

Final Project Report

2010/11 Leadership Institute

CHOICES: EXPLORING YOUR PATH TO POSSIBILITIES

by

Tamika Curry

Kalala Kabongo-Mlanda

Diane Kae

Kristen Starr

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A. Proposal

1. Project Need

Each year, Community College of Philadelphia enrolls over 2,000 students who graduated from high school (or completed their GED) the preceding spring (Fact Book Table A-14). The School District of Philadelphia currently has almost 50,000 high school students who are potential College attendees. Although the College has a long partnership with the School District of Philadelphia, there is an ongoing need to broaden that relationship to introduce as many potential students as possible to the College. Additionally, there is a perception among many of the College as merely '13th grade.' By focusing on the myriad opportunities afforded by the College and the career paths to which these opportunities lead, this project hopes to work toward changing that perception into one where the College is viewed by all graduating high school students as a viable educational option.

2. Project Purpose

Community College of Philadelphia offers a variety of ways for interested students to learn about the College – tours, college fairs, open houses, etc. Our proposed project will provide a new avenue that focuses on the wide range of potential pathways that can be followed beginning with an education at the College. Through this project, we will plan an event that will bring high school students in close contact with successful College graduates in a variety of fields and at a variety of levels in those fields. This event will provide an opportunity for the high school participants to gain a greater understanding of the multiple paths available at the College, while hearing personal stories from people who have been there.

3. Summary of Research

Research conducted includes a determination of current avenues for college visits by secondary students; understanding what secondary students wish to learn about college in general and CCP in particular; determining appropriate subjects and speakers; and determining which College offices and departments should be involved in this project.

Currently, no visit opportunities for secondary students focus specifically on a cross section of careers. When there is a department specific activity that select high schools are invited to, it focuses on a narrow area and is not inclusive in terms of the scope of careers and directions that come out of the College. There is also a promotional DVD that is used in certain presentations such as open house that includes a selection of careers.

Both admissions and leaders of secondary programs were polled to gain an understanding of what secondary students are most interested in learning. This list was developed from a review of the admissions general email account and polling the Admission Recruiters who work with high school student on a daily basis. Key areas of concern include wondering about potential majors, and what students do after CCP, as well as the profile of College students and graduates. Additionally, the most asked about majors include nursing, law/paralegal, dental hygiene, film/video, music/music production, business and justice. This can help guide the selection of career areas for the event speakers.

Research also focused on potential speakers for the keynote and concurrent sessions. Petrina McFarlane is a graduate of CCP and is now full time faculty in the nursing department and would be an ideal candidate for the concurrent sessions. We would like to reach as many other

disciplines as possible. Therefore, we will need a few more weeks to add the alumni for the sessions and will work with the Coordinator of Alumni Relations and other College departments to determine additional appropriate alumni.

Admissions and Recruitment will be key players in this event. Diane Kae will be our primary contact with these areas, in her role as Manager of Student Outreach and Recruitment. Jan Harris, Director of Career Services indicated that her office already has unadvertised programs for high school students in the area. She wants to be invited to our group meeting so she can share with us what she is doing. The Division of Adult and Community Education has several programs for high school students, three of which may be approached to recruit students and/or support the event: Philadelphia Tech Prep Consortium, Promoting Academic Success, and TRIO Upward Bound (directed by the Leadership Institute fellow Lynne Sutherland). Outreach has been made to David Prejnar of the International Studies program to learn about who funds the activities he has with the Bodine School of International Affairs as a potential funding source.

4. Project Overview

This one-day event will initially be piloted in Spring 2011 under the name of Choices: Exploring your path to possibilities. Two high schools with which the College has an existing relationship and which have expressed an interest in this type of experience will be partners in this pilot day: Ben Franklin and Fitzsimons. The model for this event, along with the lessons learned from participant evaluations and other feedback, will then be provided to Admissions for further similar events. The target audience for this event will be current high school juniors and seniors. Holding the event in the spring of their junior year coincides with when students should be thinking about college, and allows them time to follow any recommendations (e.g. take a fourth year of math) in their senior year; seniors who have not yet decided about college still have time to apply to the College at that point as well.

Six career areas have been chosen for the concurrent sessions. These areas are: Health, Law/Justice, Business and Management (including CIS and Hospitality), Science and Engineering, Education and Behavioral Health, and the Creative fields. The goal is to have a few speakers in each area who will discuss their experiences with the students, including the role the College played in their lives. Ideally, graduates will represent a diversity of professional levels. For example, the Health session might include a doctor with an M.D. as well as an x-ray technician with an A.S.

The sessions will be arranged in three separate time slots throughout the morning. Each group of students will attend two speaker sessions and participate in the CHOICES career aptitude survey at the College's Career Services office. All students will attend the opening session with a keynote speaker and will be provided lunch at the end of the morning. A sample agenda is attached.

5. Project Benefits and Advantages

The Career Exploration Day event will benefit several distinct groups. Secondary students at participating high schools will have an opportunity to visit the College in a way that is different from and more in-depth than the traditional college visit. These students will have the opportunity to hear from alumni about a variety of paths that can be followed from the College, expanding their view of the College as more than '13th grade', and expanding their view of potential careers beyond. These students will also have the opportunity to assess their own career interests through the CHOICES

6. Project Timeline

December 2010: Finalize date/rooms; Begin contacting potential speakers

January 2011: Finalize speakers; Work with high schools to secure participants

February 2011: Finalize participating high schools

March 2011: Finalize event arrangements (space, AV, speaker needs, catering)

April 2011: Event held on April 12

7. Evaluation Plan

Project evaluation will be conducted to determine the success of the event, lessons learned and the value of holding similar events in the future. The hope is that this evaluation will show that both the secondary students and the alumni speakers had positive experiences with the event. Evaluation will be conducted primarily in the form of participant satisfaction surveys, which will be provided to the secondary students, their teachers/counselors, and the speakers. The project team members will also provide their reflections on the planning, execution and

benefits of the event. For future events, the College could potentially track the number of students who attended the event that actually enroll at the College, and the curriculum in which they enroll.

8. Budget

In this pilot year, this event will take place as part of the required contracted activities with two schools the College has 'adopted' through the School District of Philadelphia's partnership with the College: Ben Franklin High School and Fitzsimmons High School. The costs for this event will be covered by the College's Admissions Department and will include:

- Buses to transport students from their home schools to the College
- Lunches for students and speakers

The project team is currently looking into the possibility of providing some gift for the keynote and concurrent session speakers as well.

9. Dissemination Plan

This project will serve as a pilot project of a career exploration visit opportunity for secondary students. Upon completion of the event in Spring 2011, the project team will summarize the model and lessons learned from the experience and provide it to the Admissions department for use at future events. The hope is that this model can be used on a broader scale in the future, incorporating more high schools, more students and more careers. Additionally, the model could be expanded beyond high school students as a way to introduce older and returning adults to the College and the variety of possibilities it contains. Along with providing a new way for potential students to get to know the College and understand the opportunities available at the College, the event also provides a way to keep College alumni involved and engaged with the College.

B. Implementation

On a beautiful Tuesday, April 12, 2011, the project team members (Diane, Kristen, Tamika, and Kalala) arrived at 7:30 AM in the CBI Building for the final preparations for the event. They set

up the meeting rooms and registration tables, gathered registration materials (lists of guests' names and name tags) and made certain everything was in place.

At 8:40, the first group of about forty students (with their three chaperones) from Benjamin Franklin High School was met in the CBI lobby and led to the second floor by one of the three CCP student ambassadors, who had volunteered for the event. At the end of the stairs, they were greeted by the project team members, who asked them to register at the table set up near the door and manned by the other two student ambassadors and two project team members. No sooner had the Ben Franklin students registered than a second group of about thirty-one students (with their three chaperones) from FitzSimon High School filed upstairs to check in. The guests each said their names aloud, received their badges and the event schedules, and entered C2-28 for the welcome ceremony. In the meantime, CCP alum, Adjunct Professor of Music, and the event's keynote speaker, Anne Sciolla, checked in, and was greeted by Kristen and Tamika and directed to the large lecture hall in C2-28.

At 9:05, the event proper was under way with an address by Diane Kae, Manager of Student Outreach and Recruitment at CCP. In the name of the College, Kae welcomed all the guests (students and alums) and gave them an orientation to the day's activities. She gave specific instructions on the nature, the schedule, and the location of the various activities. She ended her remarks by introducing the project team members and left the stage to Nursing Assistant Professor Curry, who introduced Anne Sciolla, the keynote speaker.

It was 9:13 when Professor Sciolla stepped up to the lectern. She began by handing out copies of the poem "About the Paradox" she had prepared for her presentation. After reading it aloud, she spoke about her life before, during, and after her studies at CCP. Specifically, she talked about taking charge of her own life, overcoming hardship in life, and juggling school, work, and church. Thanks to her music education, she concluded, she had been invited to many interesting places and met countless famous people, including many of the modern music elite and she urged the audience to keep the faith, have hope, work hard and be resilient and persistent. Before yielding the floor, she acted out each of the roles, wearing a special costume and speaking the appropriate language for it. The thunderous applause which followed was a sign of the interest the audience had in her talk which lasted about twenty-two minutes.

The guest students were then invited to join their groups according to the color of their badges. Those wearing Red Blue, and Green tags were in Groups A, B and C, respectively. Each group had to partake in three predetermined activities: (1) Choices Assessment (i.e. an online interest inventory used to create the career profile of takers) in the Career Center lab in C1-34

facilitated by Jan Harris and Tracey Hanton of CCP's Career Services Center and (2) two sessions on two of the following clusters: (a) Business- Hospitality, (b) Science-Engineering, c) Creativity-Art/Music, (d) Education-Behavioral Health, and (e) Law-Justice, and Health-Medical. The group was led by one of the project team members, whose attributions also included introducing the speaking alums, moderating the activity, and ensuring that the guest students moved from one activity to the next smoothly. The overseer role was given to Diane, who floated from room to room to make sure the activities ran smoothly.

The first session began at 9:40. See EXHIBIT 1 below for a complete schedule of activities and EXHIBIT 2 for the areas to be covered as well as the alumni who were invited to speak at each activity. Fifteen alumni responded to the call. Their biographies can be read in EXHIBIT 3.

After each activity, each alum received thanks and a small gift including a ceramic mug, pen, lanyard and tote bag, all with the College logo, as a token of appreciation at the hands of the project team member who moderated the activity. At the end of all sessions, all the groups returned to C2-28 for the evaluation part as well as for lunch.

EXHIBIT 1: Schedule of Activities and Speakers

Choices
“Exploring Your Path to Possibilities”

8:30 – 8:45 **Arrival and Registration – CBI Building, 18th & Callowhill Sts., Room C2-28**

8:45 - 9:00 **Welcome Remarks (C2-28)**
 Diane Kae, Manager, Student Outreach and Recruitment

9:00 – 9:25 **Keynote Address: From CCP to Grammy Nominee**
 Introduction of Speaker
 Tamika Curry, RN, MSN, Assistant Professor, Department of Nursing

Keynote Speaker
 Anne Sciolla
 Adjunct Faculty, Music Department Community College of Philadelphia

9:25-9:30 **Transition to next session**

9:30 – 10:10 **Sessions I**

Room – C1-34 or C2-17*	Room – C2-5	Room – C3-5
Group A Choices Assessment	Group B Law/Justice	Group C Health/Medical

10:10-10:15 **Transition to next session**

10:15 – 10:55 Sessions II

Room – C1-34 or C2-17*	Room – C2-5	Room – C3-5
Group B Choices Assessment	Group C Education/Behavioral Health	Group A Creativity - Art/Music

10:55-11:00 **Transition to next session**

11:00 – 11:40 **Sessions III**

Room – C1-34 or C2-17*	Room – C2-5	Room – C3-5
Group C Choices Assessment	Group A Business/Hospitality	Group B Science/Engineering

11:40-11:45 **Transition to next session**

11:45 – 12:30 **Closing Session and Lunch C2-28**

**Please see your name badge for room assignment*

EXHIBIT 2 : The Areas and Alumni Speakers

Area	Alumni	Profession
Law/Justice	Brian Sprowal	Police Lieut.
	Gary McLaughlin	Justice
Health/Medical	Tina Scott	Dir. of Radiology
	Bartram Jackson	Healthcare
	Petrina McFarlane	Nursing Faculty
Education/Behavioral Health	Fred Barber	Therapist
	Darlene Marshall-Lee	Behavioral Human Services
Creativity/Art/Music	Gil Gonzalez	Graphic Designer
	Edmundas Jankevicius	Architect
	Matthew Rhein	Photographer
Business/Hospitality	Stanley St-Pierre	Culinary
	Jack Donahue	Corporate Procurements
Science/Engineering	Marcella Stokes	Project Engineer
	Pat Day	Compliance Manager
	Laura Eyring	Chemist

EXHIBIT 3: Speakers' Biographies

1. Fred Barber

Fred began his education at Community College of Philadelphia (CCP) in the Honors Program before transferring to Drexel University, where he received a Bachelor of Science (B.S.) degree in Behavioral Health. He later received his Master's degree in Education. He has worked as a Relapse Prevention Counselor, a therapist for drug and alcohol addicted clients, and those who struggle with co-occurring disorders (mental health and substance abuse diagnosis), and a teacher. Currently, Fred is Program Coordinator for one of seven Wedge Recovery Centers.

2. Pat Day

Pat has an Associate of Science (A.S.) degree in Electronics Technology and an A.S. in Engineering Science from CCP. He went on to Drexel University, where he received a B.S. in Electrical Engineering and to the Penn State University, where he got a Master's degree in Industrial Engineering. He currently works for GlaxoSmithKline as a Compliance manager. His job is to ensure that his company in the US, UK and Europe complies with governmental regulations. Pat has also held electronic technician, electronic engineer, and logistics export specialist jobs.

3. Jack Donahue

Jack graduated with an Associate of Arts (A.A.) in Business from CCP. Then he enrolled at Penn State University and earned his Bachelor's of Business Administration degree with a concentration in Marketing. A business executive with thirty years' experience in Engineering, Construction, Power Generation, and Defense, he is now employed by "The Day & Zimmermann Group" as the Director of Corporate Procurement.

4. Laura Eyring

Laura studied chemistry and math at CCP for two years. In 2000, she transferred to Drexel University for her B.S. in Chemistry. Before coming to CCP, she had graduated from the Pennsylvania Academy of Fine Arts and had a BFA from the University of Pennsylvania. After her Fine Arts studies, she exhibited her oil paintings at the Artforms Gallery in Manayunk and the Rosenfeld Gallery in Old City. Laura has been working as an analytical chemist in the Philadelphia Water Department since 2001.

5. Gil Gonzalez

Gil received his A.A. in Fine Arts from CCP. He then attended the University of the Arts, where he earned a Bachelor's degree in Graphic Design. Since graduating, he has been a senior graphic designer at the CCP. He has also been active in the community. In 1989, Gil founded "Cinco Graphics at the Taller Puertorriqueño," a professional training program which prepares high school students for college or graphic design work and which was high-lighted in a 1992 Spotlight series on WHYY TV. In 1993, he was featured in a series of ABC commercials on education (Never Stop Learning). In the 90s, along with artists David Mendez and Lucas Rivera,

Gil founded the events "Noches de Art en el Barrio and Girard Nights," the first multicultural events rated the best by Philadelphia Weekly. Recently, in "Three Rings", a fictional memoir set in North Philadelphia, Award winning Artist and writer González has captured the flavor of growing up in the hood with a collection of short stories roughly based on relationships with young and grown women. "Three Rings" weaves into the pages his powerful paintings of urban landscapes to underscore the themes of the book. Gil is an accomplished artist whose work has been widely exhibited in the Delaware Valley.

6. Bartram Jackson

Bart graduated from CCP in 2003 with an A.A. Degree in Business. He then attended Pierce College, where he received a B.S. in Business Administration, with a minor in Business Management. He is currently a Critical Care Technician at Thomas Jefferson University Hospital on the Surgical Intensive Care Unit, and has been a member of the critical care team since 1997. Bart has also applied to the RN-BSN/MSN program at Thomas Jefferson University and plans to use his Business Administration background later to open his own outpatient clinic which will provide healthcare access to underserved populations.

7. Edmundas Jankevicius

Ed enrolled at CCP in 2007 and graduated in 2010 with an A.A. degree in Architecture. He has since transferred to Drexel University and continues to take classes at CCP as a guest student. Ed works part-time as an electrician and as a drafter.

8. Petrina McFarlane

After graduating from the nursing program at CCP, Petrina went on to Thomas Jefferson University, where she earned her B.S. in Nursing and M.S. in Nursing. Currently, she is a full-time faculty member at CCP and teaches first year nursing students. In addition to teaching, Petrina is interested in community and cardiac care.

9. Gary McLaughlin

Gary graduated from CCP's Justice Program in 2004 with the highest honors. He was a member of the Phi Theta Kappa and the L.E.A.D.S society. He then attended Saint Joseph's University, where he received BS in Sociology, minor concentration in Criminal Justice in 2006. A stellar student, he made the Dean's list two years in a row, got a Sociology Award, was inducted into the Alpha Sigma Lambda Honors society, and was the commencement speaker for the class of 2006 (University college). He then entered Saint Joseph's University Graduate and earned an M.S. in Gerontology with a minor in Health Administration. Gary has worked mostly on both delinquent and dependency cases in Philadelphia Family Court. Gary has also been a Career Services Coordinator, a Transition Specialist, a Social Service Advocate, a Residential Social worker/ Reintegration worker and a School Social Worker.

10. Matthew J. Rhein

Matt is a 2010 graduate of CCP, with a A.A.S. in Photographic Imaging. Since graduating, he has been a freelance photographer in the city and surrounding suburbs. In partnership with two

other CCP alums, Matt has recently opened a business offering still photography and HD video services, specializing in weddings, portraits, music, and food photography.

11. Tina Scott

Tina received her A.S. degree in Diagnostic Imaging from Community College of Philadelphia. She went on to get her B.S. from Widener University, a Master of Arts (M.A.) degree in Community Clinical Counseling from Eastern University, and her Doctorate of Healthcare Administration from the University of Phoenix. Dr. Scott is a senior healthcare executive, a writer, speaker, counselor and a master's coach. An active member of Sharon Baptist Church in Philadelphia, Dr. Scott participates in numerous professional and community organizations.

12. Brian Sprowal

Brian is a 2009 graduate of the Justice Program at C.C.P. and a 2010 graduate of the School of Police Staff and Command Program at Northwestern University. In about thirty days, he will have his B.S. in Business Administration, with a concentration in Organizational Management from Gwynedd-Mercy College. Brian is currently a proud member of the Philadelphia Police Force, protecting our community. Speaking of the college, Lieutenant Sprowal says, "Community College of Philadelphia gave me the fundamentals and confidence I needed for achieving a higher education."

13. Marcella Stokes

Marcella graduated from CCP in 2003 with an A.S. in Science and Engineering and an A.S. in Engineering. She then pursued her studies at Drexel University, where she received her B.S. in Mechanical Engineering. Currently, Marcella works for a government organization as a project engineer.

14. Stanley St.-Pierre

Stanley graduated from the College's culinary arts program. He is currently starting a catering business.

C. Evaluation

At 11:55, the student assessment of the event began. First, clickers were distributed to the 71 guest students in attendance. Five True/False and multiple-choice questions were projected on the screen and the students had to choose only one answer electronically with the help of a clicker. The five questions are as follows:

1. Do you have a better understanding of what CCP has to offer after attending today's program? Agree/ not sure/ disagree

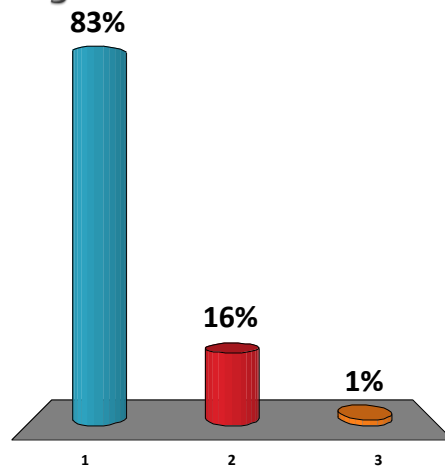
2. Before today, did you consider applying to CCP? Yes/No
3. Would you consider attending CCP after this program? yes/ no
4. After listening to today's speakers, are you more likely to go to college? agree/ not sure/ disagree
5. Was the computer activity in the Career Center helpful? Agree/ Disagree/ Not sure

The responses were tabulated instantly and the results displayed at the end of the clicking session. Asked whether they had a better understanding of CCP after attending the event, 83% agreed, 16% were unsure, and 1% disagreed. To the second question about applying to CCP before today's program, 43% said they were considering it and 57% said no. However, after the event, 64% said they would consider it while 36% responded negatively. A whopping 84% said they were more likely to go to college after attending the program, 10% were unsure and 6% disagreed. Finally, 75% of the guests agreed that the computer activity in the Career Center was helpful, 17% disagreed and 8% were unsure. The complete results of the first part are displayed in EXHIBIT 4.

EXHIBIT 4: Online Assessment Questions and Answers

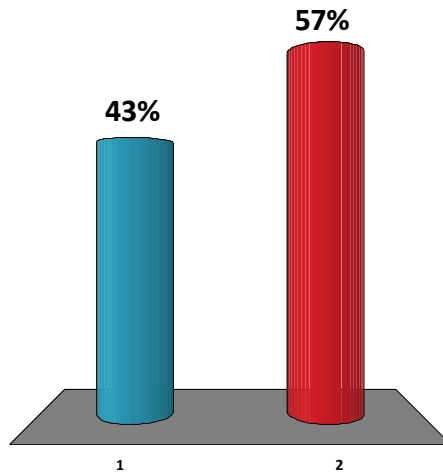
Do you have a better understanding of what Community College of Philadelphia has to offer after attending today's program?

1. Agree
2. Not Sure
3. Disagree



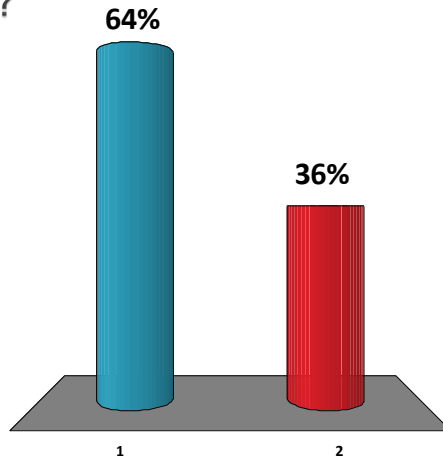
BEFORE today, did you consider applying to
Community College of Philadelphia?

- 1. Yes
- 2. No



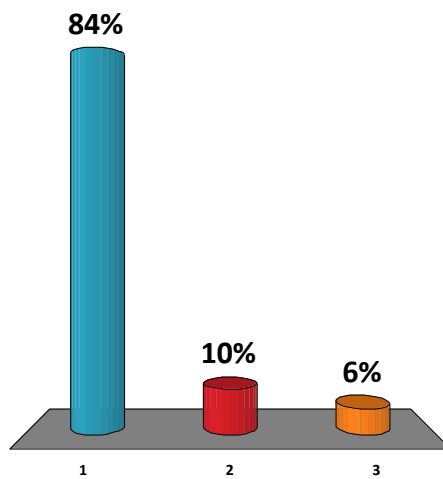
Now that you have attended today's program, would you consider attending Community College of Philadelphia?

- 1. Yes
- 2. No



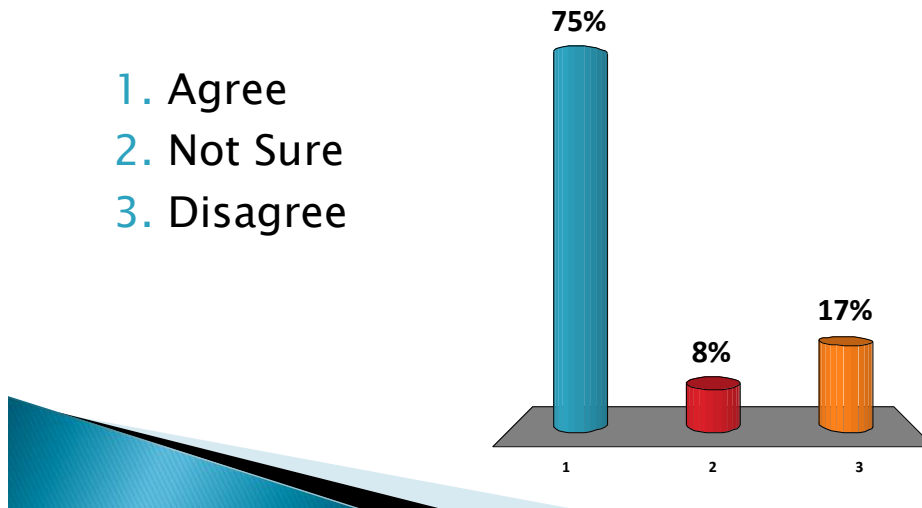
After listening to today's speakers are you more likely to go to college?

- 1. Agree
- 2. Not Sure
- 3. Disagree



Was the computer activity in the career center helpful in exploring a possible career?

1. Agree
2. Not Sure
3. Disagree



In addition to the electronic part of the evaluation, two paper and pencil questions were asked of the students: What did you like the most and what did you like the least about today's event? The responses vary as shows Exhibit 5.

EXHIBIT 5: Pencil and Paper Questions and Answers

Like	Dislike
learn about CCP, have an idea about what field to pursue	nothing
talking about jobs they might like to do	nothing
Liked when the lady sang, acted & talked and how the former students talked to us	nothing
CHOICES	nothing
the stories and opportunities	speaker didn't talk about clubs/extracurricular
explanation of college and career goals	speaker didn't talk about clubs/extracurricular
The variety of people	no tour
singing	waiting for lunch
CHOICES & different Ethnicities	
hearing about accomplishments	the rain outside
CHOICES	science information

the importance of every speaker and what they did to move forward	nothing
CHOICES	Law/Justice
Sociable, helpful and understandable - I liked everything	nothing
I learned I was most interested in social	nothing
I liked that I had the chance to listen to all the great things that CCP has to offer	nothing
I loved that I have a different take on CCP. I did something that most people do, I judged a book by its cover, then I actually learned that people that are just like me are going to CCP	I wished you had more programs like this
Engineering - because it is my goal and my favorite subject is science	Nothing - I liked all of them.
Law/Justice	Science/Engineering
Being able to talk to the speakers and hear what they went through	I was upset that some students did not respect the speakers
different careers and insights the speakers gave on their lives	That people were talking and laughing in the middle of presentations
Every speaker had a lot of advice for future reference	rooms were cold
Lots of information and they had careers that people were interested in	there were a lot of dull moments
Every speaker gave information about CCP programs	
learning about what CCP has to offer and how it can help me	nothing
Occupation List	long speakers
not fun at all	not fun at all
Law/Justice	CHOICES
speakers	speakers
showed how to pursue career choices and the list of careers	one of the classes seemed a little boring
I liked everything	nothing
very informational, gave me ideas about career options and college	wish it lasted longer
the different people and the CHOICES part	nothing
different people and different stories and hearing about the things they did here at CCP	everything was helpful information
CHOICES	the keynote

being informed about the programs I am most interested in and the individual stories were very inspiring and relative to my own life

everyone who spoke to us went to CP and agree it's a good choice and they all gave good advice

CHOICES

CHOICES

the speakers kept it real

It was fun because I learned a lot about what you have to do to reach your goal. I also learned how some people come from nothing to everything

CHOICES

gave us information about what we would like to do in our life and also that lady that was singing.

CHOICES - it made me aware of things I might be interested in

Keynote - she was the most amazing. I was impressed, she is talented

I liked the people on each panel. They told their stories, gave good advice; I was really inspired. I now know that its never too late to get started in education

Health/Medical

CHOICES - helped me to find majors to look into

CHOICES

CHOICES

CHOICES - to see what I want to become in life

speakers gave me some precious suggestions and shared their experiences

CHOICES

When Anne performed

Gave me a lot of information about what to expect in college - very helpful

nothing

I expected to go on a tour

the way it ended

when the man talked about coding and building (Architecture)

That the speakers tried to persuade me to come to community college, not that it's a bad school, but it seemed like their main priority was to get me to come to CCP

Some of the stories were sad but they were great stories, so basically I really liked it.

some of the speakers were not very exciting

speakers who talked too long

I didn't get a chance to attend the programs I was most interested in.

I don't like my peers, some were annoying disruptive kids

I enjoyed every moment except I was hungry

nothing

felt like the speakers were talking at us

that I didn't get to talk to anybody about medical & nursing

Speakers talked too much and didn't keep me involved, just talk, talk, talk. They weren't the areas I was interested in

That we didn't get to choose the speakers and the speakers didn't get our attention

Didn't get to go to the sessions I was most interested in

sessions were long - especially the ones I wasn't interested in

the speakers

kind of boring

When the lady was talking about how she was homeless and brought herself up	nothing
learned how to use resources to make my future better	fell asleep a couple of times
very informative - gave me a better idea of the field I want to pursue	started to fall asleep
enjoyed the speakers when they talked about their backgrounds and careers	nothing
I like how everyone came in and explained what their jobs were, how they ran it what they did to apply themselves to their positions	nothing
Health/Medical because when I come to college I would like to be an RN and that session gave me a lot of information	nothing
I liked the police officer; he gave me a lot of info. Also he's from NP so we can relate	I didn't like the man seated next to the officer the sessions were not interactive and caused me to be restless and tired
CHOICES	I hated to be told to shut up when I wasn't talking
hearing the stories of CCPs greatest students	I hate to listen because I am not interested
CHOICES	I like everything
CHOICES	
I liked that the speakers came from being homeless and having no money to getting an ivy league degree	CHOICES
I liked how they talked to us and try to encourage me to go for what I had	I liked everything
the speakers were being real about their lives and talked about how they were struggling and how they made it and where they are now	I liked it all because the speakers were telling the truth
I like that there are a lot of majors and so many things you can do to have a good life. CHOICES helped me to identify what I like	I didn't like it when there was no activity. I liked the speakers, but at one point I fell asleep - why didn't you have any current students attending to speak with us.

Finally, lunch was served to all participants at 12:10, thanks to the generosity of the CCP Office of Admissions and recruitment. As students were eating, an interactive session was being conducted with them. During this session, students were asked what they liked, what they did not like, what they would like to see more of and some suggestions were made, including bringing a variety of speakers, having more time, giving information on the financial aid process and many of the same answers in Exhibit 5 above.

It was 12:30 when an announcement was made on the loudspeaker thanking the guests, closing the event, and wishing them a safe trip back to their schools as soon as their chaperones and accompanying teachers were ready.

D. Individual team members' summaries and reflections

1. Tamika Curry

This project brought high school students and CCP alumni together in an attempt to showcase the many possibilities of a Community College of Philadelphia education. The high school students rated this experience positively, and were pleased to learn all the various programs offered here at the college. Based on the data collected, the students were more likely to consider a CCP education now that they have attended this program.

What I gained from this project was an ability to work collaboratively with other members of the college community. Working with other administrators allowed me the chance to see what goes on outside of the classroom. During this project we had to consider other aspects beyond the speaking sessions, to include budgeting, logistics, classroom space, time of the year, and data collection to name a few. Overall I am pleased with the outcome of the program, and I am confident this program can be implemented in the future. The alumni were more than enthusiastic to talk to the students, and I think the college should continue to offer opportunities for alumni to get involved in the future.

2. Kalala Kabongo-Mianda

The debate over small group work is not new. Before I came to the 2010-11 Leadership Institute, I wondered about its real importance for leadership. , "Choices: Exploring Your Path to Possibilities", the project of which I have just been part has provided me with ample opportunities to understand its value.

I have learned the importance of planning. When this session of the Institute began, project teams were formed according to topics and mine was close to Tamika's, Diane's, and Kristen's. The subject I had chosen "working with high school students" was too general and I had only vague ideas on it and on how it could be investigated. It was through many planning sessions in group that I started seeing what was possible and feasible within the limits of time we had. I asked and answered questions about the topic and the research strategies to use.

I have also learned about the determination to succeed. Being a member of a team has made a whole lot of differences. It came with responsibilities. I knew my teammates depended on me for the success of the project. I made sure I shared small tasks to move the

project along. They are capable, smart, and organized individuals who did not rest until an idea was clarified and supported, and consensus was reached. This was clear in the last couple of weeks when we worked hard to get in touch with Alums, book rooms, follow up on information, and make sure the project was a success. All of us just wanted to succeed.

Then, I learned to trust my colleagues. I did not know much about working with the school district of Philadelphia and did not understand what it would involve to invite high school students for an event at the college. With her extensive knowledge of the CCP admissions and outreach machine, Diane Kae provided the team with insight into what was possible and feasible and what to watch out for. At the end of each meeting, I could always count on Kristen Starr's organizational skills for the exact transcript or minutes, in which different points were classified in larger and smaller categories which could easily turn into formal documents such as proposals. Tamika Curry's smart questions on any topics and thoughtful answers made it possible for the team to move along fast and surely. The success of our project depended on us and we depended on each other for that success.

Working together is rewarding. The April 12 event might not have been a success if we had not planned it together, been present to welcome the student guests, moderated the event and collaborated throughout. I now know that a team could be instrumental in an effective discussion, implementation, and evaluation of a project. My three colleagues were real assets to its success.

3. Diane Kae

The project team that I was on planned and executed an event called CHOICES: Exploring Your Path to Possibilities. It started with a simple idea of having a career day on campus and through the synergy of our team, it became an event that involved high school students, staff student ambassadors and alumni. Throughout, we considered all facets of the program to maximize the benefits to the participants as well as the College. The pilot program was a success and provides a working model for Admissions as well as the Alumni program.

While I am involved in coordinating recruitment events regularly in my current position, working as part of a team gave me new insights into how the process looks from different vantage points; it also helped me to trust and not feel like I had to singularly manage. Being on the "administrative side of the fence", it was a new perspective to see how the two faculty members on my team perceived things. That will be a valuable lesson since I will be working more collaboratively with all College entities going forward. I was a bit hesitant at first about doing a team project and this was a positive experience and illustrates how it can be done.

In the recruitment of the alumni I also learned the importance of building relationships and how important alums are to the continuing success of the College. Their stories are what resonated with the students in a way that no glossy handout can. Aside from using this specific

event as a pilot, it opened pathways for a range of events and interactions going forward, especially since the alums that agreed to participate were excited to be recognized and engaged by their alma mater.

I was probably most overwhelmed and surprised by the impact we made on the alumni by inviting them to speak. They were so excited and they bubbled over when talking about the College and their experiences. They had a genuine desire to give back and pay it forward; and we gave them the vehicle to do so. Throughout the project we had focused so much on the prospective student audience that we didn't realize how important and valuable the effect was on the alums.

As far as lessons learned, broadly, I feel as if I have increased my circle of allies at the College that I can turn to for advice and help and feel comfortable offering the same to them in return. I also have a new appreciation of budgets and now actually look forward to reading the narrative and understanding the big picture; I now know it's more than just numbers.

With respect to our specific project, I learned the value of getting on the balcony and seeing things from a different perspective; a perspective in contrast from the detail focus I generally bring to a project. I also got a good taste of the organizational structure and culture of the College by reaching to different areas to put the pieces of the program together. And I appreciated being able to work on a team that had a common goal and were supportive of each other despite our different roles and responsibilities.

4. Kristen Starr

Our group's project, "Choices: Exploring your path to possibilities" brought together high school students and CCP alum to allowing for a sharing of the wide variety of pathways that are possible with a CCP education. Overall, the event was a success with 71 student participants and 15 alumni speakers. Both the alumni and the students gave overwhelmingly positive feedback.

The most important takeaway from the project for me was the unique synergies that can develop in a diverse group. Because our group had people from a variety of areas of the College (Institutional Advancement, Admissions, English and Nursing), ideas were brought to the project, and connections were made, that would not have happened if this type of event had been organized out of just one area. Having both Admissions and IA represented allowed the project to develop into something that can be used from both a recruitment perspective and an alumni development perspective, making this a valuable future event for both areas.

As far as my growth as a leader, organizing this event really helped me to realize the importance of reaching across areas and trying to understand how something impacts multiple areas and offices, not just your own. It also reinforced the importance of recognizing people.

Most of the alumni that we contacted as potential speakers were flattered to be asked, and excited to connect with other potential students to share their stories. It is impossible to understate the impact of this recognition, and something crucial to keep in mind in my own growth as a development professional.