FINAL REPORT OF TEAM PROJECT
LEADERSHIP INSTITUTE 2005-2006
April 21, 2006

THE MAP

Motivate, Act, Persevere

and

MAP your path to success!

I.   TEAM MEMBERS

GILBERTO GONZALEZ
Senior Graphic Designer
Office of Marketing and Government Relations

WAYNE MORRIS
Assistant Director
Financial Aid Office

JULIE SIMMONS
Coordinator, Oasis Training

DENA SUKOL
Visiting Lecturer
Social Sciences Department

II.   PROJECT PROPOSAL/GOALS

We propose the design and production of *THE MAP* for the Main Campus of

Community College of Philadelphia. It will provide students with an imminently usable

tool that will allow easy navigation to all buildings on campus and to offices within these

buildings that will answer their most frequently asked questions. Students will be given

"instant mastery" over their physical environment coupled with identification of those College offices that can help with their most frequently voiced problems. And all of this will be physically presented as a colorful, cleverly designed fold-up map.

III.   SUMMARY OF RESEARCH FINDINGS

We are extremely grateful to the large numbers of CCP professionals who gave unselfishly of their time in speaking with us and meeting with us. The full review of all research results is included in the attached 22-page **Appendix A.**

Our research consisted of five components:

A.   Interviews and surveys with specific offices at CCP;

B.   Interviews with sister Community Colleges;

C.   Institutional research at CCP;

D.   Student surveys at CCP; and

E.   Library and Internet research on student persistence and retention.

We conducted interviews and surveys with individuals in the following CCP Offices: Student Affairs, Finance & Planning, Human Resources, Marketing & Government Relations, Academic Affairs, Institutional Advancement, Information Technology Services, and the Diversity & Equity Office. (See Appendix A for results of our research from these offices.)

We interviewed officials at Camden County Community College, Delaware County Community College and Montgomery County Community College to determine what, if any, specific projects they had initiated to foster student persistence and retention

and what, if any, specific recommendations/experiences they could share with the institution of campus mapping. (See Appendix B for results of these interviews.)

We reviewed several reports generated by our own Institutional Research Office with respect to student persistence and retention. These reports provided us with a basic understanding of the demographics of student retention including the fact that the largest number of students who drop out, do drop out during the first year.

The student surveys we conducted were done with students in classes and provided us with valuable input as to the perceived need for a map of the campus and the type of information to be included that would be of most value to students.

Finally, extensive library/internet research was conducted to identify and review existing programs addressing issues of persistence and retention. We reviewed materials from: The University of Oklahoma, Center for Institutional Data Exchange and Analysis, Consortium for Student Retention Data Exchange; Foundations of Excellence in the First College Year, a project operated by The Policy Center on the First Year of College; the Indiana State University's longitudinal study on the dropout behavior among first-generation students; and research of Vincent Tinto addressing student persistence and success in postsecondary education.

The combined results of this five-pronged approach to our research led us to conclude that *THE MAP* would be a particularly useful tool in supporting student persistence and retention initiatives and helped us to identify with particularity the nature of the information that would be of most value to our students in this effort.

IV.   OUTLINE OF STEPS TAKEN TO COMPLETE PROJECT

Throughout the course of our project, our team met, on an average, of once a week to accomplish the various tasks and phases of the project. In general, the steps taken included:

A.   Brainstorming sessions for initial project development

B.   Research to narrow down which of the initial projects we would adopt as our Leadership Institute Project

C.   Meetings to divide the labor necessary to accomplish the extensive research we undertook

D.   Conducting various forms of research discussed above

   a.   in person interviews of almost 20 CCP staff members

   b.   email surveys of over 100 CCP staff members

   c.   interviews with officials at 3 other community colleges

   d.   review of several institutional research reports prepared at CCP

   e.   student surveys of 3 classes totaling 63 students

   f.   review of literature and studies on student persistence and retention from 6 academic sources

E.   Collation, review and discussion of research results

F.   Numerous meetings to discuss and review *MAP* design

G.   Meetings with college officials to discuss "adoption" of *MAP* by their office for ongoing implementation

H.   Implementation of *MAP* design by Gil and by outside art students

I.   Meetings to discuss and decide which offices to include on *MAP*

J.   Meetings to review numerous drafts of *MAP* design

K.   Production of Final Prototype of *MAP*

V.   SHORT-TERM GOAL

We have realized our short-term goal of producing a prototype of a foldout map that is known as ***THE MAP.***

VI.   LONG-TERM GOALS

Our team's long-term goal is to work with the Administration in formally adopting the original foldout *MAP* for student use. We also envision the development of auxiliary components of THE *MAP*, including a CD to be given to students which includes the original *MAP* together with additional useful information about campus services, an interactive website, permanent campus signs and kiosks which display ***THE MAP***, coordination of campus/building signs to bring uniformity to building/room identification.

In order for the original ***THE MAP*** to get into the hands of students, the following steps must be taken:

1.   Production of 500 sample maps.

2.   Focus Groups to provide initial feedback on *MAP* design and information.

3.   Utilization of marketing group to conduct above marketing research
        on a professional level.

4.   Identification of a campus office to adopt ***THE MAP*** as its own project

for initial production and maintenance to insure necessary modifications over time.

5. Mass production of *THE MAP.*

6. *THE MAP* is given to each student upon registration.

7. *THE MAP* has a permanent double page spread in *VANGUARD*.

8. *THE MAP* is posted on MyCCP.

5. Ideally, the adopting campus office would implement the auxiliary components of THE *MAP* to insure design and content uniformity and flow of future adaptations.

VII. INSTITUTIONALIZATION OF PROJECT

As outlined above, we envision *THE MAP* and its sister components to be adopted by an Office of the College for ongoing development and continuity of design and content. We see the most likely of these offices as being Office of Student Life, Office of Finance and Planning, or Office of Marketing and Government Relations.

VIII. ASSESSMENT PLANS

We hope to conduct a preliminary assessment of *THE MAP* by having a small production run of our final prototype with which we can survey and interview students both in and out of classroom settings.

We also would like to have the prototype printed in *VANGUARD* with a request for feedback to be used in the final development and design of *THE MAP*, **providing an email address for the college community to use for giving us feedback.**

IX. FOSTERING STUDENT ENGAGEMENT AND PERSISTENCE

Community College of Philadelphia is fortunate to have a diverse and vibrant student body. However, for many of our students, the college experience is a foreign one, one for which there are no reference points. Many of our students are the first in their families to attend college, and, therefore, have no readily available role models. There are often few individuals in their lives with whom they can discuss what it feels like to be in college, what is expected of them, and how to navigate the college environment.

Coupled with the absence of role models is the absence of skills that allow for self-advocacy. For many of our students, the skills necessary to successfully manage the institutional challenges presented by being a college student have not been acquired. Indeed, a very important part of our students' education will be the acquisition of these skills.

What does all of this actually mean to a student who is new on our campus and new to the college experience? Put bluntly, many of our students are simply lost. They feel overwhelmed. Juggling classes, study, home life and maneuvering through the institution to get necessary services and resources present a challenge many of our students are ill equipped to handle. Our students are challenged not only by the academic demands but also by the demands of learning how to navigate through complex institutions. Because they find it difficult to negotiate the where and what of the College (i.e., the "Where do I go if...?" and "What do I do when……?" questions), students feel inadequate and unable to master their environment. This is one factor that plays a role in

the failure of many of our students to feel positively connected to the College. It is not seen as a place where solutions are easily found and help is generously provided. And, according to the research we have reviewed, a lack of "connectedness" is one of the chief factors contributing to the failure of students to persist in their studies and to reach their educational goals.

By providing an easy way to determine where to get a problem solved or a question answered, *THE MAP* helps to "connect" our students to the College; it allows them to see the College as *their* institution.

In short, *THE MAP* allows easy access to information our students need about their lives at college: academic, financial and social, in order to help them reach their educational goals.

MAP TO SUCCESS (*THE MAP*), in eye-catching, graphic form, gives students a representation of their college home, an environment they can master and navigate, by showing students precisely where to go for help and information on the most critical problems/issues they face. *THE MAP* addresses those issues most clearly related to academic persistence, retention and success.

By allowing students to master their College environment quickly, easily and enjoyably through *THE MAP,* we are hopeful that the process of feeling "connected" to the College is begun and that the College is seen as a welcoming, helpful institution that encourages and nurtures their growth.   *THE MAP* is easy to carry, easy to use, and pleasing to the eye. As a "connecting tool", it addresses one of the most important factors identified as necessary to student persistence and retention.

We also believe that ***THE MAP*** helps begin the important process of teaching students to advocate for themselves by helping them negotiate this large institution. Finally, ***THE MAP*** models for them one way to organize the work of other large institutions, which they will have to negotiate.

X. SUMMARY BY EACH TEAM MEMBER OF LEARNING EXPERIENCE & ITS IMPACT ON EACH OF US AS LEADERS

GIL GONZALEZ

The Leadership Institute has been a great experience and has reinforced my opinion and appreciation of my colleagues and the College. This is a great Institution with amazing people and energy. My team project *Map to Success* was an experience that I will not soon forget. Many times we were on different pages and could not come together on issues. Those moments of discussion and debate made this experience wonderful. Being open to opinions, listening, experimenting and the open discussion became tools that helped us solve issues and move our project forward. My team members are some of the greatest people on this campus and it has been an honor to work with them.

Another dynamic of this experience is meeting people from other departments. This allowed people to discuss issues and see how interconnected we are, even if we work at two opposite ends of the campus. Marianna, from Records and Registration is one of the people I found myself discussing issues with. We both discovered that we have something in common, we both work on the college's graduation book. I have been working on the graduation book for years and never new where the information and the list of names came from. I have always dreaded the graduation book because it consumes so much time and takes so much effort. We discuss the many problems with the book and through these discussions Marianna came up with a suggestion. The suggestion now a solution, has helped both departments became more efficient in the process and has decreased the amount of time spent on this project by more than 50%. Thanks Marianna

and the Leadership Institute. The Leadership Institute is an experience that has and will continue to benefit the college and that is why I work here to support this wonderful Institution.

Peace,
gil

DENA SUKOL

When I made the decision to teach full-time, I was also making a decision to move into a large organization and open myself up to learning a different process. Being the leader of your own show does not necessarily translate into being a good leader in an institutional setting. While some skill sets are no doubt the same, there are also very different skill sets that are necessary and very different skill sets that are rewarded. And while I had certainly worked in large organizations before, most of my professional life was spent building my own organization.

The opportunity to participate in Leadership Institute (LI) coincided with the second year of this full-time, learning experience. That was fortuitous timing. The very best part of this experience has been the opportunity to work with Julie, Gil and Wayne. I would not have had this opportunity outside of LI, and for that alone, I am genuinely happy that I was a part of the Institute. In retrospect, they, as much as the process of the project itself, were my teachers.

Some of the things I learned, achieved, developed as we worked through our project were/are:

--an appreciation for winding roads that lead to goal achievement in contrast to my earlier preference for the straight path. While in travel, I always liked to meander, in business I

always assumed that efficiency was marked by the use of solid blinders. Sometimes the longer path is the more productive one.

--a clearer awareness and appreciation of my impact on others, both positive and negative.

--a very clear awareness of the types of personalities with whom I work best and, conversely, the types with whom I will have to make an extra effort in order to be effective.

--what I absolutely cannot compromise on and on what I can.

--being able to more clearly identify "the alligators" -- either intentional or unintentional ones. The "unintentional" alligators are trickier to identify and manage.

--a far clearer sense of how the large organization works and how to find those individuals who can teach me the "real" organization chart.

One of the things that most surprised me was that I learned how important it is for me to have at least one trusted, calming influence around me who helps give me "group sense". I have exceptional entrepreneurial sense, and I have excellent stamina to get things done, but I often need reminding that the world will not come to an end if everything is not done precisely how I initially envisioned it.

Another "aha!" realization is that being a leader is as much about being the "student" as it is about being the "teacher". I always appreciated the need for learning new skills, but I've learned that it is just as crucial to be able to learn new mindsets and approaches. These are critical to flexible, successful leadership.

WAYNE MORRIS

LEARNING EXPERIENCE AND ITS IMPACT ON ME AS A LEADER

The Leadership Institute (LI) for the 205-2006 year has given me a deeper and more enlightened perspective on the many phases of upper management and the required proficiencies needed at that level. LI has given me a solid ground to begin to access and evaluate possible upward moves in the educational environment as this was one of my concerns before enrolling. The topics were very advanced to allow for time to catch up to the substance of each topic.

My personal spin on all new information is that I learn to put it to use or engage in a discussion with someone that will help keep the topic alive in my mind. I seemed to have done this after each engagement of the LI group. The many different topics made my last year here at CCP worth all the money I'm not being paid (ha, ha). There was a good flow and variety that made each meeting a time and period of the week in which I could look forward to a higher level of engagement in education.

Group projects are not new to me as I had done many throughout my educational experience. It evolved the way I expected. I am happy that more of the middle management groups understand that problems are solved by working together in a group atmosphere. With groups like the LI forming, I believe we can push this to the top of the management pyramid so that we can accomplish more and move ahead faster.

Each session offered mountains of information as part of an intense agenda. Our first sessions with Deb Cummings helped enormously in determining my characteristics as a leader and how to better interact with others, staff and employees. It also helped me to adjust, work, and learn from my team, as I let others take the lead in many areas of the project.

Our college president forum was a fantastic situation that we may not have experienced if it were not for LI. I always wanted to know the path to the presidency of a higher education institution. I was able to question first hand this and other questions related to the position. Grant Writing added another dimension to the LI schedule as most leaders may not have to write grants but just need to understand. I rekindled my interest in the field and enrolled in the Lead 113 Grant Writing course with Sue Piergallini.

Pierre Vincent, Assistant Professor from the English Department gave us a good insight regarding public speaking. The information related was presented differently from when I took the course and promoted very exuberantly. I will definitely work on public speaking and be more conscience of the areas presented.

These are just some of the areas that I will mention as I could write a paper on each agenda topic presented at the LI this year. I am 100% happy that I was selected and look forward to helping and assisting with LI in the future.

JULIE SIMMONS

By doing the leadership institute group project, I learned how to be a more successful member of a team. I had the opportunity to practice the AACC competencies for community college leaders as well as some of the tips and techniques shared by leadership institute presenters. Organizational strategy played an important part in developing a positive environment to support the group's teamwork in the areas of research, shared knowledge and creativity. Good communication was crucial throughout the group's project planning and implementation process. A spirit of collaboration helped us to manage our diverse styles in order to work together effectively as a project group. Resource management helped us to identify and employ the individual strengths of the various members of our project group to achieve our common goal, the production of The M.A. P. Professionalism was practiced by every member of our group, especially in the areas of assessing our progress; group flexibility; sharing knowledge and expertise about the college; and periodic review of our project purpose and goals. And, every one of our group members acted as advocates for Community College of Philadelphia.

I learned that flexibility and good listening skills are essential to the success of any project. I have increased my ability to be flexible enough to honestly consider the views and ideas of others without compromising my own, to listen to what actually is being said, and to ask questions if I am not certain about the meaning. During the seven or eight months that I worked together with the members of my group, they provided perspectives and knowledge about the college that I might never considered or had the opportunity to hear.

I learned the importance of commitment and follow-through to gain the trust of my fellow project group members. Each member of my group helped me to realize the value of commitment, focus, patience and flexibility. I learned to move past conflict for the good of the group and in the name of progress.

My participation in the leadership group project (and in the Leadership Institute overall) has motivated me to continue my education in order to gain more of the knowledge that I will need to support my participation and   in any future leadership roles at the college.

APPENDIX

Full Review of Survey Conducted

The following is a full review of all research conducted by our team. Our research consisted of five components:

A. Interviews and surveys with specific offices at CCP;
B. Interviews with sister Community Colleges;
C. Institutional research at CCP;
D. Student surveys at CCP; and
E. Library and internet research on student persistence and retention.

A. INTERVIEWS/SURVEYS CONDUCTED AT CCP

DAVID WATTERS,

We have met with David Watters, our mentor, who was extremely helpful in suggesting additional colleges (in Michigan, Florida and Virginia, among others, which operate, in his opinion, extremely student friendly educational environments. He also strongly suggested that we review some of the work of Tinto with respect to student persistence and retention.

We have discussed with David Watters the various channels we might explore for having a College office accept **THE MAP** for mass production. He spoke with us about individuals we might contact and also some approaches which might be more successful than others.

1. GIL GONZALEZ INTERVIEWS/SURVEYS
a. Marketing and Government Relations

I have spoken with Eve Markman, Executive Director of Communications, who has provided us with the following production costs:

Because this project is not intended as a marketing tool for use outside the College, it can be produced outside the college. We still must obtain figures for different size paper, specifically 18X24. At this time, we have identified three options for printing:

a. FULL COLOR POSTER, 32x24, glossy stock, print both sides
quantity: 30,000
total cost: $18,000.
Cost per unit: $1.60
b. FULL COLOR POSTER, 11X17
quantity: 250 sheets (one ream)

total cost: $49.00
5000 sheets: $999.80 (20 reams)
***Vice President must approve use of color copier;
however, if material for Internal use only, no approval
by Vice President is necessary

c. Two color, 8-1/2 x 11
quantity: 3,000
cost per run: $350.
Quantity: 6,000
Cost per run: $480.

b. Institutional Advancement

I have spoken with Sue Piergallini, then V.P. for Institutional Advancement. The interview was extremely informative and she was very helpful. She recommended that we do the following:

a. Point out that the only student map available is one located in the student Handbook and that we are suggesting a large and improved version that will be portable and student friendly with key services and descriptions.

b. Ask each V.P. and Dean to identify key points of interest for the map. For example, Piergallini would include "Student Scholarships" and Alumni Office. A brief blurb on each service should be included on the "flip" side of the map.

c. Maps should be available at all College key locations and at student orientation.

d. Use the word "MAP" as an acronym and come up with a cute, catchy phrase such as:
M=MOTIVATE
A=ACTION
P=PERSEVERE

MAP YOUR PATH TO SUCCESS!

2.   WAYNE MORRIS INTERVIEWS/SURVEYS

Beatrice Jones, Ed.D.
Dean, Division of Enrollment Services
1. Financial Aid information and counseling
2. IRS (6th & Arch)
3.Academic Advising
  Welcome Center /Admissions
   Records & Registration

4. See #3

Bridget Scott
Student Affairs
1. This office is not intended or set up to service students but students show up usually when they're at their wits end. Students come in here to complain
about being treated rudely by staff or faculty, grades, financial aid,
transcripts questions, graduation issues, homelessness, health issues,
and many more.
2. State Building (copies of birth certificates, etc.)
(Can't think of any other)
3. Counseling, Academic Advising, Financial Aid,
Enrollment Assistance Center, Dean of Student Life

4. Welcome Center

Matthew R. Shupp, M.S., N.C.C.
Acting Director of Student Life
Office of Student Life
 1. The Office of Student Life services students with almost all of the co-curricular (outside of the classroom) functions at CCP. This includes, but is not limited to, International Student Services, New Student Orientation, Adopt-A-School volunteers, Philadelphia L.E.A.D.S., Student Ambassadors, Clubs and Organizations (S1-12), Monthly Thematic Programming, Co-curricular programming, and discount ticket/movie programs.
2. In my experience, we often refer students to agencies for a variety of reasons: personal (self-help), professional (internships and jobs—working with Career Services as well)…
3. Career Services; Enrollment Services (including Financial Aid and
Records/Registration, Enrollment Assistance Office)
Counseling; Judicial Affairs; Athletics / Health and Wellness
4. Financial Aid; Records & Registration; Athletics / Student Life
Health and Wellness; Counseling

Dr Jane M Grosset
Planning & Finance
1. Students don't directly interface with the Institutional Research Office. They are more likely to use the IR website for information that may be of interest to them.
2. This doesn't apply to the Office.
3. Students frequently stop me in the hall at the start of a semester for help in locating a classroom, typically on the third floor of the Mint building.
4. I suppose the layout of classrooms would be helpful since the numbering system in buildings is not intuitive. Other offices…counseling, advising, department, career and placement, student activities, gym, cafeteria, financial aid, cashier, registrar.

Ms Regina E Carbone

Purch + Serv
1. Work Studies only to apply to work in Purchasing or to deliver mail and requisitions for the departments for whom they work
2. N/A
3. Admissions, Welcome Center, Testing, Cashiers office,
Restrooms; Often I explain the number system. I identify
the building and room number for them so they can locate rooms in the
future.
4. For our floor, identify the Nurses Office, Security (for lost and found) and Payroll. In general, explain the numbering systems to them and identify the buildings as the
Letter being used. Winnet or Student Life is S. CBI is C, Bonnell is B, etc……

Ms Jacqueline H Harris
Career Services
1. We provide services on resume and letter writing, job search, and other career issues. We have a computer lab to offer software on resumes and career choices and have an online resume/job positing system. We plan workshops, job fairs and special career programs.
2. It would be local employers.
3. Counseling Department, Records & Registration, Financial Aid, Student Life, Admissions
4. Counseling, Academic Affairs, Financial Aid, Career Services, Records and Registration

Debbie Allen
Student Records&Reg.
1. (*) Students come to the Office of Student Records and Registration for the following services: drop/add classes, withdraw from College, request academic transcripts, request enrollment verifications, placement test waivers, graduation application and inquiries, transfer credit evaluations, veterans certifications, commencement packets and inquiries, student problems such as record challenge, request excused withdrawals and tuition refunds, apply and register for non-credit courses, change demographic information such as name, address and phone number, ask general questions.
2. (*) Veterans Administration, and PA Department of Education
3. (*) Faculty members, academic department heads, counselors, academic advisors, other offices in the Enrollment Services Division (Admissions and Financial Aid), Bursar's Office, and Assessment Center
4.   (*) Admissions, Student Records and Registration, Financial Aid, Bursar, Security Office and location of all stations, Counseling Department, and Academic Advising.

Ms Jenavia Thompson
Office of Student Life

1. International Student Services and Counseling, Orientation,
   Leadership development, clubs, to sign up for the 4 hr Computer class (
   $195), general questions about the campus, trips, discount tickets
   2. Non- Profit tech Resources and Campus Philly
   3.Financial Aid, Counseling, Learning Labs, ID center and the
   President's office
   4. The same answer as #3

Ollie Johnson
Athletic Office
1. We are Athetics, so we do the obvious things like helping folks to get in shape and talking to them about sports teams. Because we work so closely with the students we are also looked upon as a "referral service:. These referrals range from counseling to making inroads to four year institutions.
2. Four year schools; Health services; Phila. Fatherhood Network; Employment Opportunities.
3. Counseling; Library; Learning Lab; Health & Wellness Center; Dietitian; Welcome Center
4. First of all there needs to be several "you are here" type maps all over the College. Welcome Center; Admissions; Financial Aid; Nurse; Security; Human Resources

3.   JULIE SIMMONS INTERVIEWS/SURVEYS
Information Technology Services

I interviewed Betty Cannon, Title III Activity Director who advised us that historically, ITS has supported only administrators and staff at the College. However, with the implementation of Banner and MyCCP, through Title III, Ms. Cannon anticipates that the ITS Department will become more involved with   student success initiatives at the college.

With respect to external resources, ITS does not refer students to any organizations or offices outside of the College.

NOTE: At this point, students would most probably NOT come to this office, but rather would get help from the office through MY CCP STUDENT HELP DESK which essentially is a phone number that students call to get help with MyCCP and BANNER issues.   We are told that the phone number that students can use will be increasingly publicized widely in the coming semesters.   Our team will monitor the development of this service closely and decide whether it should be included on *THE MAP* before we go to press. We want to include on *THE MAP* only those offices that are up and running.

Diversity & Equity Office
I have spoken with Simon Brown of this office who advises that students   would come to this office to file discrimination complaints, to seek advice   concerning classroom behavior of faculty, for help with research concerning   EEO/AA topics or other discrimination related issues, for student related training   in EEO/AA/Diversity

topics, and for information pertaining to service on EEO/AA related committees such as the President's Diversity Council.

This office refers students to outside services related to student discrimination complaints as necessary. Students are referred to agencies such as Equal Employment Opportunity Commission, Office of Civil Rights, Pennsylvania Human Relations Commission or the Philadelphia Human Relations Commission.

4.   <u>DENA SUKOL INTERVIEWS/SURVEYS</u>
Surveys e-mailed to the following individuals in Academic Affairs:

<u>Academic Affairs Office</u>
Dr. Susan Tobia, Executive Assistant to the V.P. for Academic Affairs
Connie Chenery

<u>DIVISION OF BUSINESS AND TECHNOLOGY</u>
Dr. Timothy M. Sullivan, Dean
Ms. Marian McGorry, Assistant Dean
Mr. Waverly Coleman, Assistant Dean
Ms. Janis Laurie, Director, Corporate College
Ms. Mary Copeland-Leftwich, Division Office Supervisor

Mardi Holliday, Computer Information Systems Dept. Head
Alan Davis, Economics and Accounting
Jenny Rink, Marketing and Management
Mark Kushner, Hospitalities Technology
Richard Saxton, Transportation Technology Management
Marijean Harmonis, Office Administration

<u>Division of Math, Science and Health Careers</u>
Dr. Mary Anne Celenza, Dean
Dr. Linda Powell, Biology
Dr. Andrea Mengel, Nursing
Dan Jacobson, Mathematics
Kathleen Harter, Chemistry
Dr. David Cattell, Physics
Deborah Rossi, Allied Health
Frank Alsis, Respiratory Care TechJoyce Garozzo, Health Information Tech
Robin Krefetz, Clinical Lab Tech
Sally Rensch, Diagnostic Medical Imaging
Deborah Rossi, Medical Assisting/Office Management
Theresa Grady, Dental Studies
Laura Davidson,Culture, Science and Technology

Division of Liberal Studies
Dr. Sharon Thompson, Dean
Jeff Reed, Art
Dr. Donald Bowers, Behavioral Science
Marcia Epstein, Education
John Willette, Early Child Education
Eve West, ASL/English Interpreting
Dr. Pat Scoles, Behavioral Health/Human Services
Pete Watkins, Youth Work

Paula Behrens, Design Technologies
Tom Garrity, Fire Science
Michael Stern, Computer Assisted Design Technology

Dr. John Howe, English
Kirsten Quinn, Communication Arts
Christopher DiCapua, Foreign Languages
Dr. Jeffrey Berger, History and Philosophy
Stephen Grieco, Music
Geoff Berken, Photographic Imaging
Kathy Smith, Social Science
Tom Doyle, Justice

Larry MacKenzie, Leadership
Alison Tasch and John Joyce, Liberal Arts Curriculum
David Prejsnar, International Studies
Dr. Karen Bojar, Women's Studies

Division of Educational Support Services
Dr. Samuel Hirsch, Dean
Margaret Niven, Asst. Dean
Louvinia Smith, Office Supervisor
Carol Whitney, Administrative Support Coordinator
Arnold DiBlasi, Academic Computing
John Pinto, Learning Labs
Theresa Payne, Transfer Forms
Reggie Hillmon, Advising
Tanya Harris, Advising
Huizhen Ren, ESL Advising
Fran DiRosa, Center on Disability
Marline Paramour, TRIO Student Support Services

Division of Adult Community Education and Regional Centers
Claudette Dia-Taylor, Acting Dean

Peter Llewellyn, Asst. to the Dean
Maria Diaz-Aparicio: ESLL non credit
Don Butler
Carmen Perez, Secretary

Library and Learning Resources
Joan Johnson, Executive Director

Dean of Students
Dr. Marvin Bright, Dean for Student Life
Todd Jones, Counseling

2. Responses received from Academic Affairs
RESPONSES TO RESEARCH SUMMARY. Four questions posed:
1. For what services, if any, do students come to your office?
2. What are the top 5 outside resources (off campus) to which you refer students
3. What are the top 5 inside resources to which you refer students?
4. From your experience, what do you believe would be the most important offices included on the map?
_____
1. Reginald Hillmon, Acting Director, Academic Advising, X8781

1. Continuing students in good academic standing visit the Advising Center to receive guidance on achieving their academic goals. This may include, but is not limited to, course selection, assessment of academic progress, to receive permission for course overloads, schedule appointments to meet with Academic Advisors, to take advantage of walk-in advising services.

2. N/A

3. Counseling Center (W2-2)-students on academic probations, change of curriculum, personal and classroom issues; Records and Registration; Welcome Center; Financial Aid; Cashier's Office

4. Academic Advising; Counseling; financial aid; records and registration; various academic departments;

_____
2. Carol Whitney, Coordinator of Administrative Support , ESS, x8787
"Dena, I personally do not work with students at all; the only interaction I have with them is generally via the telephone when I inadvertently receive a call and have to refer them to another resource. When I am out around the campus and I stop to help a student, my experience has generally been that they are looking for the **testing center**

(for placement tests). Sorry I am not much help, but there are many others in ESS who do work directly with the students, so I am sure you will be hearing from them.”

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3. Arnold DiBlasi, Jr., M.Ed., Coordinator of Academic Computing x8545

“As the Coordinator of Academic Computing I have some responsibility for student-related activities although my office primarily deals directly with faculty and administration. Academic Computing is responsible for the various "open labs" that students use for completing any assignments requiring the use of a computer. These are the Student Academic Computer Centers (SACCs) and they may be found on Main campus (B2-33: general lab; M2-27: dedicated to Design Tech and Art; C3-17: primarily for CIS students), NorthEast Regional Center (NE123: general lab), NorthWest Regional Center (NW115: general lab), and West Regional Center (WE100 or WE135 schedule-dependent).

These labs are generally open from 8:00 AM - 10:00 PM (B2-33); 8:00 AM - 9:00 PM (C3-17); or 9:00 AM - 9:00 PM Monday through Friday and 8:00 or 9:00 AM - 4:00 PM Saturdays throughout the regular academic semester and comparable hours during the summer sessions.

I believe these areas should be on a map for students as well Security, Learning Labs, Library, Registration, and various Divisional office suites.

Please let me know if you need any additional information.”

_____
4. Peter C. Watkins, Dir., Youth Work, Behavioral Sciences Dept.
      1. Advising, to discuss courses, etc.
      2. Not sure
      3. RECORDS AND REGISTRATION; FINANCIAL AID; WELCOME
CENTER (prospective students who contact me); transcript evaluator; career services office; learning labs; counseling center; advising center (W1-1)
      4. See answer to number 3

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5. John Howe, Dept. Head, English Dept.
    “The answers you request will take more time than I have at present, and since I’ve opened the mail it will blur into history in a few days; please send this request again some time after January 25th and I’ll try to b e more helpful.

    Sounds like a good idea. I imagine a sort of 3-D navigational map as one sees in GPS systems. Useful <u>and</u> cool too.

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6. KATHLEEN HARTER, Dept. Head, Chemistry

1.   To get course waivers is the most common reason, because they hgave had the pre-req elsewhere. They also come for advice about the Associate in Science Degree, Science related curriculum questions and chem. Tech degree advice/info

2. None

3. Advising, Counseling, Records and Registration, Transcript Evaluation, Career Transfer Center, Learning Labs

4. Financial Aid, Advising, Career Transfer Center/Counseling, Records and Registration

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7. Dr. David Catell, Dept. Head, Physics and Dir. Engineering

1. Students come to my office for advising, counseling, registration and tutoring.

2. Off campus resources students are referred to: the Internet, transfer counselors (mainly at Drexel and Temple), other community colleges

3. Student Services in W1-1; Counseling in W2-2; Division Dean in W2-7; Registration; Admissions.

4. Those mentioned in 3; Offices of Department Chairs in Math, Science and Health Careers, especially mine (W4-33) for students interested in physics or engineering science, the Transcript evaluator's office, financial aid, the cashier, the Welcome Center

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8. Dr. Sharon Thompson, Dean, Division of Liberal Studies

1. All academic matters related to dept/courses and programs in Liberal Studies: grades, instructors, attendance, etc.

2. does not regularly refer students to outside resources

3. Advising, Financial Aid, Graduation Office, Admissiobns, counseling

4. Department, Curriculum and program offices. Advising, Library, Learning Labs

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9. Joan Johnson, Director Library

"**1. For what services, if any, do students come to your office?**

Students come to me directly with inquiries/complaints about library services, usually when they are not satisfied with someone else's answer and want to speak to the "one in charge." They may owe us a book, or overdue fines; they may have no ID and want access; they may want to complain about noise, or other students; they may feel that they were not treated well by library personnel.

They come to the Library for many of our services, of course. Jay Warren will have a different perspective, I think.

Let me know if you need a list of library services, or check the library website on My CCP.

2. What are the top five outside resources (off-campus) to which you refer students?

Free Library of Philadelphia – we can access their catalog online and send students there for items we do not own and that they do
.
Libraries that make up the TCLC (TriState College Library Co-op, http://www.tclclibs.org/) to which we belong; all these institutions have reciprocal borrowing privileges and most allow in-person use of library facilities. Institutions and procedures are available on the website.

3. What are the top five inside resources (on-campus) to which you refer students?
SACC – for computers with word-processing software
Learning Lab - for help understanding an assignment
Center On Disability - when a student needs assistive help using our resources.
Security- if a student reports a lost or stolen item, or needs an ID card.
Bookstore, for textbooks.

4. From your experience, what do you believe would be the most important offices included on the map?

Library, of course!
Security
Learning Lab
Financial Aid
SACC
Counseling"

_____
10. Dr. Susan Tobia, Exec. Asst. to V.P. for Academic Affairs, Academic Affairs Office
        1. Students come to the Academic Affairs Office mostly with issues that can't be resolved at other levels. (Susan would NOT put this office on the map.)
        2. N/A
        3. Does not see many students in her current position. In previous positions, I would refer students mostly to counseling, other faculty, or the learning lab. Most times I would handle the question or concern myself.
        4. Welcome Center (financial aid questions – check to make sure they do help with this), Academic Computer Center, Learning Lab, Counseling, Advising, Student Life, Library, Women's Center, Health and Wellness Center, MyCCP Portal, Career Services Center

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11. Dr. Mary Anne Celenza, Dean of Math, Science and Health Careers

Students have questions about the following:

1. How do find an instructor (office, phone number). This is especially true for part time instructors.

2. How to obtain the necessary signatures for drop/add.
3. How to resolve an issue with a grade.
4. How to find out information on registering for courses (e.g. what courses to take)
5. How to resolve the problems the result when they have been dropped from a course due to financial, pre-requisite issues.
6. How to go about getting into a course (usually biology) when the course they want is filled.
7. What to do if they can't find their classroom or the instructor has not shown up.
8. How to change from one major to another.
9. Who to talk to if they are having a problem with an instructor.
10. How to apply to or receive information regarding one of the select programs.
11. Frequently students will ask how to get help with issues relating to Business and Technology or Liberal Studies. They do not know where to go to find someone to help them.

2. What are the top five outside resources (off-campus) to which you refer students?

I don't usually refer students to off campus resources.

3. What are the top five inside resources (on-campus) to which you refer students?

1. Counseling (for advising purposes)
2. Academic Advising
3. Financial Aid
4. Records and Registration
5. Admissions

4.   From your experience, what do you believe would be the most important offices included on the map?

Most students know how to find the main areas listed above. However, they get confused as to Counseling and Academic Advising. I also think helpful sign posts would be the Learning Labs, the Academic Computing Areas, and the Divisional Offices.
_____
12. Laura Ann Davidson, Director – Culture, Science and Technology, Division of Math, Science and Health Careers; x 8534

Hi,
 I was unable to open your file (my office computer is ancient!) but I will answer the questions:
1.
For what services, if any, do students come to your office? Students come to my office for Culture, Science and Technology Advising, career discussions and help with the course I teach which is Diet 111. I also

do nutrition counseling for students and staff for a limited number of hours, which is takes place in my office. 2. What are the top five outside resources (off-campus) to which you refer students? I typically do not refer students off-campus.
3. What are the top five inside resources (on-campus) to which you refer students? The Learning Lab, The Counseling Center, Academic Advising, The Health and Wellness Center, The Gym.
4. From your experience, what do you believe would be the most important offices included on the map? all of the above!
_____

13. Donald Eric Butler, Adult Education Programs

Donald Eric Butler
Adult Education Programs

1.For what services, if any, do students come to your office?

        We are the Division of Adult Community Education. Students come to us for:
            ABLE Program
            GED classes
            ESL Classes (non credit)
            ABE classes
            Adult Evening High School classes
            Regional Center information
            Non Credit Classes

2. What are the top five outside resources (off-campus), if any, to which you refer students?
            GED Test Centers at Temple U & District 1199C
            Mayor's Commission on Literacy
            Reader Development Program at the Free Library
            Center for Literacy
            YMCA Education Center

3. What are the top five inside resources (on-campus) to which you refer students?
            Enrollment Services
            Assessment Center
            Center for Business & Industry
            Career Planning-Job Placement Office
            Center for Disability

4. From your experience, what do you believe would be the most important offices included on the map?

            Department Offices
            Learning Labs
            Financial Aid
            Academic Advising
            Counseling Center
            Career Planning-Job Placement Office
            Center for Disabilities
            Health Center

Security
_____

14. Timothy Sullivan, Dean Division of Business and Technology

1. General information about programs offered through (a) the Division of Business and Technology - (please note that the Division has another office - the main academic office in B2-22 where most student questions are answered related to Accounting, Economics, Finance, Business, Automotive Technology, Transportation, Management, marketing etc.) - the Computer Information Department faculty and offices are located on the third floor of CBI - and (b) the College's Center for Business and Industry (CBI). In addition, students frequent this office to inquire about non credit professional continuing education and workforce development courses.

2. Philadelphia Workforce Development Corporation; Philadelphia government agencies; specific employers where appropriate

3. Admissions; registration; Career Center; Computer Information Faculty offices in the CBI building

4. Admissions - registration - each of the 3 Academic Division main offices - financial aid - various learning and academic support services - computer labs - faculty offices - advising - counseling
_____

15. Michael L. Stern

Dena,
I hope this helps

1. For what services, if any, do students come to your office?
Advising, initial enrollment, registration, counseling, career services.

2. What are the top five outside resources (off-campus) to which you refer students?
Professional and trade associations (American Institute of Architects 17th and Sansom), Free Library, specialized computer training

3. What are the top five inside resources (on-campus) to which you refer students?
Advising, Financial Aid, Records and Registration, Cashier, Career Center, Library.

4.   From your experience, what do you believe would be the most important offices included on the map?
Advising, Financial Aid, Records and Registration, Cashier, Career Center, Student Activities, Learning Center

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16. Marcia Epstein

RE: The Leadership Survey: Since you don't have my reply, I will respond again:

l. Students come to my office for the following reasons:
Advising and course selection
Counseling both personal and related to the course I teach
Transfer advice and suggestions
Waivers for courses
Discussing Education 202, the course I teach
Meetings of the Education Club and planning for future events

2. Top 5 outside resources (off-campus) to which I refer students:
Faculty and Counselors at four-year institutions to discuss articulation of courses from CCP to their schools
recruiters at the School District of Philadelphia
Principals and teachers affiliated with the School District of Philadelphia
Community Mental Health facilities
Philadelphia Reads for Tutor Training

3. Top 5 inside resources
Edna Freeny, transcript evaluator
Jon Brown, transfer counselor
Donald Bowers, Behavioral Sciences Dept. Chair
Sandy Sharp, and Patty Goldentyer, education faculty
Bernice Alexander and Elly Cunningham, Education Advisors

4. Include on the Map:
Counseling and Transfer Center Office
Records and Registration
Financial Aid
BR-21 : Department office
Bookstore
Cafeteria
Learning Labs
ERC
I hope this is helpful. Please let me know that you have received this survey. Thanks again, Marcia

Marcia G, Epstein
Professor, Department of Behavioral Sciences
Education Curriculum Coordinator
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17. Deborah Rossi, Coordinator/Director, Medical Assisting/Office Management, Division of Math, Science and Health Careers

Question #1: Reasons that students come to my office include:
a. To ask questions about allied health programs
b. To request seats in reserved biology sections
c. To receive information about the medical terminology class
d. To learn about how to take a credit by exam for HIT 105 or the DIET
111 courses
e. To request a waiver for a prerequisite for the DIET 111 course
f. Medical Assisting students come to my office for academic advising,
to meet with me for help with course work when they encounter academic
difficulties, to discuss continuing education options after graduation,
or just to visit.
g. Students also come to complain about instructors in the Program
courses when the issues cannot be resolved with the Program Director.

2. It is rare that I refer students to sources off campus. I can
honestly not think of an example to tell you at this time.

3. Counseling Department for personal issues or transfer information,
or to speak with an allied health counselor.
b. Welcome Center for admissions information
c. Center on Disability
d. Learning laboratory for educational support
e. Student Activities and Clubs

4. Welcome Center
Records and Registration
Financial Aid
Cashier's Office
Transcript Evaluation
Counseling Office
Learning Labs
Career and Placement Center
Library
Student Activities Office
Security Offices
Nurse's Office
Division offices (3 major offices where the deans are located)
Center on Disability
_____
18. Dr. Linda Powell, Biology Chair
1.As a Dept Chair: - Transcript Evaluation for Course Equivalence
                    - Complaints about their instructors
                    - Interpersonal problems between students
and or students and faculty
                    - Academic Advising

- signatures and waivers
                    - grade appeals
                    - Career advising
1A. As a Grant Coordinator: -Career Advising
                         -For grant Entry
                         - requesting Scholarships
                         - Requesting Book stipends
                         - Referred from the other grant
schools for help with negotaiting CCP
                         - Graduate/Professional Advising
                         - requesting Academic Research
opportunites.

2. I work with 8 colleges and universities so I have a Coordinator I
work with at each institution. I also have contacts with deans and
Department Chairs in multiple schools so I send them to various people
for help depending on the discipline[I have contacts that involve most
of the Math, Science, Health Career Division].

3. Judy Guy- for registration Issues.
   Todd Jones and other counselors for medical withdraws, emotional
issues and counseling
   People in Student life for Book stipend support beyong what I can
give in my grant. It used to be janice Borlandoe
   Other Science dept. Chairs for curriculum entry
   To Ed support for entry into dual admission programs

4.Counseling, Registration, Financial Aid, Advising, Special grants
offices
Dr. Powell
Bio chair
AMP Coordinator

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19. Margaret Niven, Acting Asst. Dean, Div. of Educational Support Svcs.
I anm the Acting Assistant Dean in the Division of Educational Support Services and am
located in Room W1-1.

Students come to this office suite for a variety of services. Our ESL program is housed
here as are academic support programs such as Act Now, College Achievement
Partnership (CAP), Trio Student Support Services. In addition, high school students
interested in our Advance at College program come to this office. Students interested in
a dual admissions program to one of our 7 partner institutions also visit to pick up or
complete paperwork or to request information/ assistance with their dual admissions
status. The Academic Advising Office is also located in Room W1-1.

Our primary referrals on campus are to the Office of Student Records and Registration, Admissions/The Welcome Center, the Financial Aid Office and the Counseling Department. We may also refer students to an academic department head.

Overall, it seem to me that the most important offices to be included on the map are: Admissions/Welcome Center, student records and registration, financial aid, cashier(bursar), transcript evaluation, counseling, academic advising, health and wellness center. In addition, the Library, Learning Labs and Student Academic Computing Centers (SACC) are essential.

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B. **INTERVIEWS WITH SISTER COMMUNITY COLLEGES**
   1. **Gil Gonzalez**
CAMDEN COUNTY CC
   I have spoken with Wm. Thompson, V.P., Camden County Community College. CCCC has 3 campuses. The campus that resembles CCP the most is the Black Wood Campus which consists of 36 buildings serving a varied population. The Campus **does have a map which is on a kiosk. They also have a print version of the map. What makes the function of the map successful is its delivery to the general population.**

   During the first day of classes, staff, faculty, and Administrators have buttons that identify them as Resources for information. Each person is trained and prepared to assist students. During the first day of class or open house days these people not only answer questions but also hand out maps.

   The campus has signs that work with the map. They call it a footpath. This will help reinforce the map.

   They understand that a student's impression on the first day and on the last day of their educational experience leaves a long lasting impression.

   Thompson suggested:
         1. Once map is developed, it needs to be established as a routine operation
         2. Give the map a personal touch by having people distribute it as they give directions.
         3. There should be a second map on the back to help students find classrooms and understand the system.
         4. The map should only have what is essential.

   2. **Julie Simmons**

DELAWARE COUNTY CC

I have spoken with Betty Brown, Associate Dean of Student Affairs (12/19). DCCC has no office that specifically handles retention/persistence issues. Her office works with students who have been put on probation for the first time. The Career and Counseling Center sends a letter with suggestions for addressing problems, and these students are not permitted to register via the web; students on probation are not permitted to register via the web. Her office also works with students taking developmental courses who do not pass. If these students fail to see a counselor, they are dismissed. (Note: this is somewhat different for academically dismissed students, i.e., students who have not been taking developmental courses. For these students, an appeal is possible through a counselor. At Mid-Term, faculty are required to inform student Affairs of students who are not doing well or who are not passing their classes at mid-term. These students receive a letter, and the students are advised to contact their instructors, contact a counselor and get tutoring. If a student has attendance problems, the student will receive an Instructor Withdrawal Letter. Under certain circumstances, students may have an opportunity to meet with faculty, and the instructor would make a final decision about retention. DCCC keeps no statistics on the effects of any of the above policies on student retention and persistence.

MONTGOMERY COUNTY CC

I have contacted Leonard C. Bass, Assistant Dean of Student Success and First Year Initiatives who advised that he has been in this position since November 9, 2005. He has suggested that Dr. Steady Moono, Dean of Student Success, may be a good resource as well. We are awaiting an appointment for a teleconference with Mr. Bass.

C.   CCP INSTITUTIONAL RESEARCH – DENA SUKOL

I have reviewed several pieces of research from our own Institutional Research Office, including Reports #147 and 148 (*An Assessment of Parity in the Outcomes of College Level Students: Persistence and Academic Performance*). In Part 2 of the above study, statistics showed that overall 33% of our students depart unsuccessfully, which is defined as departing with a GPA below 2.0 or never having attempted a college-level course. This institutional average was used to determine how various groups fared in comparison to the norm. Black

male students (44.7%), Hispanic students (both male [44.2%] and female [43.4%]) and younger students (43%) had the largest disparities in student outcomes. These outcomes were based on 2002 statistics.

We also learned that the largest number of students who drop out, do drop out during the first year. Although the numbers varied slightly from year to year, the largest drop in student persistence was consistently greater in the first year. (We are still in the process of gathering additional research from this office.)

D.   STUDENT SURVEYS AT CCP   Dena Sukol

Four paralegal classes and two sociology classes (a total of 81 students) have been surveyed and interviewed, in classroom settings, in an effort to determine what issues/areas/questions present the greatest challenges to our students? What are they most concerned about in terms of successfully reaching their educational goals at CCP? What are the biggest problems they have in negotiating CCP as an institution? Students specifically have been asked whether a map of the Main Campus would be of use to them in negotiating their learning environment. Overwhelmingly, students answered affirmatively. They were also polled with respect to the most useful content. Their responses were integrated into our decision making with respect to the design, layout, and content of *THE MAP.*

E.   LIBRARY/INTERNET RESEARCH-STUDENT PERSISTENCE
**   AND RETENTION   Dena Sukol**

> **D.   LIBRARY/INTERNET RESEARCH – ALL**
> Identify and review existing programs addressing issues of retention/persistence. (SEE APPENDIX B)

I have reviewed materials from The University of Oklahoma, Center for Institutional Data Exchange and Analysis, Consortium for Student Retention Data Exchange. This Consortium coordinates data sharing to provide 4-year institutions with access to retention and graduation benchmarks since 1994. (Approximately 63% of all public, four-year degree granting institutions in the U.S. belong to and contribute retention data to the Consortium.) There is currently underway an initiative to expand the data exchange activities to include community colleges so that national statistics would be available on persistence and retention for these institutions.

Materials on FOUNDATIONS OF EXCELLENCE IN THE FIRST COLLEGE YEAR, a project operated by The Policy Center on the First Year of College (Policy Center) were reviewed. The project is specifically directed to Two Year Public Institutions, and the work they are doing appears very interesting. They are attempting to develop "an aspirational model for the new-student experience…. (which) will enable colleges to envision a more effective experience for beginning college students and to assess the degree to which their

institutions actually achieve excellence in accordance with the model." (FOUNDATIONS OF EXCELLENCE® IN THE FIRST COLLEGE YEAR, Project Description and Call for Participation).

Indiana State University published "A Longitudinal Approach to Assessing Dropout Behavior Among First-Generation Students: Time-Varying Effects of Pre-College Characteristics". The study uses students who first matriculated fall 1995 and follows them through nine academic semesters. Among other findings was the fact that first generation students (i.e. students whose parents had not attended college) had a far higher dropout rate that could be seen from the first semester of school than that of students whose parents (or at least one parent) had attended college.

Finally, at the suggestion of David Watters, I have explored some of the research of Vincent Tinto, including "Enhancing Student Persistence: Connecting the Dots", a paper prepared for presentation at *Optimizing the Nation's Investment: Persistence and Success in Postsecondary Education* (sponsored by the Wisconsin Center for the Advancement of Postsecondary Education, The University of Wisconsin, Madison, Wisconsin, October 23-25, 2002). The paper is exceptionally interesting. Its principle focus however begins with a restructuring of the questions we ask about access to education: "We have to move beyond thinking of access solely as enabling people to gain entry to higher education to seeing access as providing individuals realistic opportunities to earn a four-year college degree." While his focus is very interesting, it bypasses the question of whether two year colleges do not, in fact, provide access to education that would not otherwise exist and whether two years of higher education (assuming a student who completes only two years of education at a two year school) is superior to no years of higher education. His focus, in short, is on the completion of a bachelor's degree.

Below is bibliography of internet sites used:

1. The University of Oklahoma's Consortium for Student Retention Data Exchange, with particular attention to their new two-year college initiative. http://www.ou.edu/csrde/index.html

2. Foundations of Excellence® In The First College Year. http://www.fyfoundations.org/

3.CCP Office of Institutional Research, Report #148: An Assessment of Parity in the Outcomes of College-Level Students: Persistence and Academic Performance, Part II, August 2005.

4. CCP Office of Institutional Research, Repoprt #147: An Assessment of Parity in Student Outcomes: Persistence and Academic Performance, June 2005.

5.”A LONGITUDINAL APPROACH TO ASSESSING DROPOUT BEHAVIOR AMONG FIRST GENERATION STUDENTS: TIME-VARYING EFFECTS OF PRE-COLLEGE CHARACTERISTICS”, Office of Strategic Planning, Institutional Research and Effectiveness, Indiana State University. http://web.indstate.edu/oirt/briefs/2002No2.pdf

6.”Enhancing Student Persistence: Connecting the Dots”, Vincent Tinto, Syracuse University. Prepared for presentatioin at Optimizing the Nation’s Investment: Persistence and Success in Postsecondary Education. A conference sponsored by the Wisconsin Center for the Advancement of Postsecondary Education, The University of Wisconsin, Madison, Wisconsin, October 23-25, 2002.
http://www.wiscape.wisc.edu/publications/attachments/419Tinto.pdf

7. “Paths to Persistence: An Analysis of Research on Program Effectiveness at Community Colleges”. Lumina Foundation for Education. New Agenda Series ® http://www.ccsse.org/retention/retention.cfm

8. “METLIFE Foundation Initiative on Student Success”. Community College Survey of Student Engagement. Site includes Best-Practice Colleges, Surveys, etc.
http://www.ccsse.org/retention/retention.cfm