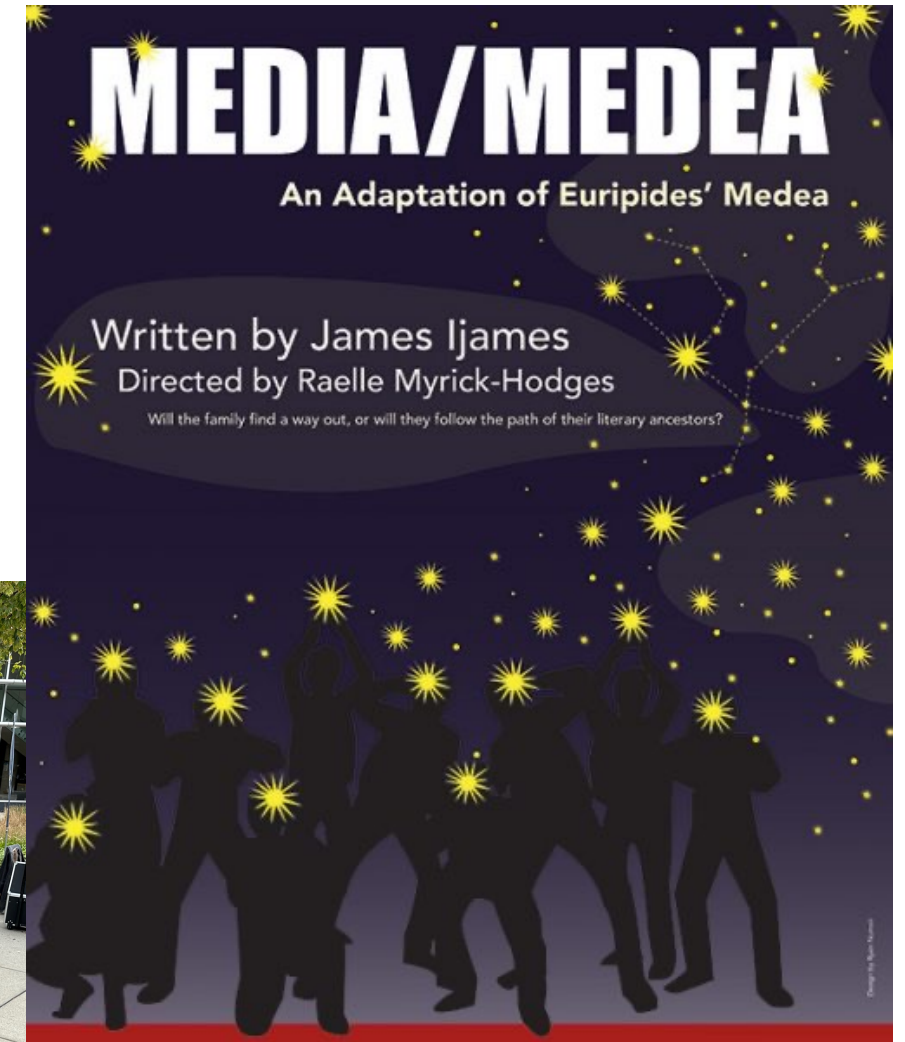
Students in the classroom

- Over 250 majors
- Studio & art history
- Interdisciplinary and intersectional material
- Open studio time



Students at the college

- Active art club
- Collaborations with other departments



Students in the community

- Barnes Foundation
- Philadelphia Museum of Art
- First Friday



Students in the art world

- Robust transfer program
- Articulation agreements with BFA programs
- Internships with local artists, designers, and museums
- Student makers
- Portfolio prep/ National Portfolio Day
- Scholarships



Students in the art world

Njideka Akunyili Crosby

@CCP Art & Design in 2000

@Swarthmore 2004

@PAFA 2006

@Yale MFA 2011

@MacArthur Fellowship “Genius” grant 2017

@Sotheby’s auction May 2024 \$4m sale



Students and faculty

- Practicing artists and art historians
- Robust exhibition and publication records
- Student/faculty engagement





Art & Design – committed to student education, development, and transfer, and to engagement with the College, the community, and the art world



Strategic Plan KPIs

Goal: Access

The College will increase access by attracting and retaining learners who reflect the diversity of the City and positioning them for transfer and/or career.

Strategic Drivers

Recruit, support & market from underrepresented sectors of the City:

- Expand Dev/Ed & ESL support
- South Philly
- Middle North-East
- Latine Communities
- Multilingual marketing
- Pursue HSI status
- Pursue AANAPSI status
- Increase use of technologies (AI)
- Expand stackable credentials

Key Performance Indicators

Tier 1

- Unduplicated annual headcount (credit and non-credit)
- Fall to Fall retention rate

Tier 2

- % of Hispanic students
- # of international students
- % of AANAPSI students
- % of Black/African American Students

Goal: Access

The College will increase access by attracting and retaining learners who reflect the diversity of the City and positioning them for transfer and/or career.

Benchmarks

Tier 1

- Unduplicated annual headcount (credit and non-credit): 17,536 credit + 3,425 noncredit = 20,961
- Fall to Fall retention rate: 57%

Tier 2

- % of Hispanic students: 17%
- # of international students: 287
- % of AANAPSI students: 10%
- % of Black/African American Students: 43%

Goal: Achievement

The College will provide a supportive and dynamic environment for all learners, which increases their achievement of relevant skills and completion of their goals, up to and including attainment of a credential for future success.

Strategic Drivers

- Expand opportunities for experiential-based learning
- Increase work-to-learn opportunities (e.g. Toyota T-TEN, Saxby's, AON)
- Increase technologies for learning: VR, IR, AR, AI modeling & simulations technologies
- Increase academic support/tutoring for developmental/ESL students
- Strengthen research methods for tracking post-graduates
- Dean of Evening/Weekend
- Dedicated support services evening
- Scholarships for part-time students

Key Performance Indicators

Tier 1

- FTFT degree graduation rate in 3 years/6 years
- Annual # of noncredit program completers
- Unduplicated # of graduates
- Transfer to Bachelors' Degree programs (with and without an award)

Tier 2

- Annual # of graduates per 100 FTE
- Graduating student rating of satisfaction with overall experience
- Annual credit hours attempted to completed (dev/college) replace?
- Average # of years for completion by part-time students
- Annual # of degree/certificates

Goal: Achievement

The College will provide a supportive and dynamic environment for all learners, which increases their achievement of relevant skills and completion of their goals, up to and including attainment of a credential for future success.

Benchmarks

Tier 1

- FTFT degree graduation rate in 3 years/6 years : 23%/28%
- Annual # of degree/certificates: 1,642
- Transfer to Bachelors' Degree programs (with and without an award): 40% all students, 60% graduates

Tier 2

- Annual # of graduates per 100 FTE: 16.83
- Annual # of noncredit program completers Graduating student rating of satisfaction with overall experience: 52.53% "excellent"; 34.24% "good"; 10.12% "fair"; 3.11% "poor"
- Annual credit hours attempted to completed (dev/college): 67%/76%
- Average # of years for completion by part-time students: Median Time Cert: 2 years, mean time cert 2 years
- Median Time Degree: 4 years, mean time degree 5 years

Goal: Equitable Outcomes

The College will close existing equity gaps using a data-informed approach to identifying and eliminating barriers to success, while implementing innovative solutions to improve student outcomes.

Strategic Drivers

- Implement RECE/RELA
- Diversity fellow expansion
- Added student support for ESL & developmental education
- Expanding accelerated developmental pathways
- Behavioral health support expansion for all students, faculty & staff
- Extend Guided Pathways to dual enrollment programs

Key Performance Indicators

- Graduation rate by race & gender and Pell in 3/6 years vs overall
- Gateway course completion rates in the first academic year (Pell Recipients, Gender, Race)
- Transfer to Bachelors' Degree programs (with and without an award) by Pell Recipients, Gender, Race

Goal: Equitable Outcomes

The College will close existing equity gaps using a data-informed approach to identifying and eliminating barriers to success, while implementing innovative solutions to improve student outcomes.

Benchmarks

- Pell graduation rate in 3 years and 6 years: 23%; 26%
- Graduation rate by race & gender
 - Three years:
 - Asian 42.86%
 - Black Non-Hispanic 15.36%
 - Hispanic 22.91%
 - Other/Unknown 19.18%
 - White Non-Hispanic 30.85%
 - Female 23.98%
 - Male 25.00%
 - Non-Binary 22.22%
 - Overall 24.34%
- Graduation rate by race & gender
 - Six years:
 - Asian 41.70%
 - Black Non-Hispanic 19.42%
 - Hispanic 22.46%
 - Other/Unknown 28.21%
 - White Non-Hispanic 36.76%
 - Female 31.43%
 - Male 22.86%
 - Overall 27.70%

Goal: Workforce & Economic Development

The College will meet the workforce needs of employers & the economic and civic needs of the City by prioritizing & leveraging partnerships that lead to an increase in the number of learners whose skills & credentials align with high-priority occupations.

Strategic Drivers

- Expand Health Science Tech certificates
Develop advisory committee (area Health Science CEOs) for health science certificates & proposed health science facility
- Develop/Expand training programs in the trades:
Advanced Manufacturing, Transportation, HVAC, Carpentry, Solar Panel installation
- Expand Gene & Cell Therapy programs
Complete & introduce Aspen Playbook Domains (Vision, Program alignment with Regional needs, Holistic Student Support, Industry Partnerships)
 - Program Alignment with HPO's

Key Performance Indicators

- High Priority Occupation Program Enrollment
- High Priority Program Completion
- Field employment rate
- 6-month post completion employment credit/noncredit
- Starting median earnings.

Goal: Workforce & Economic Development

The College will meet the workforce needs of employers & the economic and civic needs of the City by prioritizing & leveraging partnerships that lead to an increase in the number of learners whose skills & credentials align with high-priority occupations.

Benchmarks

- High Priority Program Enrollment
- High Priority Program Completion
- Field employment rate: 94%
- 6-month post completion employment credit/noncredit
- Starting Median Earnings : median: \$79,206

Goal: Long-term Success

The College will position itself to thrive in a changing educational environment by ongoing review, adaptation & assessment of its financial model, physical plant, operations and integration of technology.

Strategic Drivers

- Legislative strategy to increase public & private funding
- Implement public phase of comprehensive fundraising campaign
- Continue to increase public and government funds raised
- Pursue Aspen Award
- Commit to Baldrige Excellence Framework

Key Performance Indicators

Tier 1

- Percentage of College budget covered by tuition/revenues
- Annual # of credit hours
- Annual # of FTEs

Tier 2

- Employee survey including questions on operational efficiency & technology integration
- Student survey including questions on operational efficiency & technology integration
- Dollars generated outside tuition, state and city allocation

Goal: Long-term Success

The College will position itself to thrive in a changing educational environment by ongoing review, adaptation & assessment of its financial model, physical plant, operations and integration of technology.

Benchmarks

Tier 1

- Percentage of College budget covered by tuition/revenues
- Annual # of credit hours: 243,034
- Annual # of FTEs: 9,754

Tier 2

- Employee survey including questions on operational efficiency & technology integration: instrument in development
- Student survey including questions on operational efficiency & technology integration: instrument in development
- Dollars generated outside tuition, state and city allocation

**COMBINED MEETING OF THE BUSINESS AFFAIRS AND
EXECUTIVE COMMITTEES OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, January 15, 2025 – 9:30 A.M.**

Present for the Business Affairs Committee: Ms. Mindy Posoff, Chair (presiding), Mr. Harold Epps), Pastor Mason, Mr. Timothy Ford, Mr. Rob Dubow (via zoom), Ms. Chekemma J. Fulmore-Townsend (via zoom), and Mr. Jeremiah White, Jr., (via zoom), Ms. Ajeenah Amir (via zoom)

Present for the Executive Committee: Mr. Harold T. Epps, Chair (presiding; via zoom), Ms. Chekemma Fulmore-Townsend (via zoom), Ms. Aneenah Amir, (via zoom), Ms. Mindy Posoff, and Mr. Jeremiah White (via zoom)

Present for the Administration: Dr. Donald Generals, Mr. Jacob Eapen, Ms. Carolyn Flynn, Esp., Mr. Derrick Sawyer, Dr. Alycia Marshall, Dr. Mellissia Zanjani, Dr. Shannon Rooney, Mr. Gim Lim, Ms. Marsia Henley, Ms. Josephine DiGregorio (via zoom), Mr. Wiggins, and Dr. Lipscomb.

Guest: Dr. Judith Gay, Vice President Emerita (via zoom)

EXECUTIVE SESSION

The Board of Trustees started in Executive Session to discuss personnel matters.

AGENDA
EXECUTIVE COMMITTEE
PUBLIC SESSION

(1) Policy Approval: Logo and Tagline Usage Policy (Action Item)

Discussion: Ms. Flynn stated that staff is seeking approval of a new policy addressing the usage of Community College of Philadelphia’s logo and tagline. This policy has been reviewed by the Board’s Policy Working Group. A clean version of the Logo and Tagline Usage Policy is attached as Attachment A.

Ms. Flynn stated that staff seeks approval of a new policy addressing the usage of Community College of Philadelphia’s logo and tagline. This policy has been reviewed by the Board’s Policy Working Group. A clean version of the Logo and Tagline Usage Policy is attached as Attachment A.

Action: Ms. Posoff motioned, and Ms. Fulmore-Townsend seconded the motion that the Executive Committee of the Board of Trustees recommend to the Board of Trustees to approve the Logo and Tagline Usage Policy. The motion was approved unanimously.

(2) Solar for School Resolution (Action Item)

Discussion: Ms. Flynn stated that staff is seeking approval of a Resolution authorizing the Community College of Philadelphia to request a Solar for Schools Program grant from the Department of Economic Development. The Resolution is attached as Attachment B. The Resolution is required to be included with the grant application.

Action: Staff requests that the Executive Committee of the Board of Trustees recommend to the Board of Trustees to approve the Resolution (Attachment B) authorizing the Community College of Philadelphia to request a Solar for Schools Program grant. Mr. Ford motioned, and Mr. Debow seconded the motion. The motion passed unanimously.

(3) President's Compensation (Action Item)

Discussion: On behalf of the Compensation Working Group's Chair, Sheila Ireland, the Board Chair Harold T. Epps requests that the Executive Committee of the Board of Trustees recommend to the Board of Trustees to approve the President's compensation package, which was recommended by the Board's Compensation Working Group.

Action: Ms. Posoff motioned, and Ms. Fulmore-Townsend seconded the motion to recommend to the Board of Trustees to approve the President's compensation package, which was recommended by the Board's Compensation Working Group. The motion passed unanimously.

The Executive Committee of the Board of Trustees adjourned at 9:34 am.

AGENDA
BUSINESS AFFAIRS COMMITTEE
PUBLIC SESSION

Please note that Attachment C contains a spreadsheet that lists the vendor/consultant, the amount, and the source of funding (i.e., Capital Budget, Operating Budget, Perkins Grant, or Bond Proceeds) which College Administration is seeking approval.

(1) Purchase of Furniture from CI Solutions (Action Item)

Discussion: Mr. Eapen stated that staff seeks approval for purchase of furniture related to office moves from 1500 Spring Garden Street (leased space) into offices on the Main Campus.

The College will purchase Haworth products using the national Omnia Contract: OT0030352 Region 4 #R191808.

Ms. Henley stated that CI Solutions is a minority vendor in Downingtown, PA with an office in Philadelphia. CI Solutions has 75 employees, 8% of which are underrepresented persons of color.

Mr. Ford asked about the existing furniture at 1500 Spring Garden Street, and Mr. Eapen stated that most of the existing furniture will be moved to the Main Campus.

Action: Mr. Dubow motioned, and Ms. Posoff seconded the motion that staff requests that the Business Affairs Committee recommend to the Board of Trustees the purchase of furniture from CI Solutions in the amount of \$138,000. The purchase of furniture will be paid from the Capital Budget. The motion passed unanimously.

(2) Purchase and Installation by HSI for 35 Interactive Panels (Action Item)

Discussion: Mr. Eapen stated that staff seeks approval of the purchase and installation of 35 interactive panels. Maintaining the current legacy interactive panels has become increasingly costly for the college due to the number of parts and repair expenses. The typical lifespan of a Clear Touch panel is approximately 50,000 hours or 5 ³/₄ years.

The Dean of Online Learning and Media Services stated that many of our panels, installed prior to the pandemic, are now over 7 years old, leading to significant performance issues. Ms. Rege stated that most cannot be updated, and the user interface has become less user-friendly despite efforts to extend device through automated shut-off features.

Several ongoing issues have been identified during the past year with our current Clear Touch panels:

- 8 interactive panel displays are no longer functional at all.
- Approximately 20 computer blades have required shipping back to Clear Touch for repair. All panels, except the newest one in CME (which has already malfunctioned and is being returned for service), are beyond warranty coverage.
- MMS staff have replaced 10 computer blade fans.
- ITS has swapped and reimaged 10 computer blades.

The Clear Touch models has not met all expectations, and is recommending that we transition to a more reliable and cost-effective solution. To address these challenges, a data-driven, five-year replacement cycle has been developed to prioritize panel replacements. Panels with consistent performance issues will be addressed first, followed by the oldest panels.

As part of the replacement plan, we propose the replacement of 35 interactive panels with Touchview brand panels from this fiscal year's budget. These panels offer a more user-friendly interface, are cost-effective, and include a service warranty with guaranteed replacement within 24 hours. Professional installation will be handled by Haverford Systems, Inc. (HSI), a member of the COSTARS state-wide cooperative purchasing program.

Mr. Ford asked if the Clear Touch and Touchview work together. Ms. Rege responded yes. Ms. Rege also stated that HSI, Inc. has been very responsive to our needs.

Staff requests that the Business Affairs Committee recommends to the Board of Trustees the purchase and installation of interactive panels from HSI, Inc. in the amount of \$157,000. This purchase will be from the capital budget.

Action: Mr. Dubow motioned and Ms. Posoff seconded the motion that staff recommend to the Board of Trustees to purchase the installation panels from HSI, Inc. in the amount of \$157,000. This purchase will be from the capital budget. The motion passed unanimously.

(3) Next Meeting – Business Affairs Committee of the Board of Trustees (Information Item)

The next meeting of the Business Affairs Committee is scheduled for Wednesday, Wednesday, February 19, 2025 at 9:00 AM.

Mr. White asked if the college applied for the grant to get a weapons detection system. Mr. Eapen replied that they asked for \$1,000,000, and was awarded \$350,000. Mr. Eapen stated that there is a second application for the remaining \$650,000.

Ms. Posoff stated that there will be a Special Business Affairs Committee to review Mosaic Real Estate report prior to the February 19, 2025 Business Affairs Committee of the Board of Trustees meeting.

The meeting was adjourned at 9:53 am.

EXECUTIVE SESSION

The Business Affairs Committee went into Executive Session to discuss negotiations and personnel matters.

ATTACHMENT A

Logo and Tagline Usage Policy

Community College of Philadelphia Logo and Tagline Usage Policy

Issued: _____, 2025

Approved by: Board of Trustees

Policy Owner: Assistant Vice President, Brand Management and Operations

Purpose

Community College of Philadelphia's logo is the most visible element of the brand's visual identity system and is the primary touch point to communicate the brand. To ensure the logo maintains its strength, it may only be treated as designated in this policy and the College's Brand Guidelines ([hyperlink](#)) and permission to use the logo must be obtained from the Office of Strategic Communications. Consistency in the use of the logo helps to develop and maintain the brand and lends credibility to the College's endeavors. The logo is comprised of two elements: a custom icon and wordmark. The logo and the College's tagline (e.g. "Rise from Within") are registered and trademarked and are the sole and exclusive property of Community College of Philadelphia.

Policy Statement

Community College of Philadelphia's logo must be used on all external communications, print, digital, and outdoor, as well as all official internal communications at the discretion of the Office of Strategic Communications. The College's logo is a standalone mark. The logo lockup provided by the Office of Strategic Communications may not be altered in any way, nor combined with any other graphic elements. Any use of the logo and/or tagline must adhere to the College's Brand Guidelines ([hyperlink](#)). It may not be used in any way that may discredit, devalue or harm the College's brand.

Primary Logo

The vertical and horizontal formats of the College's logo should be used whenever possible to reinforce the College's brand. Official logos must be obtained from the Office of Strategic Communications.

Logo Extensions

The College has logo extensions for the Foundation, programs, divisions, departments, centers and College locations. It is highly encouraged to use the College's primary logo on all external communications. When a logo extension is

required, only official logo extension files may be used. The Office of Strategic Communications provides these files and grants permission to use them.

Promotional Items

Promotional items should be purchased from the College's official Swag Store, ccpswag.com. Exemptions from using this store include orders from local minority vendors, and items that cannot be found through the Swag Store. Most promotional items should have the College's primary logo on them to reinforce the brand when people are out in public wearing or carrying these items. Logo extensions may be used on select items approved by Brand Management.

Procedures

The logo is available for download at [\(hyperlink\)](#). The Office of Strategic Communications shall establish and post procedures and guidelines for logo-related requests, including logo extensions and external/third-party use. All Brand Guidelines must be adhered to when using the logo and/or tagline. The logo should only be downloaded from the original source [\(link\)](#). The colors of the logo may not be changed, and logos may not be altered, distorted, stretched, or combined with other words or graphics.

External organizations partnering with the College must also adhere to all Brand Guidelines to use the logo and/or tagline, including obtaining permission from the Office of Strategic Communications for any intended use.

Questions regarding usage of Primary Logos or Logo extensions should be directed to the Office of Strategic Communications. [\(link to contact\)](#)

Questions regarding ordering promotional items should be directed to the Assistant Vice President of Brand Management & Operations.

Resources and Related Policies:

Brand Guidelines [\(link when posted\)](#)

Acceptable Use Policy for Interactive Systems (Policy #307) [\(hyperlink\)](#)

ATTACHMENT B

Solar for Schools Grants
Program Resolution

Appendix II – Authorized Official Resolution

Be it RESOLVED, that the Community College of Philadelphia (Name of Applicant) of Philadelphia, Pennsylvania (Name of County) hereby request a Solar for Schools Program grant of \$ Amount of estimate TBD from the Department of Community and Economic Development to be used for purchase and installation of solar panels.

Be it FURTHER RESOLVED, that the Applicant does hereby designate Dr. Donald Generals, President (Name and Title) and Jacob Eapen, VP of Business and Finance (Name and Title) as the official(s) to execute all documents and agreements between the Community College of Philadelphia (Name of Applicant) and the Department of Community and Economic Development to facilitate and assist in obtaining the requested grant/loan.

I, _____, duly qualified Secretary of the (Name of Applicant), _____ (Name of County), PA, hereby certify that the forgoing is a true and correct copy of a Resolution duly adopted by a majority vote of the Executive Committee (Governing Body) at a regular meeting held January 15, 2025 (Date) and said Resolution has been recorded in the Minutes of the Community College of Philadelphia (Applicant) and remains in effect as of this date.

IN WITNESS THEREOF, I affix my hand and attach the seal of the Community College of Philadelphia (Applicant), this 15th day of January, 2025

Community College of Philadelphia
Name of Applicant

Philadelphia, Pennsylvania
County

ATTACHMENT C
FUNDING FOR ACTION ITEMS
MEETING OF THE BUSINESS AFFAIRS
COMMITTEE OF THE BOARD OF TRUSTEES

AGENDA: January 15, 2025

Agenda No.	Vendor/Consultant	Amount	Source
1	CI Solutions	\$137,466	Capital Budget
2	HSI	\$157,000	Capital Budget

Meeting of the Workforce Subcommittee
Wednesday, January 29, 2025 (3:00pm-4:00pm)
Room C2-5
Minutes

Present: Ms. Sheila Ireland, Presiding: Dr. Donald Generals, Dr. Alycia Marshall, Dr. Judith Gay, Mr. Harold Epps, Dr. Linda Powell, Dr. Darren Lipscomb, Dr. Ayanna Washington, Dr. Mellissia Zanjani, Dr. Dave Thomas, Ms. Peggy Dugan, Ms. Josephine DiGregorio, Dr. Shannon Rooney, Ms. Chekemma Fulmore-Townsend, Mr. Kris Jones, Mr. Michael Cooper, Ms. Anjeenah Amir, Mr. Ron Sizer, Ms. Sarah Hill, Ms. Theresa Neal

Opening Remarks:

Chair Sheila Ireland called the meeting to order.

Navy Expansion Project Update:

Dr. Generals introduced Mr. Kris Jones, Founder and CEO of the Naval Welding Institute. Mr. Jones explained that NWI supports academic institutions with the development, launch and administration of advanced manufacturing programs, specific to welding, nondestructive testing (NDT) and metallurgy. In 2023, NWI was brought in to do an assessment of the College's welding program. The report was ultimately utilized to pursue funding to revamp the welding program. This project has been funded by the Navy through its partner, the BlueForge Alliance. \$2.76 million dollars is the total amount that the Navy is investing in the City of Philadelphia to train welders to build submarines. The Navy projects 140,000 professionals will be needed over the next 10 years for submarine manufacture.

- Pennsylvania is home to the highest density of defense manufacturers
- The US Navy provides funding to CCP, through Blue Forge Alliance, to align the welding program with industry needs
- CCP to also introduce nondestructive testing (NDT), four industrial inspection methods (Visual, Penetrant, Magnetic, Ultrasonic) to complement welding and offer additional quality assurance avenues with upward mobility
- Funding supports acquisition of: welding booths, melting machines, consumable metals (plate/pipe), inspection tables, NDT equipment, scholarships, advertising, personnel
- 75 scholarships fully funded = \$449,925
- Period of performance: Dec 2024 - May 2026

Chair Ireland asked Mr. Jones to confirm that it is 75 scholarships over 18 months. Mr. Jones replied yes, with the period of Dec. 24-May 26 for the development of curriculum, integration of program, and scholarships. Chair Ireland asked for a launch date; both Dr. Marshall and Mr. Jones confirmed it would be the Fall term of 2025. Chair Ireland asked how many welding students there were; Mr. Jones stated that there are currently around 41 students coming out of the welding program per year and the goal is to have 143 at maximum (including attrition) with more welding booths added.

Mr. Jones spoke about the Foundational Design Criteria:

- Minimal modifications needed in the CATC Building

- Add welding booths to the maximum extent possible
- Integrate proposed redesign with existing infrastructure (ducting, electrical, etc.)
- Double welding booths within existing space
- In booth standalone ventilation
- 9 industrial multi-process welding machines added, aligned with regional manufacturers.

Mr. Jones stated that when the initial install is completed, the existing lab space will have a total of 17 welding booths. Dr. Marshall stated that they will be looking into day, evening and weekend opportunities as well.

Welding Curriculum

Based on industry feedback, NWI will develop and infuse an additional 450 hours, theory (150 hours) and applied welding performance (300 hours).

This will align the program with local manufacturers. The welding revised program will exceed 1000 hours, satisfying industry recommendations for more experience. New welding components fill current gaps resulting from a lack of specifications and standards needed by regional employers.

Industry aligned equipment, and advanced materials (stainless steel, inconel, copper, nickel, etc.), will highlight CCP as a leader in applied advanced manufacturing education nationally.

Projects with inspections will further impress upon students the importance of quality. Silicon's Rapid Arc Welding (CNC stud welding) process will be featured in the program. This will be a first for any collegiate program nationally. Rapid Arc Welding (RAW) is used extensively across industries offering students diverse options for employment after course completion. Offered for the 2025-2026 academic year, NWI will develop all content and train CCP staff to teach the first cohort.

Mr. Jones stated that as they looked across the nation, the 1000-hour mark is what most programs would like to have their future employees experience to support the industry standards.

Inspection Curriculum

Nondestructive testing (NDT) will be added as a standalone program to complement the welding program. This will be a first of its kind theory and applied training within the city of Philadelphia.

The NDT program will be aligned with industry standards and credentials in compliance with the American Society of Nondestructive Testing (ASNT), for commercial applications, and the Navy for defense contractor suitability.

CCP's program will have four inspection methods - Visual Testing (VT), Penetrant Testing (PT), Magnetic Particle Testing (MT) and Ultrasonic Testing (UT). These skill sets provide opportunities for higher levels of responsibility and family sustaining wages.

As of the date of this meeting, there are 491 job opportunities in NDT posted on LinkedIn.

NDT Program duration will be 500 hours, theory (136 hours) and applied (364 hours)

NDT Lab Extension

- NDT co-located with welding lab, close proximity aids in collaboration
- No major alterations to space needed

- DOWNDRAFT inspection tables introduced to ensure safety
- Ideal for surface inspection method training (VT, PT, MT) and Ultrasonic Testing (UT)
- Layout designed to support 12 students per cohort

Awareness Campaign

As our partner, BlueForge alliance wants to be sure that CCP is sharing with the region what CCP is doing in regards this project and marketing the programs.

There will be an aggressive campaign starting soon.

Chair Ireland asked what the level of demand is currently for the welding program. Dr. Lipscomb stated that they do have a lot of interest, but some students are not able to join existing classes with the limited number of available seats. Dr. Lipscomb stated that they can generate enough students to fill the projected seats. Chair Ireland asked how we would do that. Dr. Lipscomb said to open up seats to students we are saying no to and build more relationships with our area vocational high schools, while also connecting with adult learners.

Dr. Marshall added that the scholarship dollars provided through the Navy funding will be a great help to enroll additional students with the \$6,000 price point for welding instruction.

Chair Ireland asked Mr. Jones how we are going to make sure that the incoming students are prepared to handle all of the material. Mr. Jones responded that the NWI team will be working closely with CCP staff through extensive training to ensure the faculty are equipped to handle the student needs.

Workforce Enrollment Updates

Dr. Linda Powell spoke about the current enrollment numbers for Spring 2025 non-credit courses to include CATC enrollments and current outreach activities.

Spring 2025 Non-credit Enrollment:

Welding – 32 students enrolled (16 enrollments in Welding for Pre-Apprentices)

CNC Precision Machining - 13 students enrolled

Electromechanical - 7 students enrolled

Dental Assisting – 6 students enrolled (still enrolling with a March start date)

Nurse Aide Training Program – 12 students enrolled (still enrolling) 3 sections

Aseptic Technology – 20 students (still enrolling) Department of Labor classes.

CATC Enrollment, Marketing and Recruitment:

Summer 2024: 214 enrollments; Fall 2024: 229 enrollments

Enrollment Outreach: 9 events scheduled at CATC from 12/2/2024-1/23/2025

Advanced Manufacturing Enrollment Day was 12/11/24

Health & Wellness Day to promote 2025 SP/SU enrollment for all H&W programs was 12/5/2024

CATC cross-divisional staff met on 1/14/2025 to discuss a comprehensive strategy for increasing enrollment; regular meetings will be held biweekly moving forward

Chair Ireland asked for more information on the enrollment outreach events. Dr. Powell explained the CCP staff and recruiters have reached out to not only interested students, but also to community partners as well as non-profit organizations.

Chair Ireland asked if we were advertising and how is word getting out about these programs. Dr. Lipscomb responded that information is being shared regularly with our various stakeholders, through visits to high schools, area partners, and social media. Workforce staff meets with marketing on a regular basis.

CCME (City College for Municipal Employment) and Apprenticeships

Dr. Dave Thomas spoke about the CCME and stated that this fall was the kickoff semester. The 1st cohort had 74 students in specific pathways (office administrative associate and computer support specialist pathways).

The Computer Support Specialist pathway is a two-part pathway; first pathway is a non-credit and the second pathway is credit. In the first pathway, 58 students completed. They are following up with students to find out why the rest did not finish.

Of the 58 students who completed the first pathway, 50 are reenrolled in the second pathway.

We currently have 190 students registered for spring semester. In addition, we are offering the patient service representative pathway, automotive tech pathway and public safety officer pathway.

The College is also offering upskilling for current city employees; we are offering courses in industrial maintenance mechanic for about 20 students. This is for the Street and Water Department.

Sara Hill talked about the pre-apprenticeships stating that we are currently running Ready to Weld with 16 students with the School District. The College has started employer partner visits where the employer comes to us instead of 5 different school districts. The goal for that is for every student to graduate with a job or a plan. The College is working to register an additional pre-apprenticeship program in advanced manufacturing with the state.

Programs and Operations

Dr. Powell discussed the creation of course learning outcomes in Workforce courses to increase that path toward micro-credentialing and alignment between credit and non-credit programming for seamless pathways for students. An additional focus is on enhanced collaboration with marketing targeting workforce programs.

Chair Ireland called for the previous minutes from the August 21, 2024 meeting to be approved. Chekemma Fulmore-Townsend approved, and Chair Ireland seconded.

Strategic Plan GOAL: Workforce Development

Dr. Marshall discussed the new proposed strategic goal for Workforce Development which now includes a “CCP” definition of workforce.

The College will meet the workforce needs of employers & the economic and civic needs of the City by prioritizing & leveraging partnerships that lead to an increase in the number of learners whose skills & credentials align with high-priority occupations. Workforce programming at CCP will include a blended approach of credit and non-credit curriculum, stackable credentials and micro-credentials, seamless pathways, and the integration of general education and workforce readiness skills, resulting in living wage employment and economic sustainability for students and their families.

Dr. Powell let the committee know that she reviewed Pew Charitable Trust reports, Philadelphia Works reports, and the Educational Strategy reports to inform a working list of HPO’s (high priority

occupations) and aligned CCP programs. Dr. Powell discussed the hourly wages in alignment with our current programs and proposed programs for HPO's within the region as a starting point for future discussions to inform workforce planning at the institution.

Chair Ireland called the meeting Adjourned at 3:58pm.

COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, January 9, 2025 – 2:30 p.m.
Isadore A. Shrager Boardroom, Room M2-1/Hybrid

Present: Ms. Rosalyn McPherson, presiding: Ms. Ajeenah Amir, Representative Morgan Cephas, Mr. Pat Clancy, Mr. Michael Cooper, Mr. Rob Dubow, Mr. Timothy Ford, Ms. Chekemma Fulmore-Townsend, Ms. Sheila Ireland, Dr. Carol Jenkins, Pastor Jonathan Mason, Ms. Mindy Posoff, Mr. Jeremiah White, Dr. Donald Generals, Ms. Josephine Di Gregorio, Mr. Eapen, Dr. David Thomas, Dr. Mellissia Zanjani, Dr. Alycia Marshall, Ms. Carolyn Flynn, Dr. Darren Lipscomb, and Dr. Ellyn Jo Waller

(1) Executive Session I

Ms. McPherson stated that the Executive Session was devoted to a discussion of legal and personnel matters. Ms. McPherson stated that the Board also met in Executive Session on December 4, 2024 to discuss personnel matters.

(2) Meeting Called to Order

Ms. McPherson called the meeting to order and reviewed the goals for the meeting.

(3) Public Comment

Ms. McPherson asked if there were any public comment requests.

Ms. Flynn, General Counsel, stated that 19 requests for Public Comment have been received. Ms. McPherson stated that due to the number of requests, the time of two minutes will be given to each presenter. Ms. McPherson stated that while she respects the need to be heard, if the issue has already been addressed, it is not necessary to repeat it.

The following individuals provided Public Comment:

- Frank Scales, student and President of the Student Government Association (SGA), distributed a document to the Board. He stated that when he campaigned for the presidency of the Student Government Association, he pledged that he was going to work on three things: a student representative on the Board of Trustees; TransPasses for students; and getting rid of the bureaucracy. Mr. Scales stated that the problems at the College are cultural, a lack of accountability and transparency. Mr. Scales stated that the faculty advisor appointed by the administration has not attended any of the SGA events. Mr. Scales stated that the Board must serve students.

- Luke Cooper, student, spoke about the lack of transparency about College finances and investments. Mr. Cooper stated that the students believe that they can manage student life. He stated that the administration should be accountable for finances and that students should be able to see where the money goes. Mr. Cooper noted that there is a lack of confidence in the administration.
- Michael Grinnan, student, spoke on the lack of communication to students. He advocated for the SGA president to communicate with the administration and the Board of Trustees. Mr. Grinnan stated that the students are not opposed to working with anyone. He stated that rules are made without consideration of students. He asked that the Board and the administration listen to students and provide feedback.
- Eleanor Noszka, student, spoke on scheduling issues and class cancellations. She asked that the Board and administration reduce cancellations of classes.
- Jaritsa Orsini, student, stated that students are not respected, and that there is no money for support of students. Ms. Orsini stated that the administration is not responding to students' concerns. Ms. Orsini urged the Board and the administration to listen to students and address their concerns.
- Abdul Al-Hourani, student, spoke on the lack of communication between the administration and students. He stated that the issues from last semester have not been settled. Mr. Al-Hourani stated that student life connections between the SGA and Dr. Marshall are not good. He also stated that the Student Government Association has no confidence in the faculty advisor.
- Katerine Shammout, student, stated that she chairs a committee of the SGA. Ms. Shammout spoke on the need for a faculty advisor who can help students, and the need for a student representative on the Board of Trustees. She asked that the administration collaborate better with students so that everyone can move forward in the same direction.
- Elijah McCain, student, spoke on the need for students to have more control over own budget, and the need for a new SGA advisor.
- Max Hassel, student, read a public comment on behalf of Paulina Reyes. Ms. Reyes expressed concerns regarding the issue of students reading below grade level when they come to the College. Ms. Reyes is a student journalist who created an outlet for students and students thought that they were bad writers.

Why do students read below grade level? Why do students struggle so much at CCP? Is ESL really helping students?

- Frank Scales read a public comment on behalf of KaRon Sheffield which stated that the SGA fights battles for students; the need to make sure that students receive the best postsecondary education; and adding a student representative on the Board of Trustees.
- Dheborra Castro, student, spoke about the need for SEPTA TransPass for students and faculty.
- Roberta Massuch, Instructional Aide, Art, spoke on labor negotiations, including the need for faculty salary adjustments and significant raises, advancement opportunities, and her support for AFT's proposal.
- Max Hassel, student, spoke on the need for a student newspaper. He stated that the *Student Vanguard* has not been published since he left. He stated that students want to write. Mr. Hassel spoke about *The Independent* that he publishes on his own without any money from the College. He noted that the budget for the student newspaper was \$17,000 which has been reduced to \$6,000 and compared the *Vanguard's* budget to CCP Newsroom budget.
- Max Hassel spoke on behalf of Enisa Nazaj, student, stating that she has to travel one hour on public transportation. She urged the Board to provide SEPTA TransPasses for students. There is a program where colleges and universities receive an 80% discount on the cost of SEPTA TransPasses. She urged the College to take the initiative and implement this program.

(4) Report of the President

(a) Strategic Plan

Dr. Generals provided an update on the Strategic Plan. He stated that staff are in the process of updating the existing plan. Dr. Generals stated that he provided an update on the plan at the opening session of Professional Development Week on January 7, 2025 and at the Student Outcomes Committee meeting on January 9, 2025. Dr. Generals stated that the plan is a comprehensive grassroots effort, and that another iteration will be conducted around the campus. Dr. Generals stated that the plan will be presented to the Board in early spring.

(b) Enrollment

At the request of Dr. Generals, Dr. Lipscomb reported that enrollment is up 7% in headcount and 8% in credit count for spring. He stated that new students are up 28% and 4% in returning/continuing students. Dr. Lipscomb stated that there is a slight increase in credits

taken by students. He stated that we are seeing an increase in continuing students. Dr. Lipscomb stated that this is the first year that we outperformed spring 2019 pre-pandemic.

Dr. Generals thanked everyone for doing an incredible job in increasing enrollment and for their efforts to engage with students.

(c) Pennsylvania State Board of Higher Education Meeting Update

Dr. Generals reported that the Pennsylvania State Board of Education is moving forward with their plan. He stated that community colleges are represented on the Board. Dr. Generals stated that he will keep the Board updated on further developments.

Dr. Generals stated that Mr. David Baime, Senior Vice President for Government Relations, American Association of Community Colleges (AACC), met with the Pennsylvania Commission for Community Colleges Council of Presidents and spoke about potential changes that may happen at the federal level with the incoming administration. Dr. Generals stated that the word is that community colleges may be fine, as the focus, at the moment, is on large four-year institutions.

Professional Development

Dr. Generals commended Dr. Marshall and her team for a job well done in pivoting the Professional Development Opening Session to Tuesday, January 7, 2025 due to a snowstorm. Dr. Generals thanked Chair Epps for providing welcome remarks at the opening session on behalf of the Board of Trustees. Dr. Generals stated that the keynote speaker was Mr. Gregory Haile, Senior Fellow for Achieving the Dream, who spoke on *The Importance of Proximity: Physical, Social, and Financial*, demonstrating that gaps can make a difference in student success.

Announcements

Dr. Generals congratulated Ms. Posoff on being named Chair of the Board of Trustees of Oakmark Funds.

Dr. Generals reported that he is scheduled to be the commencement speaker at the University of Pennsylvania Graduate School of Education Commencement Ceremony on Saturday, May 17, 2025.

(d) Foundation Report

Dr. Zanjani called attention to the Report on Grants and Gifts which was part of the Board of Trustees January 9, 2025 meeting packet. She stated that the report reflects the period of July 1, 2024 through November 30, 2024. Dr. Zanjani stated that for

public/governmental funding, \$1,079,143 has been received versus \$707,897. Dr. Zanjani highlighted the following:

- The U.S. Department of Labor awarded \$750,000 for the Community ETA/Aseptic Workforce Program.
- The School District of Philadelphia awarded \$329,142.92 to train paraprofessional employees of the School District to become certified teachers.

Dr. Zanjani stated that for private/philanthropic fundraising for the July 1, 2024 through November 30, 2024, a total of \$1,482,800 has been raised versus \$1,234,333 at this time last year. Dr. Zanjani highlighted the following:

- An anonymous donor contributed \$50,000 for the Boo & Loo Scholarship and \$23,713.95 for the Student Emergency Fund.
- The Gilroy and Lillian P. Roberts Charitable Foundation awarded \$66,000 for the Gilroy Roberts Collection Operating Fund.
- The Sam and Kate Sidewater Foundation awarded \$50,000 for the Sidewater Scholarship Fund.
- The Berkman Family Charitable Fund awarded \$50,000 for the Berkman/Seidl Post Baccalaureate Accelerated Degree (PBAD) in Nursing Scholarship Fund.
- W. W. Smith Charitable Trust awarded \$50,000 for the W.W. Smith Charitable Trust Scholars Program.
- The Hilda & Preston Davis Foundation awarded \$50,000 as the final payment on a \$100,000 pledge for the Hilda and Preston Davis Welding Technology Scholarship.
- Aventiv awarded \$15,000 for the Aventiv - I Am More Scholarship.
- Perry Watts contributed \$10,000 to the John R. Jensen Scholarship Fund.

Comprehensive Major Gifts Campaign

Dr. Zanjani reported that the Institutional Advancement staff continue to raise significant funds in support of the capital campaign. She stated that the next 2/3 of the campaign is to engage Board volunteers and others as we move towards the public phase of the campaign. Dr. Zanjani stated that Trustee Chair Epps and Foundation President Dr. Waller approved a direct mail appeal to the trustees and the directors. Dr. Zanjani stated that beginning mid-February 2025 through the end of April 2025, Trustee Chair Epps and Foundation President Dr. Waller will be requesting in person meetings to discuss the comprehensive campaign, and the Board's role/responsibility in the campaign. Dr. Zanjani reminded members of the Board that the public launch of the campaign will take place at the 2025 Black and Gold Gala.

Dr. Waller welcomed everyone and stated that she was pleased to give the Foundation report.

Dr. Waller reported that in early December, the second solicitation mailing of the fiscal year went out to about 10,000 select non-donors and lapsed donors. The next appeal mailing to about 14,000 will go out in late February/early March.

Dr. Waller stated that the funds raised from Giving Tuesday more than doubled this year to \$10,071 compared to \$4,040 in 2023.

Dr. Waller reported that the Alumni Association hosted the Annual Alumni Reunion Dinner in the Gilroy Roberts Rotunda on November 7, 2024 with Ms. Sue Daugherty, the 2024 Alumni Achievement Award recipient, as the alumni speaker for the event. Eighty-one guests attended and \$2,160 was raised during the event compared to \$1,630 raised at the 2023 dinner.

Dr. Waller reported that the annual *Evening of Jazz: The Presidents and the Pastor* fundraising concert event was held on Friday, November 15, 2024, with a donor thank you reception held immediately before the concert. Approximately 260 people attended compared to last year's attendance of 160. Dr. Waller stated that \$11,807 was raised this year compared to \$10,639 in 2023.

Dr. Waller reported that on November 23, 2024, the Alumni Association hosted a small private group tour for *The Black Journey: African American History Walking Tour of Philadelphia*, which was led by two CCP alumni tour guides. Thirteen attended the event (the tour can only fit about a dozen people), and the plan is to host another small tour in the spring with our alumni tour guides.

Dr. Waller reported that the Annual Report for Institutional Advancement and the Foundation was recently completed and will be mailed to donors early in the new year.

Dr. Waller stated that several events are already planned for the new year, including:

- The second Annual Women's History Month panel and lunch event on March 27, 2025.
- The Scholarship Meet & Greet for donors and scholarship recipients on April 17, 2025.
- The Grady's Community Garden Spring Clean-up for Earth Day on April 22, 2025.
- The Third Annual Spring Alumni Reception on May 7, 2025.

Giving and Getting

Dr. Waller reported that the friendly competition between the two boards continues. As of 12/20/24, 33% of the Foundation Board of Directors and 53% of the College Board of Trustees have made a gift this fiscal year, however the opportunity to have your funds count towards the 2024 calendar year has passed. Dr. Waller stated that it is not too late to participate in this competition and see who wins the competition and gets to 100% participation by June 30, 2025. Dr. Waller stated that she and Trustee Chair Epps look forward to connecting with Board members to continue to increase the percentage to 100%.

(5) Student Outcomes Committee

Ms. Fulmore-Townsend reported that the Student Outcomes Committee met on November 7, 2024. She stated that the Committee welcomed Pastor Jonathan Mason and Dr. Carol Jenkins, newly appointed trustees and incoming members of the Student Outcomes Committee.

Ms. Fulmore-Townsend reported that the Committee reviewed and discussed the Biology Associate of Science and the Biological Sciences Associate in Arts Academic Program reviews. She stated that staff provided a comprehensive presentation of both programs. Ms. Fulmore-Townsend stated that both programs have dedicated faculty and have increased enrollment. Ms. Fulmore-Townsend stated that the department created the AA in Biological Sciences to address access and gender equity in those programs. Ms. Fulmore-Townsend stated that the programs provide not only academic experience in the classroom such as Artificial Intelligence (AI) and Virtual Reality (VR) coursework, but also professional experiences in fostering student engagement through various platforms, including clubs, conferences, and extensive research opportunities. Ms. Fulmore-Townsend stated that following graduation, the student possibilities are limitless. Students continue their education or go into the workforce. Ms. Fulmore-Townsend stated that the Committee agreed that both program reviews were excellent, and approved both program reviews for five years, including an update in two years. Ms. Fulmore-Townsend stated that both of the academic program reviews are part of the Consent Agenda for Board approval.

Ms. McPherson stated that it was exciting to hear from students about their experiences in the programs.

(6) Combined Meeting of the Business Affairs and Executive Committees of the Board

Ms. Posoff reported that the Business Affairs and Executive Committees met on November 20, 2024. She stated that the items approved by the Committees are listed on the Consent Agenda for Board approval. Regarding the Contract with Alexander Perry, Inc. (which is part of the Consent Agenda), Ms. Posoff stated that Mr. Epps is an unpaid advisor to

PeopleJoy, the subcontractor for Alexander Perry, Inc. and had nothing to do with the contract and did not vote on the contract.

Ms. Posoff stated that the Executive Committee discussed and approved the Bylaws revisions to add an ex-officio Student Representative on the Board of Trustees. She stated that a letter was sent to Mayor Parker informing her of the addition of a student representative on the Board of Trustees.

(7) Consent Agenda

Ms. McPherson requested Board approval of the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of November 7, 2024
- (b) Grants and Gifts
- (c) Biology Associate of Science and Biological Sciences Associate
In Arts Program Reviews
- (d) Contract with Ellucian Professional Services for Banner ERP
Operational Support
- (e) Renewal of Trion/MMA Contract
- (f) Contract with Alexander Perry, Inc. (MBE) for Design
for Welcome Center and Enrollment Project
- (g) McGoldrick Change Orders
- (h) Bylaws Revisions to Add Student Representation

Mr. Dubow moved, with Mr. Ford seconding, that the Board approve the Consent Agenda. The motion carried unanimously.

(8) Report of the Chair

Ms. McPherson stated that the Association of Community College Trustees (ACCT) National Legislative Summit is scheduled for February 9-12, 2025, at the Marriott Marquis in Washington, DC. She stated that she, Carol Jenkins, Keola Harrington, Jonathan Mason, Tim Ford, Sheila Ireland and Dr. Generals are scheduled to attend.

(9) Old Business

There was no new business discussed.

(10) Old Business

There was no old business discussed.

(11) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, February 6, 2025, at 2:30 p.m. in the Isadore A. Shrager Boardroom, M2-1. The meeting will be hybrid.

Ms. McPherson called attention to a list of future committee meetings as well as the upcoming events.

The meeting adjourned at 4:33 p.m.

The Board reconvened in Executive Session to discuss personnel matters.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, January 9, 2025 – 2:30 p.m.
Isadore A. Shrager Boardroom, Room M2-1/Hybrid
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Ms. Rosalyn McPherson, presiding: Ms. Ajeenah Amir, Representative Morgan Cephas, Mr. Pat Clancy, Mr. Michael Cooper, Mr. Rob Dubow, Mr. Timothy Ford, Ms. Chekemma Fulmore-Townsend, Ms. Sheila Ireland, Dr. Carol Jenkins, Pastor Jonathan Mason, Ms. Mindy Posoff, Mr. Jeremiah White, Dr. Donald Generals, Ms. Josephine Di Gregorio, Mr. Eapen, Dr. David Thomas, Dr. Mellissia Zanjani, Dr. Alycia Marshall, Ms. Carolyn Flynn, Dr. Darren Lipscomb, and Dr. Ellyn Jo Waller

(1) Executive Session I

The Executive Session was devoted to a discussion of legal and personnel matters. The Board also met in Executive Session on December 4, 2024 to discuss personnel matters.

(2) Meeting Called to Order

Ms. McPherson called the meeting to order and reviewed the goals for the meeting.

(3) Public Comment

A number of students and faculty provided public comment.

(4) Report of the President

(a) Strategic Plan

The Board was provided with an update on the Strategic Plan.

(b) Enrollment

The Board was provided with an update on enrollment for spring 2025.

(c) Pennsylvania State Board of Higher Education Meeting Update

The Board was provided with an update on the Pennsylvania State Board of Higher Education.

Professional Development

The Spring Professional Development Opening Session took place on Tuesday, January 7, 2025. The keynote speaker was Mr. Gregory Haile, Senior Fellow for Achieving the Dream.

Announcements

The Board congratulated Ms. Posoff on being named Chair of the Board of Trustees of Oakmark Funds.

Dr. Generals is the commencement speaker at the University of Pennsylvania Graduate School of Education Commencement Ceremony on Saturday, May 17, 2025.

(d) Foundation Report

The Board was provided with a report of public/governmental funding received as well as private/philanthropic fundraising for the period of July 1, 2024 through November 30, 2024.

Comprehensive Major Gifts Campaign

The Board was provided with an update on the status of the Comprehensive Major Gifts Campaign. The public launch of the campaign will take place at the 2025 Black and Gold Gala.

Dr. Waller provided the following report on behalf of the Foundation:

- The second solicitation mailing of the fiscal year went out to about 10,000 select non-donors and lapsed donors. The next appeal mailing to about 14,000 will go out in late February/early March.
- The funds raised from Giving Tuesday more than doubled this year to \$10,071 compared to \$4,040 in 2023.
- The Alumni Association hosted the Annual Alumni Reunion Dinner in the Gilroy Roberts Rotunda on November 7, 2024.
- The Annual *Evening of Jazz: The Presidents and the Pastor* fundraising concert event was held on Friday, November 15, 2024.
- The Alumni Association hosted a small private group tour for *The Black Journey: African American History Walking Tour of Philadelphia*, on November 23, 2025, which was led by two CCP alumni tour guides.

Dr. Waller reviewed several Foundation events that are already planned for the new year.

Giving and Getting

The Board was provided an update on the friendly competition between the two boards.

(5) Student Outcomes Committee

Ms. Fulmore-Townsend reported that the Student Outcomes Committee met on November 7, 2024. The Committee reviewed and discussed the Biology Associate of Science and the Biological Sciences Associate in Arts Academic Program reviews. The Committee approved both program reviews. The reviews are part of the Consent Agenda for Board approval.

(6) Combined Meeting of the Business Affairs and Executive Committees of the Board

The Business Affairs and Executive Committees met on November 20, 2024. The items approved by the Committees are listed on the Consent Agenda for Board approval.

(7) Consent Agenda

The Board approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of November 7, 2024
- (b) Grants and Gifts
- (c) Biology Associate of Science and Biological Sciences Associate
In Arts Program Reviews
- (d) Contract with Ellucian Professional Services for Banner ERP
Operational Support
- (e) Renewal of Trion/MMA Contract
- (f) Contract with Alexander Perry, Inc. (MBE) for Design
for Welcome Center and Enrollment Project
- (g) McGoldrick Change Orders
- (h) Bylaws Revisions to Add Student Representation

(8) Report of the Chair

The Association of Community College Trustees (ACCT) National Legislative Summit is scheduled for February 9-12, 2025, at the Marriott Marquis in Washington, DC.

(9) Old Business

There was no new business discussed.

(10) Old Business

There was no old business discussed.

(11) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, February 6, 2025, at 2:30 p.m. in the Isadore A. Shrager Boardroom, M2-1. The meeting will be hybrid.

The meeting adjourned at 4:33 p.m.

The Board reconvened in Executive Session to discuss personnel matters.

**Community College of Philadelphia
Meeting of the Board of Trustees
February 6, 2025
Office of Institutional Advancement
Record of Grants and Gifts FY25**

Summary by Source:

	FY2025		FY2024	FY2025 and FY2024
Held by College	<i>since last report</i> 12/1/24 - 12/31/24	Fiscal Year To Date 7/1/24 - 12/31/24	Fiscal Year To Date 7/1/23 - 12/31/23	Variance 7/1 - 12/31
Federal	\$ 34,949	\$ 784,949	\$ 684,969	\$ 99,980
State	\$ -	\$ -	\$ -	\$ -
Local / City	\$ -	\$ 329,143	\$ 16,928	\$ 312,215
Total	\$ 34,949	\$ 1,114,092	\$ 701,897	\$ 412,195
Held by Foundation (Cash-in-Hand)	<i>since last report</i> 12/1/24 - 12/31/24	Fiscal Year To Date 7/1/24 - 12/31/24	Fiscal Year To Date 7/1/23 - 12/31/23	Variance 7/1 - 12/31
Corporation	\$ 143,200	\$ 248,775	\$ 166,900	\$ 81,875
Foundation	\$ 731,674	\$ 1,716,189	\$ 1,189,471	\$ 526,718
Individual	\$ 197,107	\$ 385,459	\$ 263,871	\$ 121,588
Organization	\$ 13,744	\$ 218,120	\$ 114,174	\$ 103,946
Total	\$ 1,085,725	\$ 2,568,543	\$ 1,734,416	\$ 834,127
TOTAL	\$ 1,120,674	\$ 3,682,635	\$ 2,436,313	\$ 1,246,322

Gifts In-Kind	<i>since last report</i> 12/1/24 - 12/31/24	Fiscal Year To Date 7/1/24 - 12/31/24	Fiscal Year To Date 7/1/23 - 12/31/23	Variance 7/1 - 12/31
TOTAL	\$ 1,000	\$ 1,000	\$ 10,885	\$ (9,885)

PUBLIC / GOVERNMENT SUMMARY (posted 12/1/24 – 12/31/24)

- The U.S. Department of State via a sub-award from World Learning awarded \$34,949 to the college for the Increase and Diversify Education Abroad for U.S. Students (IDEAS) Program.

PRIVATE / PHILANTHROPIC SUMMARY (posted 12/1/24 – 12/31/24)

- The MarcDavid Foundation made a stock gift in the amount of \$493,158.73 (sale amount) in support of MarcDavid Basic Needs Quasi-Endowment and current use Student Emergency Fund.
- The Estate of Barbara A. Rabinowitz awarded \$136,795.34 to the Discretionary Fund for Scholarships.
- Comcast NBCUniversal awarded \$100,000 to support Dual Enrollment or approved facets of Jr. STEM Academy, the College's approved Pennsylvania Educational Improvement Tax Credit (EITC) programs.

- The Ambrose Monell Foundation awarded \$75,000 to support the Student-Faculty International Study Abroad Program 2025.
- The Helen D. Groome Beatty Trust awarded \$40,000 to support workforce development skills training & certification scholarships.
- The Philadelphia Poverty Action Fund awarded \$30,000 as the final payment of a \$60,000 pledge to support The Promise: Record Clearing and Employment Access program.
- The Independence Foundation awarded \$25,000 as the final payment of a \$50,000 pledge to support the 19130 Zip Code Project.
- Educational Opportunities 19, LLC on behalf of Ardmore Toyota awarded \$25,000 to support Dual Enrollment or approved facets of Jr. STEM Academy, the College's approved Pennsylvania Educational Improvement Tax Credit (EITC) programs.
- Fidelity Investments Charitable Gift Fund and Google LLC awarded \$20,000 to support the Discretionary Fund for Scholarships.
- United Concordia Dental Charitable Fund awarded \$12,000 to support the United Concordia Dental Scholarship.
- The Mosi Foundation made a stock gift of \$11,349.00 (sale amount) to support the MOSI Foundation Endowed Scholarship Fund.
- Tucker Law Group awarded \$10,000 as a sponsorship for the 2024 Black & Gold Gala.
- The Gene Haas Foundation awarded \$10,000 to be used for tuition, fees, books and/or tools to students currently enrolled or will be enrolling in a CNC Technology training or CNC machining-based engineering program.
- The Philadelphia College of Osteopathic Medicine provided \$10,000 as a sponsorship for the 2025 Black & Gold Gala.
- The Elizabeth and Paul Shay Fund awarded \$10,000 to support the Shay Student Emergency Fund.
- An anonymous donor awarded \$10,000 to support the Discretionary Fund for Scholarships.

February 2025 Events

February 3

Dual Admissions Transfer Fair
10:30a.m.-1:00p.m.
Bonnell Building, Lobby

February 4

Black History Month Kick Off Luncheon
11:30a.m.-1:00p.m.
Winnet Building, The Great Hall

ESL Institute Information Session
10:00a.m.-12:00p.m.
Northeast Regional Center, 124

February 10-13

Education & Human Service Pathways Conference
9:00a.m.-3:00p.m.
Winnet Building, The Great Hall

February 11

Women's Way Podcast Listening Session
11:00a.m.-1:00p.m.
Center for Business & Industry Building, C2-05

Catto Express Day
12:00p.m.-3:00p.m.
Center for Business & Industry Building, C2-28

February 12

Counseling Center, Chocolate Fest
11:00a.m.-1:00p.m.
Pavilion Building, Lobby

February 13

Financial Reality Fair with PSECU
9:00a.m.-3:00p.m.
Bonnell Building, Lobby

Valentines Day; Be My Lion-Tine
11:00a.m.-1:00p.m.
Career & Advanced Technology Cntr, Lobby

Philadelphia School District Counselor Luncheon
11:00a.m.-3:00p.m.
Center for Business & Industry Building, C2-28

February 14

Akomo day/ Valentine's Day Party
1:00p.m.-5:00p.m.
Winnet Building, The Great Hall

February 17

Transfer Week
9:00a.m – 3:00p.m.
Various Locations

(Feb 17-21)

Dare to Dream Reality Summit Kickoff
9:00a.m – 2:00p.m.
Winnet Building, The Great Hall

The Counsel of the Elders: The Rooted Griots
1:00p.m.-4:00p.m.
Winnet Building, S2-03

February 18

Black History Month Fireside Chat
11:00a.m.-12:00p.m.
Winnet Building, Lobby

The Impact of a Black Man Workshop
1:00p.m.-4:00p.m.
Winnet Building, S2-03

February 19

Spring 2025 Volunteer Exploration Day
12:00p.m.-1:00p.m.
Winnet Building, S2-03

February 20

Onsite Massage Clinic
9:00a.m. – 3:00p.m.
Bonnell Building, Lobby

Resilience in Recovery Conference
10:00a.m.-1:00p.m.
Winnet Building, S2-03

AACC PepsiCo Uplift Scholarship Ceremony
4:00p.m. – 6:00p.m.
Winnet Building, The Great Hall

February 22

Maintaining Our Mental Health Conference

9:00a.m.-3:00p.m.

Winnet Building, The Great Hall

February 24

Annual Law and Society Week Kickoff

9:00a.m.-1:00p.m.

Center for Business & Industry Building, C2-28

February 25

Octavius Catto Legacy Awards

11:00a.m.-3:00p.m.

Winnet Building, The Great Hall