

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

MINUTES

Thursday, February 5, 2015

1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland

Present: Dr. Judith Gay, Dr. Donald Generals, Mr. Chad Dion Lassiter, Dr. Judith Rényi

Guests: Ms. Rebecca Fabiano, Mr. Andres Marin, Dr. Marian McGorry, Mr. Osvil Acosta-Morales, Mr. John Moore, Mr. David Prejsnar, Mr. Richard Saxton, Dr. Sharon Thompson

(1) Executive Session

None

(2) Public Session

a. Approval of Minutes of November 6, 2014 (Action Item)

The minutes were accepted.

b. Academic Audits

1. Religious Studies (AA)

Mr. Moore reviewed highlights of the Religious Studies AA degree program audit including issues with enrollment, retention and student success. Mr. Acosta-Morales and Mr. Prejsnar said that the department faculty are committed to the program and students are passionate about it. Board members commented that they would like to see information about success in transferring. Board members also asked about faculty engagement with the program before the audit was done. Mr. Acosta-Morales said there was a misperception in the department that things were fine with the program. The Board members stated that they want to see hard numbers in the form of targets.

Action: The Student Outcomes Committee of the Board recommends that the Board accept the audit with amendments to the recommendations to include: identification of metrics/targets; identification of community partnerships; a strategy for recruitment and retention; comparison groups for benchmarking; and information about where students are going. The Committee recommends targets and potential partnerships be identified in a memo in one month, and a follow-up report be provided in October 2015.

2. Culinary Arts (AAS), Hospitality Management (AAS), Professional Cooking Proficiency Certificate

Mr. Moore reviewed the highlights of the audits. The Culinary Arts Program has increasing enrollment but there are issues with retention and graduation. The Hospitality Management Program has stable enrollment and better retention and graduation than the College average. The Professional Cooking Proficiency Certificate has not been assessed. Chef Andres Marin commented on program activities. He stated that program faculty are interested in revising the program to include tourism, catering and other aspects of the industry. Board members commented that the program may need more stackable credentials and partnerships, such as with OIC. Board members agreed they want to see targets and timelines for each recommendation. Both should be a “stretch.”

Action: The Student Outcomes Committee of the Board recommends that the Board accept the audit, require targets be identified in a memo in one month, and a follow-up report be provided in October 2015.

3. Automotive Technology—Automotive Service Technology (AAS), Automotive Technology—Marketing & Management Option (AAS), Automotive Service Proficiency Certificate

Mr. Moore reviewed highlights of the audits. Enrollment has grown and the department has been efficient in scheduling courses. Issues include graduation rate and credits attempted to credits earned. Mr. Saxton stated that the faculty are considering adding stackable certificates but they are committed to keeping the degree program. Some employers are interested in students who earn a degree. Mr. Moore also mentioned that the program is accredited and has a strong advisory committee.

Action: The Student Outcomes Committee of the Board recommends that the Board accept the audits, including the recommendation to eliminate the Marketing & Management Option and to consider whether to maintain the proficiency certificate. The Automotive Technology—Automotive Service Technology (AAS) and the Automotive Service Proficiency Certificate are recommended for recertification for five years.

4. Youth Work Academic Certificate and Proficiency Certificate

Ms. Holland stated that she will abstain from voting because she knows the program coordinator, Ms. Fabiano, and was involved in supporting the program when it started.

Mr. Moore provided an overview of the audits. Issues include weak retention and graduation rates and students departing from the program in poor academic

standing. Courses are under enrolled. Ms. Fabiano stated that there is a need to have qualified workers in the field. She believes the College could be a leader in the field and she has already identified many students who could enroll. She stated that there have been three department heads since she started in the position, there is no job description for her position and there had been a lack of support and training. Dr. Thompson said the department has been considering different possibilities for the Youth Work courses including psychology, education, and behavioral health and human services. Ms. Holland stated that the labor market information is not very helpful as presented because the demand for the program is local. There is an issue in that the market information that is available is broad and does not include Youth Work. There was a discussion of the origin of the program. The program was created from grant funding that did not continue. Ms. Holland said there is still a demand for the education. She suggested the program needs to intentionally recruit and retain students. No other place in the City is doing youth development work. A financial model should be built for the program.

Action: The Student Outcomes Committee of the Board recommends that the Board accept the audits, including the recommendation to discontinue the academic certificate. The Committee recommends preserving the proficiency certificate for at least one year, discuss what department is interested in ownership, create a plan to strengthen the program, develop a clear outline of administrative duties and create a solid connection with the youth system.

c. Recommendation to Discontinue Academic Certificates: Disability Studies and Social Gerontology

The Student Outcomes Committee of the Board agreed to have an electronic vote on discontinuing the Disability Studies Academic Certificate and the Social Gerontology Academic Certificate.

d. Accounting AAS Degree Audit Update

Postponed

e. Student Outcomes Dashboard—2013-14 Preliminary Data

Postponed

f. Middle States Update

Postponed

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, April 2, 2015 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of November 6, 2014

Audit Summaries

Religious Studies Audit

CAHM Audits

Automotive Technology Audits

Youth Work Audits

Recommendation to Discontinue the Disability Studies Academic Certificate in the Behavioral Health

Human Services Curriculum

Recommendation to Discontinue the Social Gerontology Academic Certificate in the Behavioral Health

Human Services Curriculum

Accounting AAS Degree Audit Update

Student Outcomes Dashboard

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

MINUTES

Thursday, November 6, 2014

1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland

Present: Mr. Mark Edwards, Dr. Judith Gay, Dr. Donald Generals, Mr. Chad Dion Lassiter, Dr. Samuel Hirsch, Dr. Judith Rényi, Dr. James Roebuck, Ms. Lydia Hernandez Velez

Guests: Mr. Christopher DiCapua, Mr. John Moore, Dr. Sharon Thompson, Mr. Thomas Quinn

(1) Executive Session

None

(2) Public Session

a) Approval of Minutes of October 2, 2014 (Action Item)

The minutes were accepted.

b) Draft Audit Guidelines, 2014-2015 (Discussion)

Mr. Moore asked the members of the Committee for suggestions to make the audits better meet their needs. The following ideas were mentioned:

- Regional employment prospects for entry level positions
- Industry and job market projections
- Information on transferability across programs
- Stackable credential information
- Pipeline clarity
- Information on remediation
- Information on distance learning
- A cover sheet with details such as: number enrolled; full time/part time faculty mix; when it started; cost; degree information
- Information about whether the program has K-12 partners and who they are
- Professional development offerings
- Internships/labs
- Program capacity

There was also a discussion about the potential for working with Philadelphia Works to secure information. The Committee was told that the College does use EMSI for job market information. There was a discussion about connecting the audits to the strategic plan. The Committee agreed that this topic should be postponed while the Board re-thinks strategic planning moving forward.

c) Academic Audits

(1) International Studies (A.A.)

Mr. Moore reviewed the highlights of the audit. Dr. Rényi stated that she was surprised at the number of languages that are taught at the College. Mr. Di Capua stated that there are six languages consistently taught (Spanish, Italian, French, Arabic, Chinese, and Japanese). Two languages (Hebrew and Swahili) are taught less frequently. In response to other questions, Mr. Di Capua informed the Committee of the following:

- Students can test out of a language if they are proficient
- Students can get up to six credits through the CLEP exam for Spanish and French
- Language courses do reflect the humanities in general but there is a Spanish for Health Care course
- The emphasis in language courses is an all-skills approach and particularly oral proficiency

Action: The Student Outcomes Committee of the Board agreed to recommend approving the audit and recertifying the program for five years.

(2) Justice (A.A.S.) and Justice Academic Certificate

Mr. Moore gave an overview of the Justice program, including that the faculty have both academic and community experience; the program is totally available online; and the program has tripled in size without adding more sections. Faculty are known for thoughtful program planning. There was a discussion about potential job openings versus completions, since the trends seem to be coming together. There was also a discussion of the requirement for law enforcement officers to have 60 college credits (or meet other criteria). This requirement may change the number of students who will need the 15 credits available for the police academy training.

Action: The Student Outcomes Committee of the Board agreed to recommend approving the audit and recertifying the program and the academic certificate for five years.

d) Middle States Update

Dr. Gay provided a brief update on progress on the Monitoring Report. A Monitoring Report Work Group has been created. Co-chairs are Dr. Gay and Ms. Abbey Wexler, Department Head for Psychology, Education and Human Services. The Work Group is reading historical documents related to Standard 14 and the current reports as well as Middle States materials. They will assist with the development of the report. Dr. Gay also mentioned that a faculty member will be demonstrating the SharePoint repository at the Board meeting. Dr. General reminded the Committee that the goal is to get off of warning.

e) Advanced Analytics Indicator Software Platform - Civitas Learning

Dr. Hirsch conducted a PowerPoint presentation on Civitas Learning. He then responded to the following questions:

- How will it help practice? This tool provides intelligence, predictive analytics that will help us better allocate resources and improve student success.
- Who will use it? Senior staff will have access in the initial stage.
- Who else in the area is using it? Montgomery County Community College just started using it.
- What is the timeline? It will take about six to nine months to build the model.
- What is the cost? The cost is \$115,000 annually. There is a one time start-up fee. Training is included in the cost.

Dr. Generals added that prediction is the first step and then there has to be a redesign of practices.

f) Student Outcomes Dashboard – 2013-14 Preliminary Data

This agenda item was postponed.

g) Single Stop – First Year Outcomes

This agenda item was postponed.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, February 5, 2015 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of October 2, 2014
Academic Program Audit Guidelines 2014-15
International Studies Audit
Justice Audit
Civitas Learning Presentation
Single Stop First Year Summary

Academic Audit Summary: Religious Studies Degree

The College offers an AA in Religious Studies that is geared towards students who want to pursue further study and perhaps a career in religion or a related field, explore their own beliefs, or those merely interested in the subject matter. The Program prepares students to transfer to baccalaureate degree granting institutions.

In 2014, the Program changed from an option within Liberal Arts to a stand-alone program. The Program has included courses from other departments, added course learning outcomes to syllabi, and developed new courses.

Nationwide, religious studies programs have grown in popularity over the past ten years, with community colleges increasingly offering the Program. These programs provide students with broad based foundations in cultural, historical, and artistic background that will help students perform research, develop abstract reasoning, improve writing, and increase direct observation skills.

Many believe that students trained in areas like Religious Studies will be increasingly desirable as global interconnectedness grows. Opportunities for positions requiring the multicultural skills provided by this degree are increasing and have created a need for graduates who are highly skilled, interculturally attuned and able to think and act globally/locally.

Over the past five years, the Program has enrolled an average of 13 students each fall. The students' demographics are similar to that of the Division and the College in terms of full-time status and ethnicity; however, differences exist in that the Program enrolls a higher proportion of older students, developmental students, and male students than the Division and the College. The Program also records a lower retention rate and a higher proportion of students unsuccessfully departing.

The Program has awarded three degrees in the past five years and, on average, runs course sections that are at approximately 75% of capacity.

As a result of discussions started by this audit, the departmental faculty have recommitted to the program. They have formed a committee to investigate and propose solutions to the program's issues with enrollments and retention.

Program Recommendations

1. Create Action Plan for Improving Program Management

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

2. Improve Efficiency of Course Offerings

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

3. Program Assessment

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

4. Identify factors influencing retention, attrition and success

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

In the meeting with the Student Outcomes Committee, one additional recommendation was added. They asked that the program produce a report detailing the ideal size for the RS program at CCP and a detailed plan for how the program would achieve that size.

Academic Audit Summary: Culinary Arts and Hospitality Management Degrees, Professional Cooking Proficiency Certificate

The Culinary Arts Program (CA) provides students with a culinary education and work experience that prepares graduates to work as chefs, cooks, and kitchen workers. The Hospitality Management Program (HM) prepares students for work in hotels and restaurants. Both CAHM degrees underwent some changes due to recommendations made by an external consultant in 2007.

Over the past five years, the headcount for the Culinary Arts program has more than doubled. While the Culinary Arts program has experienced challenges in retention and graduation, in these areas the program has improved over the past five years. Additionally, these poor statistics could be attributed to the program enrolling half as many college ready students as the College and the Division. Approximately nine out of 10 students in the program place developmentally in one or more areas. Over the last five years, 49 Culinary Arts degrees were awarded.

The Hospitality Management program has recorded stable enrollment over the past five years. While the program records high program retention rates, it also records a high percentage of students who change majors. The Hospitality Management program has a graduation rate one and a half times that of the College. Over the last five years, 71 Hospitality Management Degrees were awarded.

In both the Culinary Arts and Hospitality Management Programs, the students attempt substantially more courses (40%) than are required for their degree. Additionally, on average, Culinary Arts students graduate completing 13% more courses than required while Hospitality Management students graduate completing 4% more courses than necessary. The additional credits attempted and completed by the Culinary Arts students make sense given the challenges encountered by a program where the majority of students place developmentally.

Both Culinary Arts and Hospitality Management have gathered data on all program level student learning outcomes (PLOs) and completed closing the loop activities on one PLO in each program. Assessment activities have not been not been done for the Professional Cooking Certificate.

Program Recommendations

1. Program Management and Student Support

Students in both programs enroll in approximately 40% more courses than are required for graduation. Some of these credits can be attributed to students taking additional developmental courses or retaking courses, gatekeeper courses, or students experimenting with courses outside CAHM. Research should be undertaken to determine if there are common courses that students enroll in outside of the curriculum and common courses students struggle to progress through and how the Programs can assist students in progressing through the program.

Additionally Students in both Culinary Arts and Hospitality Management change majors at a rate approximately 30% higher than that of the College. Research should be undertaken to determine if they are changing majors within the two programs (swapping one for the other) or leaving CAHM completely and if anything can be done to improve retention.

Once the above research is completed, the programs should develop a plan for increasing student retention and success. Students from both programs could benefit from additional supports (such as supplemental instruction or advising) which could help mitigate the risk of dropping out once high risk courses have been identified.

2. Broaden focus of Hospitality Management Program

The Hospitality Management field has recently evolved to include tourism, meeting/ convention/ event planning, and gaming. Locally, job growth in meeting/ convention/ event planning and gaming is favorable, while the job growth in food, beverage and hotels is stagnant. Increasingly, more jobs in food, beverage, and hotel management are being filled by individuals without higher education qualifications, while a greater proportion of jobs in meeting/ convention/ event planning and gaming are filled by individuals with higher education qualifications. Research should be undertaken to determine if CAHM should broaden the focus of the Hospitality Management Program, and if the focus is broadened, identify what changes should be made. This should be completed before additional accreditation is pursued.

3. Program Enrollments

Currently, CAHM offers two degree programs, Culinary Arts and Hospitality Management. In the past, five other programs were offered; however, some students remain registered in these other programs which are no longer offered. This makes it challenging to provide appropriate support to enrolled students. The Program Faculty should determine a date by which all students must move from old programs into either Culinary Arts or Hospitality Management.

4. Determine Viability of the Professional Cooking Certificate

The certificate is quite small and has never really expanded, despite strong growth in culinary arts overall. However, the program should explore the viability of this certificate as an option for students who are not completing CAHM associates degrees. Additional research should be conducted with the Advisory Committee and other employers to determine if there is a job market for students who solely possess this certificate.

Academic Audit Summary: Automotive Technology Degrees (Auto Service and Marketing and Management Options), Automotive Service Proficiency Certificate

Community College of Philadelphia offers two associate degrees and one proficiency certificate in Automotive Technology: The Automotive Service Technology Option A.A.S., the Automotive Management and Marketing Option A.A.S., and the Automotive Service Proficiency Certificate.

The Program faculty are very involved with external organizations such as local public schools, local industry, and training centers. For the last 15 years, faculty has maintained a nationally recognized accreditation with the National Automotive Technician Education Foundation (NATEF), and the program was recently named a National Alternative Fuels Training Center through West Virginia University.

Since the last audit (1999), combined enrollment in the programs has doubled. Approximately 12% of the students in the program place at college level. This low level of college readiness could explain the reduced graduation rates and the low proportion of credits attempted to credits earned. The number of degrees awarded in the programs has fluctuated over the past five years; 38 Automotive Service Technology Option degrees, 6 Management and Marketing Option degrees, and 9 Proficiency Certificates have been awarded in the past five years.

Over the past five years, the programs have become more efficient in their course offerings: last semester, on average, courses were 97% full. Faculty feel the number of courses that the Automotive Technology Program can offer each semester is restricted by space limitations. Students prefer the day classes, which generally fill up quickly. Occasionally night courses are offered, but they are usually less popular unless they are required for graduation.

The degree programs are currently up to date on assessment of program level course learning outcomes. Both options have assessed 3 outcomes. In each area the students met or exceeded the benchmark.

Program Recommendations

1. Close the Marketing and Management Option.

The Management and Marketing option has attracted a small group of students since 2006. However, the majority of students who pursue the degree have already obtained an Automotive Technology-Auto Service Associates Degree. Management and Marketing enrollment averages 14 students a year. But, in the past five years, only six degrees have been awarded. Currently a business or supervision certificate is being created and would serve as a potential alternative to this option for students interested in a supplement to their Automotive Technology degree. Given the above information, it is recommended that the program be closed as of the fall of 2015 and that current students be moved into the business or supervision certificate.

2. Identify factors influencing student attrition.

Many students appear to be leaving the program either 1) before they even complete a single Automotive Technology course or 2) once they have completed all Auto Tech courses but without completing their general education requirements. The program should investigate the actual timing and reasons for student departure. These factors should include: scheduling options and space availability; student course taking patterns (developmental students who have not taken an auto tech course, completion of general education requirements); and student intention to complete the degree upon entry.

3. Develop methods for improved student contact, particularly early in the program.

The program has developed strong recruitment techniques (with high schools, professional organizations, etc.), but many students who enter the program exit before interacting with Auto Tech faculty. Programs designed to connect with developmental students need to be crafted. Data from recommendation 2 should be utilized in these program management plans.

4. Modify the Automotive Technology Proficiency Certificate Program.

Currently the certificate enrolls a small number of students. It may have the potential, however, as an option for students who may struggle to complete or may be uninterested in completing the full AAS degree. Intentional advising, both at the point of student entry and for students who are struggling with general education requirements will be required to ensure the continued viability of the certificate. If such efforts do not result in an increase in certificate enrollment, the program should consider terminating the certificate.

5. Create a system to maintain contact with former students in order gather data on employment, reasons for departure, and transfer.

The Automotive Technology programs are direct-to-work, making feedback from graduates vital to understanding the needs of current students. Despite the fact that the program is an AAS degree, a number of students end up transferring as well—these students should also be followed to ascertain the degrees they pursued and the fields in which they are working. The program already works well with their advisory committee on current needs of the field; this information would be an important supplement to that process.

In the meeting with the Student Outcomes Committee, one additional recommendation was added. They asked that the program produce a report detailing the ideal size for the Auto program at CCP and a detailed plan for how the program would achieve that size.

Academic Audit Summary: Youth Work (Academic and Proficiency Certificates)

The Youth Work Program is comprised of two certificates (one academic, one proficiency), both of which prepare graduates for careers in youth services. The Youth Work Program was developed from a grant, which was established to alleviate the shortage of adequately and systematically trained youth practitioners to work in local youth service agencies.

On average, the Academic Certificate has enrolled approximately 21 students a year, and the Proficiency Certificate enrolls approximately 1 student per year. The Academic Certificate Program enrolls a student more likely to need developmental coursework in at least one area than the Division or the College. The Academic Certificate records weak retention and graduation rates and a high percent of students departing in poor academic standing relative to the Division and the College. Over the past five years, 31 academic certificates were awarded, and 21 proficiency certificates were awarded.

The Youth Work Program is comprised of three adjunct faculty members and has strong ties to the community and the field. The faculty members present lectures and serve on local boards, cabinets, task forces, and advisory committees. Faculty is extremely active within the field. However, due to their position as adjunct professors and their other time commitments, faculty is less active within the CCP community.

Over the past five years, the majority of semesters, the Youth Work courses have remained less filled to capacity than the College. From 2010 to 2013, the fall courses were running on average at 62% of capacity, while the spring courses were running on average at 70% of capacity. Capturing the job market associated with Youth Work is extremely difficult. While there are many potential jobs a graduate of the Program could enter, a Youth Work certificate alone is generally insufficient to qualify most graduates for these jobs.

Program Recommendations

1. Close the Youth Work academic certificate.

Due to concerns that the certificate alone does not appear to qualify graduates for jobs in Youth Work, an argument could be made to close the Program. The proficiency certificate has potential for growth as an add on for individuals working in the field who want additional credentials.

2. The Youth Work courses need to be housed within another program.

In order to take full advantage of the strengths within the Youth Work Program and handle course management activities, Youth Work needs to be housed within another program in order to benefit from access to full-time faculty. Many programs both relate to Youth Work and have the means necessary to undertake Youth Work program management. These programs include but are not limited to: Behavioral Health and Human Services, Psychology, Education, and Liberal Arts Social and Behavioral Science.

3. Undertake general program management activities for courses

Due to the issues highlighted in this report, Youth Work needs to more aggressively undertake program management activities that include, but are not limited to: creating a rotation of course offerings that increases efficiency, coordinating with members of the industry for internship placement and industry training initiatives, continue to complete course level assessment initiatives.

Additionally, the Department of Human Services has expressed interest in CCP providing training for their employees or creating a partnership with CCP for their employees to obtain a Youth Work Certificate. CCP could coordinate with DHS to promote awareness about the Youth Work Program and to develop a partnership with DHS.

Community College of Philadelphia

Academic Program Audit

Religious Studies, AA

Authors: Christine
McDonnell John V.
Moore III Osvil
Acosta-Morales

Date: January, 2015

I. Executive Summary

The College offers an AA in Religious Studies that is geared towards students who want to pursue further study and perhaps a career in religion or a related field, explore their own beliefs, or those merely interested in the subject matter. The Program prepares students to transfer to baccalaureate degree granting institutions.

In 2014, the Program changed from an option within Liberal Arts to a stand-alone program. The Program has included courses from other departments, added course learning outcomes to syllabi, and developed new courses.

Nationwide, religious studies programs have grown in popularity over the past ten years, with community colleges increasingly offering the Program. These programs provide students with broad based foundations in cultural, historical, and artistic background that will help students perform research, develop abstract reasoning, improve writing, and increase direct observation skills.

Many believe that students trained in areas like Religious Studies will be increasingly desirable as global interconnectedness grows. Opportunities for positions requiring the multicultural skills provided by this degree are increasing and have created a need for graduates who are highly skilled, interculturally attuned and able to think and act globally/locally.

Over the past five years, the Program has enrolled an average of 13 students each fall. The students' demographics are similar to that of the Division and the College in terms of full-time status and ethnicity; however, differences exist in that the Program enrolls a higher proportion of older students, developmental students, and male students than the Division and the College. The Program also records a lower retention rate and a higher proportion of students unsuccessfully departing.

The Program has awarded three degrees in the past five years and, on average, runs course sections that are at approximately 75% of capacity.

As a result of discussions started by this audit, the departmental faculty have recommitted to the program. They have formed a committee to investigate and propose solutions to the program's issues with enrollments and retention.

II. Program

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

A. A Brief History of the Program & Revisions to the Curriculum

The Religious Studies Program was developed in 2006 in response to the popularity of the religion courses offered at the College. Initially the Program was an option within the Liberal Arts program (listed as Liberal Arts- Religious Studies Option), but in 2014 Religious Studies was

revised to form its own program, called Religious Studies. It was expected that the Curriculum would serve approximately 100 students.

In 2006, the College added two courses to the Religious Studies program: Introduction to Religion and Religions of the Middle East. Religions of the Middle East has not run since 2010 and, although it has been offered, enrollment has been too low to run the course. Asian Religions was developed as a Program elective in 2012. It has been offered but due to low enrollment, the course has not yet run.

B. Curriculum Sequence

Course Number and Name	Pre or Co Requisites	Credits	Gen Ed Req.
First Semester			
ENGL 101 - English Composition I		3	ENGL 101
CIS 103 - Applied Computer Technology*		3	Tech Comp
MATH 118 - Intermediate Algebra or higher		3	Mathematics
RS 101 - Introduction to Religion		3	Interpretive Studies
PHIL 101 - Introduction to Philosophy		3	
Second Semester			
ENGL 102 - The Research Paper	ENGL 101 grade of "C" or better	3	ENGL102, Info Lit
RS/PHIL 151 - World Religions		3	Am/Global Diversity
PSYC 101 - Intro to Psyc, SOC 101 - Intro to Soc or ANTH 112 - Cultural Anthropology		3	Social Sciences
Religious Studies Electives		3	
Laboratory Science		4	
Third Semester			
Humanities Elective		3	
Artistic/Oral**		3	
Science Elective		3/4	Natural Science
Religious Studies Electives		3	
Social Science Elective (Global Diversity)		3	Humanities
Fourth Semester			
General Elective		3	
General Elective		3	
General Elective		3	
General Elective		3	
General Elective		3	
Minimum Credits Needed to Graduate:		61	
Religious Studies Electives			
RS/PHIL 152 - Philosophy of Religion			
RS/HIST 170 - Religion in American History			
RS 175 - Religions of the Middle East, or			
RS 180 - Asian Religions			

C. Curriculum Map

Required Courses	Programmatic Learning Outcomes			
	Demonstrate critical analysis of arguments and evaluation of an argument's major assertions, its background assumptions and the evidence used to support its assertions.	Communicate effectively through written and oral means including essays, research papers and classroom presentations.	Discuss and analyze the history and significance of major world religious traditions as cultural, social and intellectual phenomena.	Identify and explain the use of history, philosophy, social science and theology in the study of religion.
Engl 101 – English Composition I	I,A	I,A		
RS 101 – Introduction to Religion	R,A	R,A		I ,A
Phil 101- Introduction to Philosophy	R,A	R,A		I,A
Engl 102 – The Research Paper	R,A	R,A		
RS/Phil 151- World Religions	R,A	R,A	R,A,M	R,A,M,
RS Elective - select 2: RS/Phil 152- Philosophy of Religion RS/Hist 170- Religion in American History RS 175 – Religions of the Middle East RS 180- Asian Religions	R,A	R,A	R,A	R,A

Key:

I – Introduced

R-Reinforced and opportunity to practice

M-Mastery at exit level

A-Assessment evidence collected

D. Future Direction of the Field & Program

According to the American Academy of Religion, the field is significantly growing. The number of religious studies majors in the country increased by 22% in the past decade to an estimated forty-seven thousand students, with similar percentage increases in the number of total courses offered, course enrollments, and faculty positions in the field. The number of religious studies majors at public institutions has grown even more rapidly, with a 40% increase during the same period. In particular, there is a noticeable increase in religious studies programs at community colleges. Over 40% of community colleges now offer coursework in the field.

III. Profile of the Faculty

A. Program Faculty

Faculty Member	Position	Courses Taught
David Prejsnar, M.A. Religious Studies	Assistant Professor of History, Philosophy, & Religious Studies Coordinator, Religious Studies Curriculum	Introduction to Religion, World Religions, Philosophy of Religion, Religion in American History, Religions of the Middle East
Martin Spear, Ph.D. Philosophy	Professor of History, Philosophy, & Religious Studies	World Religions, Introduction to Philosophy
Jeffrey Berger, Ph.D. Philosophy	Professor of History, Philosophy, & Religious Studies	Philosophy of Religion, Introduction to Philosophy
Alessandra Stradella, Ph.D. Philosophy	Assistant Professor of History, Philosophy, & Religious Studies	Introduction to Philosophy

B. Faculty Engagement

Although there are four faculty members that teach Religious Studies courses, three of the four faculty members are shared between the Philosophy and Religious studies programs and have a primary focus in Philosophy. David Prejsnar is the only full-time faculty member focusing solely on Religious Studies. Therefore the faculty engagement section will focus on David Prejsnar's activities.

Professor Prejnar regularly participates in College-wide initiatives, including hiring committees and curriculum development committees. He also participates each semester in the Majors Fair on the Main Campus. In addition, he is an active leaders and regular attendee of programs and workshops sponsored by the College's Center for International Understanding and the Faculty Center for Teaching and Learning. Professor Prejnar also engages in professional development activities of various sorts, including conferences and meetings hosted at the University of Pennsylvania for affiliated faculty, as well as workshops and seminars at CCP that are sponsored by grants from the U.S. Department of Education and the National Endowment for the Humanities. As part of an ongoing research project Professor Prejnar assesses student learning using the Religious Knowledge Quiz from Pew Research Religion and Public Life Project. He uses a pre- test, post-test method to

assess student gains in understanding of different religions; because the test is benchmarked nationwide, he can compare our students to national and regional samples.

IV. Program Characteristics

A. Student Profiles

Over the past five years, Religious Studies has had an average headcount of 13 students. In 2012, the Program experienced a bump in enrollment by 50%, but then in 2013 enrollment dropped down to 12 students.

Table 1: Headcount and Fulltime Equivalent Data

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
Religious Studies	Headcount	7	13	13	20	12	13	71%
	FTE Headcount	5	10	9	14	8	9	60%
Liberal Studies	Headcount	8892	8711	8717	8216	8059	8,519	-9%
	FTE Headcount	6313	6175	6137	5745	5649	6,004	-11%
College	Headcount	19047	19502	19752	18951	19065	19,263	0%
	FTE Headcount	13361	13697	13682	13106	13163	13,402	-1%

On average, the demographics within Religious Studies have been similar to that of the College and Division in terms of race/ethnicity and full-time status. However, differences exist in the gender, age, and college readiness. The Program enrolls a higher proportion of males than the College and the Division. The population of the Program is older than the population of the Division and the College. Approximately one-third of students in the Program are over the age of 40, which is more than double the proportion of similarly aged students in the College and the Division. Additionally, the Program enrolls marginally less college ready students than the Division and the Program. Approximately 20% of Religious Studies students place at college level, while 23% of Liberal Studies students and 27% of students College-wide place at college level. (Table 2)

Table 2: Demographics

Demographics: Running 5 Year Average			
	Religious Studies	Liberal Studies	College
Female	55.0%	62.1%	63.8%
Male	45.0%	37.4%	35.8%
Unknown	0.0%	0.5%	0.4%
Native American	0.0%	0.5%	0.4%
Asian	5.3%	4.9%	7.4%
African American	53.1%	49.9%	48.0%
Latino/a	7.1%	10.9%	10.3%
White	24.8%	24.3%	24.5%
Multi-Racial	1.8%	2.5%	2.3%
Other	0.0%	0.2%	0.2%
Unknown	8.0%	6.9%	6.9%
16 – 21	13.9%	32.3%	32.0%
22 – 29	28.9%	35.6%	37.2%
30 – 39	23.3%	15.5%	17.0%
40 +	33.4%	15.8%	12.9%
Unknown	0.6%	0.9%	0.8%
Full Time	33.5%	33.6%	30.8%
Part Time	66.5%	66.4%	69.2%
All Developmental	29.6%	30.0%	29.1%
Some Developmental	51.2%	46.8%	43.3%
College Level	19.1%	23.2%	27.6%

Overall, the outcomes data was not as strong for the Religious Studies students relative to the Division and the College. A marginally lower proportion of Religious Studies students were in good academic standing compared to the Division and the College; consequently a higher proportion were on probation or dropped. The fall to spring program retention and graduation rates are lower than the average for the Division and the College; subsequently, a higher proportion of students are either not returning or returning to a different program. The fall to fall data recorded a marginally higher proportion of Religious Studies students graduating than within the Division and the College. However, the Program records weak fall to fall program retention as well as weak overall fall to fall retention relative to the Division and the College. Evaluating the success at departure, approximately half the students who depart the Program do so in poor academic standing. Consequently, a smaller proportion of Religious Studies students are achieving “long term success” and “short term success”. A slightly higher

proportion of students leave the Program due to graduation compared to the Division and the College; however, this graduation rate is deceptive because of the low program population. (Table 3)

Table 3: Outcomes Data 5 Year Averages

		Religious Studies	Liberal Studies	College
Standing	Good Standing	81.2%	83.8%	84.8%
	Probation	14.9%	14.6%	13.7%
	Dropped	3.9%	1.6%	1.6%
Fall-Spring Retention	Returned/Same	60.2%	64.4%	65.8%
	Returned/Different	7.9%	6.4%	5.2%
	Graduated	1.7%	2.8%	2.2%
	Did Not Return	30.2%	26.5%	26.8%
Fall-Fall Retention	Returned/Same	29.7%	35.9%	36.7%
	Returned/Different	16.7%	9.7%	8.6%
	Graduated	9.2%	8.5%	8.4%
	Did Not Return	44.4%	45.9%	46.4%
Success at Departure	Graduated	11.9%	10.5%	10.0%
	Long Term Success	30.0%	37.3%	36.2%
	Short Term Success	10.0%	14.3%	17.2%
	Unsuccessful	48.1%	37.9%	36.6%
Course Outcomes	Course Completion	84.60%	87.4%	88.2%
	GPA	2.8	3.0	3.0

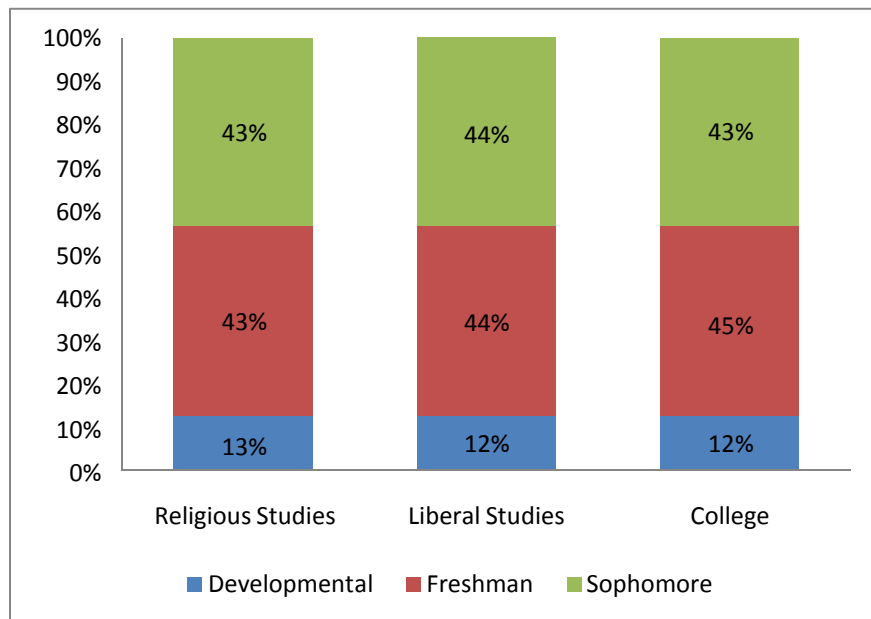
[1] "Graduated" are students who earned certificates or associates degrees at the College. "Long term success" is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned. "Short term success" is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned. The "unsuccessful" departure group includes all departing students not otherwise classified including students who never complete a college-level course.

Three Religious Studies Degrees were awarded between 2009 and 2013. The Program has an equal proportion of freshman and sophomores, which indicates that students are progressing through their freshman and sophomore years at equivalent rates. Transfer data is not included due to the small student population.

Table 4: Degrees Awarded by College, Liberal Studies, and Religious Studies

	2009	2010	2011	2012	2013
Religious Studies	2	0	0	1	0
Liberal Studies	358	357	318	323	328
College	2125	1908	1949	2101	2040

Figure 1: Distribution of Students in the Program



Over the past five years, the Program has run sections with decreasing efficiency. The Program has increased the number of sections offered while their population has declined in an attempt to find the best times, locations, and methods for their offerings. The average enrollment per section dropped from 30 students in 2010 to 22 students in 2014.

The Program added Religions of the Middle East in 2006 and Asian Religions in 2012. The College's Course Catalogue lists these two courses as well as Philosophy of Religions and Religion in American History as options that count towards the two Religious Studies electives. However, Religions in the Middle East has not run since 2010, and Asian Religions has never run because of low enrollment. Therefore students have not had the opportunity to use those courses as electives.

The program has articulation agreements with the following schools: Arcadia University, Rosemont College, and Temple University in addition to the general transfer agreements that CCP has negotiated for all programs including Cabrini College, Chestnut Hill College, and LaSalle University.

Table 4: Section Enrollment

		Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall Average	Spring Average
Religious Studies	Sections	5	7	7	8	6	10	6	7	7	7.60	8.12
	Avg Enrollment	30.42	28.86	26.28	28.75	29.00	23.50	25.17	19.14	21.86	17.95	16.16
	Percent Filled	84.4%	80.2%	73.0%	79.9%	80.6%	65%	70%	53%	61%	73.8%	70.38%
Division	Sections	1668	1664	1622	1648	1470	1446	1502	1462	1456	1543.60	1552.72
	Avg Enrollment	20.79	21.21	20.73	20.69	21.46	21.32	21.35	20.86	21.36	21.14	21.04
	Percent Filled	83.3%	83.6%	81.5%	81.2%	84.0%	81.8%	83.4%	80.6%	84%	83%	82%
College	Sections	3023	2941	2939	3007	2752	2627	2720	2599	2659	2857.80	2900.00
	Avg Enrollment	21.87	22.13	21.84	21.63	22.24	22.36	22.38	22.18	22.45	21.88	21.86
	Percent Filled	85.2%	85.0%	84.1%	83.1%	85.6%	84.7%	86.0%	84.0%	86%	85%	84%

V. Learning Outcomes and Assessment

A. Program Level Student Learning Outcomes

Upon completion of this program graduates will be able to:

Demonstrate critical analysis of arguments and evaluation of an argument's major assertions, its background assumptions and the evidence used to support its assertions.

Communicate effectively through written and oral means including essays, research papers and classroom presentations.

Discuss and analyze the history and significance of major world religious traditions as cultural, social and intellectual phenomena.

Identify and explain the use of history, philosophy, social science and theology in the study of religion.

B. Assessment

All courses are up to date on assessment of course and program level student learning outcomes. The assessment design, which uses a type of blueprint method (where all assignments are intimately mapped to course and program outcomes), can be difficult to report on and appears, at casual glance to be primarily indirect. Further discussions with the department revealed the nature of the assessments to be direct. However, for future assessment a more thorough explanation of the assessment method will need to be included to ensure clarity. Also, additional methods of assessment are recommended to help faculty fully understand potential student weaknesses.

Students exceeded the expected benchmark in all but one course. In RS 170/HIST 170 students fell short of reaching the proposed benchmark, but this was attributed to the small sample size being assessed and additional assessments are slated for this semester.

Assessment data were shared with the department faculty, and action plans were discussed until consensus was reached for each of the assessment results.

The Religious Studies Program assessed all four program level student learning outcomes. Data was collected in the spring of 2014 and analysis was performed in the fall of 2014. Results and action plans for all four outcomes appear, again, to rely primarily on indirect evidence. Results show that 80% of students met or exceeded the benchmark in all courses except for students in RS170/HIST170. The Program faculty plans on reviewing additional data from RS170/HIST170 before making any changes.

C. QVI Program & 335 Course Assessments

QVIs were evaluated for the Religious Studies Program from 2013 and 2014. The Program recorded a low level of quality and an average level of viability. The quality improved from 2013 to 2014. The quality score is low because the Program outcomes and student outcomes were not assessed in the first year, and while faculty indicate they were assessed in the second year, no assessment data was on file. The viability indicators fluctuate due to low enrollment in the

program. Although the quality score was low due to a lack of assessment, the Program is now up to date on assessment and anticipates a more favorable quality score this year.

The Program is up to date on their 335 course assessment.

D. Surveys

Too few students have completed the Program to have reliable data from graduates.

VI. Resources

The Program uses standard classrooms; no special resources are required.

VII. Demand

Religious Studies programs provide the same advantages as any liberal arts degree: teaching students research skills, abstract reasoning, writing, and direct observation. Graduates exercise strong analytical and original thinking skills and develop their ability to empathize with the different perspectives of others. Collecting, synthesizing, and presenting data are vital skills for the study of religion and in most professions. Developing an understanding and tolerance of differing cultures and beliefs also translates well to the workforce, especially in jobs that require relating and reaching out to others, building relationships, or incorporating many perspectives at once.

This program focuses on personal enrichment or transfer; there are limited, if any, career opportunities at the associates level. Thirteen schools in the area offer bachelor's programs in religious studies, and four offer advanced degrees. According to Worldwide Learn, graduates of religious studies programs often work in the government, foreign service, Peace Corps, nonprofit or non-governmental organizations, counseling and social work, education, journalism / publishing, law, medicine, event planning, hospitality, the service industry, and museums and the arts; however, further education is generally required for most of these positions.

VIII. Recommendations

1. Create Action Plan for Improving Program Management

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

Timeline: Plan Completed Fall 2015

Persons Responsible: Program Faculty, Department Head, Division Dean

2. Improve Efficiency of Course Offerings

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

Timeline: Spring 2015

Persons Responsible: Department Head and Dean

3. Program Assessment

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

Timeline: Additional Assessments completed by end of Spring 2015.

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

4. Identify factors influencing retention, attrition and success

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

Timeline: Completed Fall 2015.

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

Community College of Philadelphia

Academic Program Audits

Culinary Arts A.A.S. Hospitality

Management A.A.S.

Professional Cooking Proficiency Certificate

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Date: January, 2015

I. Executive Summary

The Culinary Arts Program (CA) provides students with a culinary education and work experience that prepares graduates to work as chefs, cooks, and kitchen workers. The Hospitality Management Program (HM) prepares students for work in hotels and restaurants. Both CAHM degrees underwent some changes due to recommendations made by an external consultant in 2007.

Over the past five years, the headcount for the Culinary Arts program has more than doubled. While the Culinary Arts program has experienced challenges in retention and graduation, in these areas the program has improved over the past five years. Additionally, these poor statistics could be attributed to the program enrolling half as many college ready students as the College and the Division. Approximately nine out of 10 students in the program place developmentally in one or more areas. Over the last five years, 49 Culinary Arts degrees were awarded.

The Hospitality Management program has recorded stable enrollment over the past five years. While the program records high program retention rates, it also records a high percentage of students who change majors. The Hospitality Management program has a graduation rate one and a half times that of the College. Over the last five years, 71 Hospitality Management Degrees were awarded.

In both the Culinary Arts and Hospitality Management Programs, the students attempt substantially more courses (40%) than are required for their degree. Additionally, on average, Culinary Arts students graduate completing 13% more courses than required while Hospitality Management students graduate completing 4% more courses than necessary. The additional credits attempted and completed by the Culinary Arts students make sense given the challenges encountered by a program where the majority of students place developmentally.

Both Culinary Arts and Hospitality Management have gathered data on all program level student learning outcomes (PLOs) and completed closing the loop activities on one PLO in each program. Assessment activities have not been not been done for the Professional Cooking Certificate.

II. Programs

Culinary Arts and Hospitality Management consist of two degree programs: an Associate's Degree in Culinary Arts and an Associate's Degree in Hospitality Management, and a Professional Cooking Proficiency Certificate.

The Culinary Arts program leads to an Associate in Applied Science (A.A.S.) degree and provides students with a culinary education that has depth, breadth, and crucial work experience. The Culinary Arts program is designed to expose students to a broad range of career options to which they can add depth and specificity through their work experience during and after completing the curriculum. Graduates of the program are prepared for positions as chefs, cooks and kitchen workers in restaurants, schools, health care and university food operations, and other institutions. If Culinary Arts students are interested in pursuing Apprenticeship status, an American Culinary Federation (ACF) qualified Culinary Arts faculty chef will assist students with securing the required employment and providing supervision.

The Professional Cooking Certificate consists of four courses designed for the individual seeking to acquire culinary skills for possible employment within the food service industry at an entry-level position as a cook. This proficiency certificate includes courses in elementary and quantity food preparation, baking, and American cuisine or menu planning and food production. When completed, the courses may be applied to the Culinary Arts Associate in Applied Science Degree.

The Hospitality Management program offers courses in personnel management, equipment maintenance, food preparation, lodging, merchandising, and restaurant or food service operations. Graduates of the program are prepared for positions as managers of food, catering, banquet, conference services, front desk, concierge, and housekeeping.

A. History & Revisions to the Programs

The Hospitality Administration Program was founded in 1970 in response to the need for hospitality personnel in the Greater Delaware Valley area. In 1975, the Program name was changed to Hotel, Restaurant, and Institution Management. In 1995 the program was renamed as Hospitality Technologies, and then in 2009 split into two programs: Culinary Arts and Hospitality Management. In 2009, based on advice from a consultant, name and programmatic changes were made to align the program more closely with the needs of students and industry. Additionally, the Professional Cooking Certificate was added in 2009.

Over the history of the Programs, many revisions have been made to the curriculums to keep up with changes in the industry. In 2007, CAHM hired an external consultant to make recommendations regarding the program name, curriculum, and format. The following changes have been made per the consultant's request. First, the Chef and Chef Apprenticeship options were merged into an Associate's in Culinary Arts, while the Hotel Management and Restaurant Management options were combined into the Associate's in Hospitality Management. In 2008, many changes were made to the program. The curricula for CAHM were revised so that all CAHM students have a common first semester, benefitting students who are undecided between the two programs. Six Hospitality courses were modified, with modifications ranging from name changes to the addition of entirely new courses. In 2013, the Culinary Arts program added two courses: CAHM 161 Food Service Safety and Sanitation (which offers ServeSafe accreditation) and DIET 106 Nutrition for a Healthy Lifestyle. CAHM 266: Hospitality Law and Food and CAHM 276: Beverage Management were removed in 2013. Culinary Arts is pursuing American Culinary Federation (ACF) accreditation and anticipates a site visit by the Federation in October 2015. The faculty are also deliberating accreditation for the Hospitality Management program through the Accreditation Commission for Programs in Hospitality Administration (ACPHA).

B1. Curriculum Sequence- Culinary Arts

	Course Number and Name	Pre & Co-Requisites	Credits	Gen Ed Req.
First Semester	CAHM 161 - Food Service Safety and Sanitation		2	
	CAHM 110 - Introduction to the Hospitality Industry		3	
	ENGL 101 - English Composition I		3	ENGL 101
	MATH 118 - Intermediate Algebra		3	Mathematics
	CAHM 170 - Elementary Food Prep., Principles & Practices		4	
Second Semester	CIS 103 - Applied Computer Technology		3	Tech Comp
	CAHM 171 - Quantity Food Preparation	CAHM 170	4	
	CAHM 151 - Elementary Baking and Pastry		4	
	DIET 106- Nutrition for a Healthy Lifestyle		3	
	ENGL 102 - The Research Paper	ENGL 101 grade of "C" or better	3	
Summer	CAHM 198 - Work Experience (400 hours)	CAHM 110, 171, & 161	3	
Third Semester	CAHM 185 - Dining Room Management	CAHM 110 & 170	3	
	CAHM 210 - American Cuisine	CAHM 171 & 161	4	
	Social Science Elective		3	Social Science
	Humanities Elective		3	Humanities
	CAHM 271 - Food, Beverage Mgmt & Labor Cost Controls	CAHM 110 & 170, CIS 103 & MATH 118 or higher	3	
Fourth Semester	CAHM 211 - International Cuisine	CAHM 171 & 161	4	
	CAHM 270 - Advanced Culinary Skills	CAHM 171 & 161	4	
	Science elective	CAHM 171	3/4	Natural Science
	CAHM 280 - Intro to Supervision in the Hospitality Industry	CAHM 110 & 198	3	
Minimum Credits Needed to Graduate:			65	

B2. Curriculum Sequence- Hospitality Management

	Course Number and Name	Pre & Co-requisites	Credits	Gen Ed Req.
First Semester	CAHM 110 – Introduction to the Hospitality Industry		3	
	ENGL 101 – English Composition I		3	ENGL 101
	MATH 118 - Intermediate Algebra or higher		3	Mathematics
	CAHM 170 – Elementary Food Preparation, Principles, and Practices		4	
Second Semester	CIS 103 – Applied Computer Technology		3	Tech Comp
	CAHM 171 – Quantity Food Preparation	CAHM 170	4	
	CAHM 120 – Hotel Front Office Management	CAHM 110, CIS 103, MATH 118 or higher placement	3	
	ECON 181 – Principles of Economics (Macroeconomics)		3	
	Social Science Elective		3	Social Science
Summer I	CAHM 198 – Hospitality Work Experience	CAHM 110, CAHM 170	3	
	Humanities Elective		3	Humanities
Third Semester	CAHM 185 – Dining Room Management	CAHM 110, CAHM 170		
	ENGL 102 – The Research Paper	ENGL 101 with a grade of “C” or better	3	
	CAHM 266 – Hospitality Law		3	
	ACCT 101 – Financial Accounting		4	
	CAHM 130 – Hotel Facilities Management	CAHM 110	3	
Fourth Semester	Science Elective		3/4	Natural Science
	CAHM 278 – Hospitality Marketing		3	
	CAHM 271 – Food, Beverage Management & Labor Cost Controls	CAHM 110, CAHM 170, CIS 103 & MATH 118 or higher	3	
	CAHM 276 – Food & Beverage Management	CAHM 171	3	
	CAHM 280 – Introduction to Supervision in the Hospitality Industry	CAHM 110, CAHM 198	3	
Minimum Credits Needed to Graduate:			66	

B3. Curriculum Sequence- Professional Cooking Certificate

Course Number and Name	Pre & Co-requisites	Credits	Gen Ed Req.
CAHM 170- Elementary Food Preparation, Principles and Practices		4	
CAHM 151- Elementary Baking and Pastry		4	
CAHM 171- Quantity Food Preparation	CAHM 170	4	
CAHM 210- American Cuisine or CAHM 270- Advanced Food Production, Nutrition and Finishing	CAHM 170 or CAHM 171	4	
Total Credits Required		16	

B1. Culinary Arts Curriculum Map

COURSES	PROGRAM STUDENT LEARNING OUTCOMES			
	Demonstrate skills and knowledge required of culinarians in basic and quantity food preparation.	Demonstrate industry-standard knowledge and skills regarding sanitation and, food safety	Demonstrate industry-standard knowledge and skills regarding nutrition	Demonstrate the ability to make educated, lawful, ethical and productive decisions in food-service related supervisory positions.
CAHM 161- Foodservice Safety and Sanitation		I	I	
CAHM 110 - Introduction to the Hospitality Industry				I
CAHM 170 - Elementary Food Prep., Principles & Practices	I	R	R	
CAHM 171 - Quantity Food Preparation	R	R	R	
CAHM 151 - Elementary Baking and Pastry	R	R	R	
DIET 106 - Nutrition for a Healthy Lifestyle			R	
CAHM 198- Work Experience	R	R	R	R
CAHM 185 - Dining Room Management		R		R
CAHM 210 - American Cuisine	R	R	R	
CAHM 271 - Food, Beverage Management & Labor Cost Controls		R		R
CAHM 211-International Cuisine	R	R	R	
CAHM 270 - Advanced Culinary Skills	R, M	R,M	M	
CAHM 280 - Introduction to Supervision in the Hospitality Industry				R, M

Key: I = Introduced
R = Reinforced
M = Mastery

B2. Hospitality Management Curriculum Map

COURSES	PROGRAM STUDENT LEARNING OUTCOMES		
	Demonstrate their knowledge and skills of basic hospitality/food service management principles.	Demonstrate the ability to effectively perform various functions of supervisors and managers in the hospitality industry and make educated, lawful, ethical and productive decisions.	Demonstrate the ability to assess and resolve conflicts in situations involving customers, employees and other parties in the hospitality industry.
CAHM 110 - Introduction to the Hospitality Industry	I	I	I
CAHM 170 – Elementary Food Preparation, Principles, and Practices	I	R	R
CAHM 171 - Quantity Food Preparation	R	R	R
CAHM 120 – Hotel Front Office Management	I, R	R	R
CAHM 198 - Work Experience	I, R	I, R	I, R
CAHM 185 - Dining Room Management	I, R	I, R	R, M
CAHM 266 - Hospitality Law	I	I	I, R
CAHM 130 - Hotel Facilities Management	I	I	I, R
CAHM 278 - Hospitality Marketing	I, R	R, M	R, M
CAHM 271 – Food, Beverage Management & Labor Cost Controls	R	R	R, M
CAHM 276 – Food & Beverage Management	R	R	R
CAHM 280 – Introduction to Supervision in the Hospitality Industry (Cap-Stone)	R	R, M	R, M

Key: I = Introduced
R = Reinforced
M = Mastery

C. Future Directions of the Fields

The hotel and restaurant industries are placing a greater emphasis on technology and social media in an effort to enhance customer satisfaction and change the way patrons order and pay for their meals. Diners can increasingly access more information about past customer dining experiences to make better informed decisions. For example, online review sites are increasing competition in the food service industry, with social media driving improvements in service and cuisine.

Recently, other institutions that offer hospitality management have expanded their programs to not only include food and beverage management, but also tourism, lodging, conventions, gaming, event planning, and hotel administration. (Although the program description states that CCP's Hospitality Management Program prepares students to enter occupations in stadiums, casinos, healthcare and university, the program courses focus only on food and beverage within these arenas.) Additionally, hospitality education programs are also increasingly looking for partnership opportunities with companies which could provide access to jobs for graduates as well as real world training and experience for students.

III. Profile of the Faculty

A. Program Faculty

Faculty	Position	Courses Taught
Chef Andres Marin, Certified Executive Chef, ACE Evaluator	Assistant Professor Curriculum Coordinator	Introduction to the Hospitality Industry, Elementary Baking and Pastry, Food Service Safety & Sanitation, Elementary Food Prep. Principles & Practices, Quantity Food Preparation , American Cuisine, International Cuisine, Advanced Culinary Skills
Chef William Vasvary, Certified Executive Chef, ACE Evaluator	Assistant Professor	Elementary Baking and Pastry, Elementary Food Prep. Principles & Practices, Quantity Food Preparation
Mark Kushner B.S. International Hotel Management	Assistant Professor	Introduction to the Hospitality Industry, Hotel Front Office Management, Work Experience, Dining Room Management, Hospitality Marketing, Food & Beverage Management, Introduction to Supervision in the Hospitality Industry
John Smith M.Ed. Administration & Leadership	Adjunct Faculty	Introduction to the Hospitality Industry, Food Service Safety and Sanitation , Hotel Facilities Management, Introduction to Supervision in the Hospitality Industry
Karen Fortune, J.D.	Adjunct Faculty	Hospitality Law

B. Faculty Engagement

The CAHM faculty participate in many College-wide initiatives, including various hiring committees, curriculum development committees, and an enrollment management team. They also engage with organizations such as American Culinary Chefs Association (ACF) and National Society of Minorities in Hospitality (NSMH). The faculty also attend various professional development activities that include continuing education for Certified Executive Chefs.

CAHM faculty have participated in Open House events at the Main and Regional Centers as well as in the Majors Fairs on Main Campus. Annually, CAHM faculty and students have attended the Greater Philadelphia Hotel Association (GPHA) and monthly Delaware Valley Chefs Association (DVCA) meetings to expose students to the culinary arts and hospitality management profession and meet with potential employers. Faculty currently serve on the District of Philadelphia High School Culinary Board and Occupational Advisory Committee (OAC) for all local area Culinary Arts high school programs.

Additionally, the CAHM programs are known College-wide for their weekly luncheons offered to faculty and staff. Students are responsible for cooking, menu selection, maintaining and confirming reservations, serving the lunches, and completing the final check transaction at the end of service.

IV. Program Characteristics

A. Student Profile

The headcount for the Culinary Arts program has increased by approximately 130% in the last five years (from 105 to 242); over the same time period, enrollment in the Hospitality Management program has remained constant. In 2007, the consultant projected that enrollment in the Hospitality Management Program would increase.

The Professional Cooking Certificate has enrolled three students over the past five years. Due to the low enrollment, generalizations regarding this population cannot lead to accurate inferences. For this reason demographics and outcomes data on the Professional Cooking Certificate are omitted from this audit.

Table 1: Headcounts

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
Culinary Arts*	Headcount	105	133	188	211	242	176	130%
	FTE Headcount	86	107	150	163	178	137	107%
Hospitality Management*	Headcount	106	108	121	118	111	113	0%
	FTE Headcount	90	86	96	87	84	89	0%
Business & Technology	Headcount	3073	3167	3252	3160	3286	3,188	7%
	FTE Headcount	2289	2358	2372	2323	2378	2,344	4%
College	Headcount	19047	19502	19752	18951	19065	19,263	0%
	FTE Headcount	13361	13697	13682	13106	13163	13,402	-1%

*Data for this table has been aggregated from the current programs (Culinary Arts and Hospitality Management) as well as five programs that closed in 2009 (Hospitality Tech/Chef Apprenticeship Opt, Hospitality Tech/Chef Option, , Hospitality Tech/Hotel Management, Hospitality Tech/Restaurant Management, and Hotel Rest Management/Hotel Rest). Although the former programs were folded into Culinary Arts and Hospitality Management in 2009, students remain enrolled in the closed programs.

The Culinary Arts and Hospitality Management Programs enroll students with similar demographic characteristics to the College and the Division in terms of gender and ethnicity. However, both programs enroll a larger proportion of students age 16-21 and full-time students than the College and the Division as a whole. The Culinary Arts program enrolls a substantially lower proportion of students that are college ready than the Hospitality Management program, the Division, and the College; approximately 89% of the students in the Culinary Arts program place developmentally in one or more areas.

Table 2: Demographics

Demographics: Running 5 Year Average				
	Culinary Arts	Hospitality Management	Business & Technology	College
Female	54.4%	64.6%	45.58%	63.8%
Male	45.0%	35.0%	54.13%	35.8%
Unknown	0.6%	0.4%	0.30%	0.4%
Native American	0.4%	0.9%	0.3%	0.4%
Asian	7.8%	10.7%	11.3%	7.4%
African American	50.2%	47.4%	46.3%	48.0%
Latino/a	10.6%	13.9%	10.5%	10.3%
White	22.5%	19.7%	21.6%	24.5%
Multi-Racial	2.1%	2.1%	2.3%	2.3%
Other	0.3%	0.0%	0.2%	0.2%
Unknown	6.1%	5.4%	7.6%	6.9%
16 – 21	40.6%	37.8%	34.5%	32.0%
22 – 29	34.0%	40.8%	39.0%	37.2%
30 – 39	11.3%	12%	14.7%	17.0%
40 +	13.6%	9.0%	11.0%	12.9%
Unknown	0.6%	0.6%	0.8%	0.8%
Full Time	41.1%	44.5%	37.3%	30.8%
Part Time	58.9%	55.5%	62.7%	69.2%
All Developmental	33.0%	30%	31.6%	29.1%
Some Developmental	55.9%	51%	49.5%	43.3%
College Level	11.1%	19%	18.9%	27.6%

The Hospitality Management Program records similar, if not better, student outcomes in most areas relative to the Division and the College. The Culinary Arts Program records weaker outcomes in most areas relative to the Division and the College. Despite the 130% growth in the Culinary Arts Program (which might challenge programs to maintain standards), the retention statistics, although low, display a positive trend over the last five years.¹ Conversely, the Hospitality Management Program is trending towards lower retention rates.²

¹ For example within the past five years students who returned to the college increased from 33% to 53%.

² The percent of students who returned to the same program has decreased from 70% to 36% in the past five years.

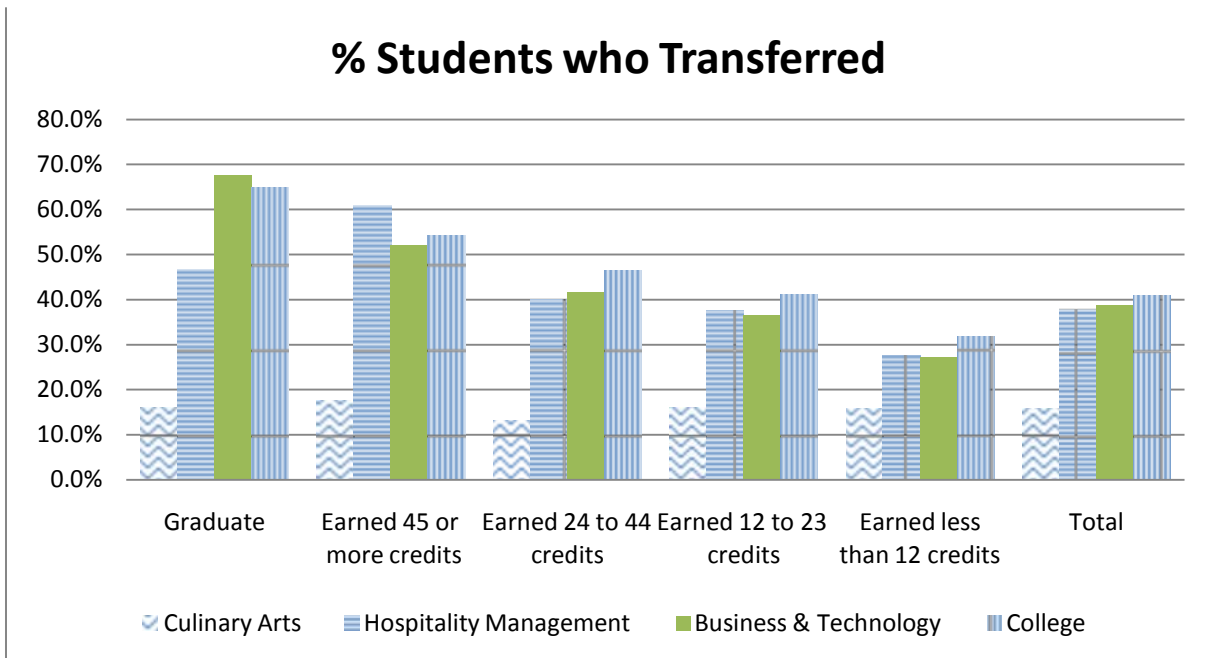
The Culinary Arts program records a marginally weaker amount of students in good academic standing and marginally weaker retention than the College, and the Division. Hospitality Management records stronger retention and graduation rates than the Division and the College. More students within both programs (Culinary Arts and Hospitality Management) change majors than within the College or the Division. Overall, students within the Culinary Arts program are more likely to depart the program unsuccessfully than the students in the Division or the College; it also posts a lower course completion rate than the Division or the College.

Table 3: Outcomes

		Culinary Arts	Hospitality Management	Business & Technology	College
Standing	Good Standing	80.3%	83.4%	82%	84.8%
	Probation	17.7%	15.6%	16%	13.7%
	Dropped	2.0%	1.0%	2%	1.6%
Fall-Spring Retention	Returned/Same	63.8%	70.2%	64.9%	65.8%
	Returned/Different	6.9%	6.8%	6.2%	5.2%
	Graduated	1.3%	3%	3.0%	2.2%
	Did Not Return	28.0%	20%	26.0%	26.8%
Fall-Fall Retention	Returned/Same	34.4%	38.3%	37.1%	36.7%
	Returned/Different	11.1%	11.5%	8.8%	8.6%
	Graduated	6.4%	13%	9.5%	8.4%
	Did Not Return	48.1%	37%	44.6%	46.4%
Success at Departure	Graduated	7.4%	15.9%	13.4%	10.0%
	Long Term Success	25.3%	34.0%	34.4%	36.2%
	Short Term Success	22.9%	12.7%	13.3%	17.2%
	Unsuccessful	44.3%	37.4%	38.8%	36.6%
Course Outcomes	Course Completion	79.99%	86.87%	86.4%	88.2%
	GPA	2.81	2.92	2.92	3.00

The Culinary Arts and Hospitality Management Programs are both AAS (direct-to-work) programs, which is consistent with both programs recording a substantially lower transfer rate than the College and Division. Culinary Arts records a 16% transfer rate and Hospitality Management records a 47% transfer rate.

Figure 1: Transfer by Departure Status

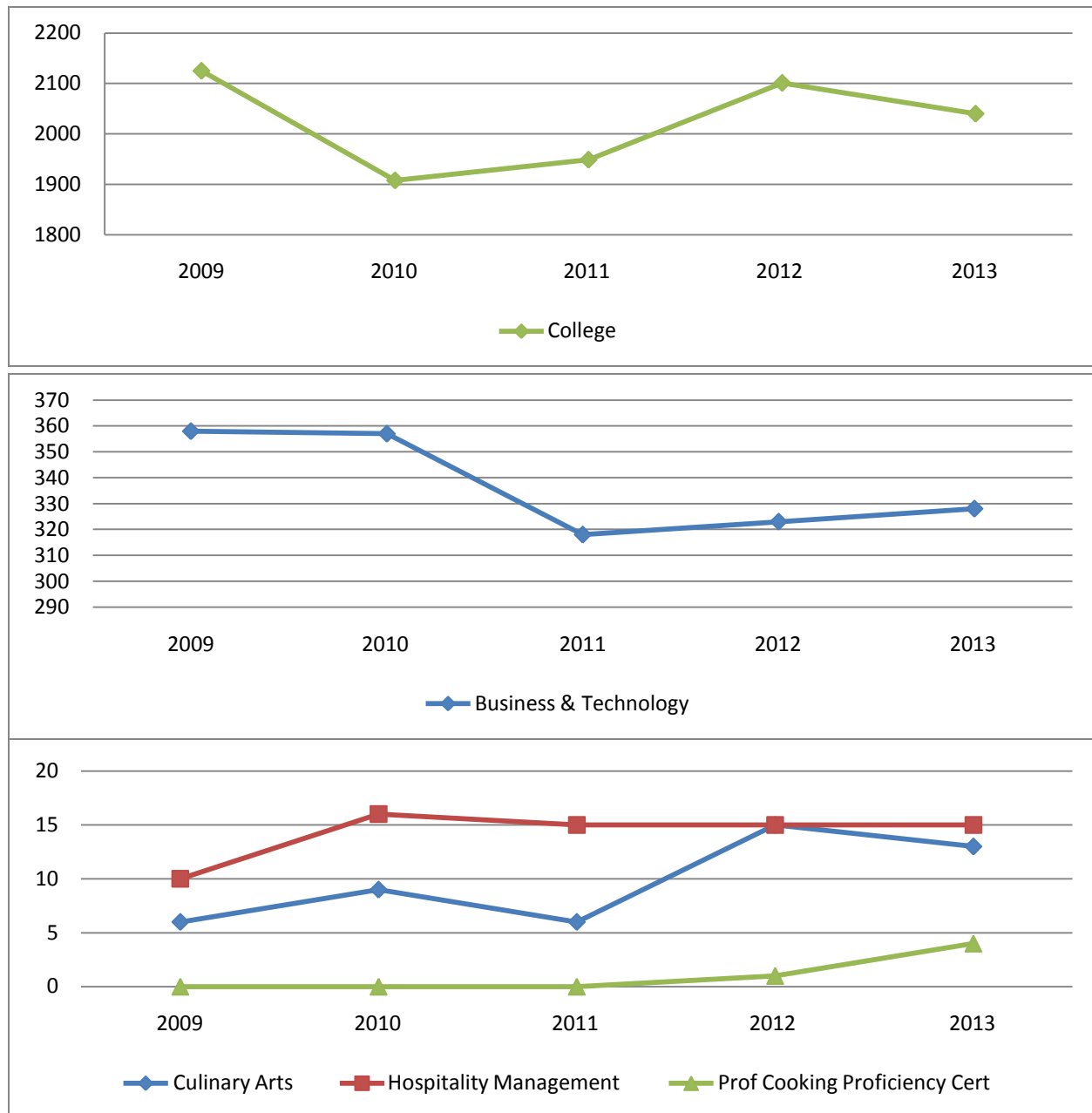


Over the past 5 years, the number of Culinary Arts degrees awarded has gradually increased, while the number of Hospitality Management Degrees awarded has remained steady. Over the last five years, 49 Culinary Arts and 71 Hospitality Management Degrees were awarded. Five Professional Cooking Proficiency Certificates have been awarded since the program started in 2009; four of the five certificates were awarded in 2013.

Table 4: Degrees Awarded

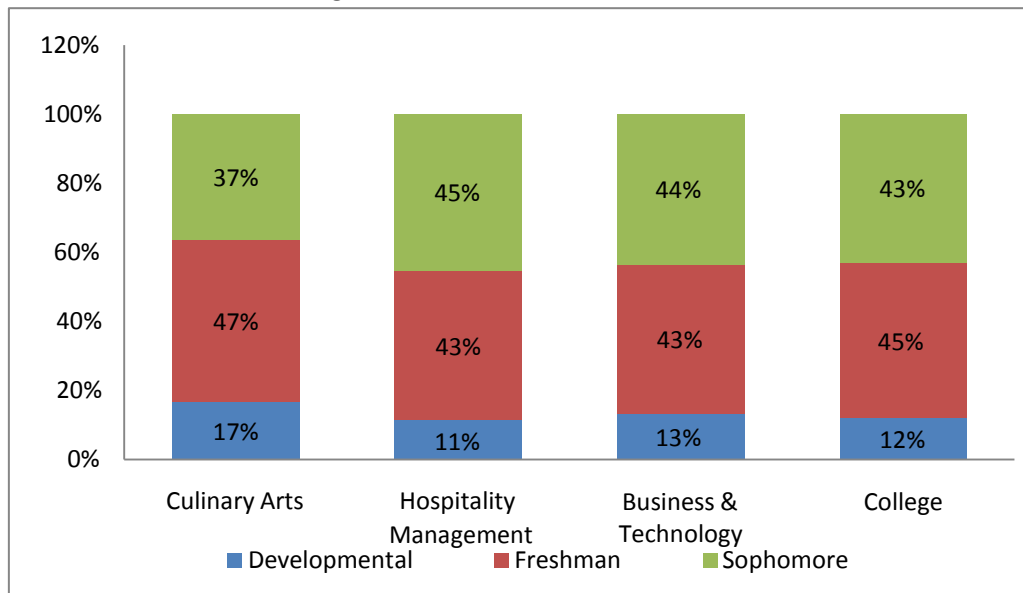
	2009	2010	2011	2012	2013
Culinary Arts	6	9	6	15	13
Hospitality Management	10	16	15	15	15
Prof Cooking Proficiency Cert	0	0	0	1	4
Business & Technology	358	357	318	323	328
College	2125	1908	1949	2101	2040

Figure 2: Degrees Awarded



The Culinary Arts Program enrolls 10% more freshmen than sophomores, which could be explained by the large percentage of developmental students, students changing majors, or other factors.

Figure 3: Distribution of Student Programs



On average, students who complete the Culinary Arts program do so faster than the average student in Hospitality Management, the Division, and the College. Culinary Arts and Hospitality Management students attempt approximately 40% more credits than are required for their degree. On average, Culinary Arts students graduate with 13% more credits than required (Almost 11 credits more than needed).

Table 5: Median Statistics for Program Graduates

	Culinary Arts	Hospitality Management	Business & Technology	College
Years to Degree	3.8	4.0	4.1	4.7
Credits Attempted	90.3	91.6	87.0	85.0
Credits Earned	73.6	68.6	68.0	68.0
Credits Required for Degree	65	66		
Credits Attempted/ Credits Earned	81%	75%	78%	80%
GPA	3.1	3.2	3.1	3.1

Over the past 5 years, the efficiency with which CAHM ran sections initially decreased; however, by 2013 the Program improved its course offerings. The percent filled to capacity, however, still falls below the College as a whole. Additionally, the number of sections run each semester fluctuates, ranging from nineteen courses a semester to twenty-seven.

Table 6: Section Enrollments

		Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall Average	Spring Average
CAHM	Sections	25	19	24	20	25	20	27	18	19	19	19.20	22.84
	Avg Enrollment	18.70	15.50	17.50	18.10	20.60	18.50	18.50	20.60	19.50	21.00	18.74	18.97
	Percent Filled	83.4%	70.0%	76.2%	67.0%	78.7%	73.0%	83.9%	83.0%	81.9%	82%	75%	79%
Division	Sections	329	292	307	293	306	270	261	256	253	247	271.60	279.72
	Avg Enrollment	27.09	27.68	27.33	27.73	26.81	27.83	28.53	29.32	28.66	29.26	28.36	27.94
	Percent Filled	84.5%	83.9%	82.6%	82.9%	79.2%	84.1%	85.9%	87.8%	83.7%	87%	85%	83%
College	Sections	3096	3023	2941	2939	3007	2752	2627	2720	2599	2659	2818.60	2798.52
	Avg Enrollment	21.97	21.87	22.13	21.84	21.63	22.24	22.36	22.38	22.18	22.45	22.16	22.09
	Percent Filled	86.4%	85.2%	85.0%	84.1%	83.1%	85.6%	84.7%	86.0%	84.0%	86%	85%	84%

V. Learning Outcomes and Assessment

A. Student Learning Outcomes

1. Upon completion of the Culinary Arts program graduates will be able to:
 - Demonstrate skills and knowledge required of culinarians in basic and quantity food preparation.
 - Demonstrate industry-standard knowledge and skills regarding sanitation and food safety.
 - Demonstrate industry-standard knowledge and skills regarding nutrition.
 - Demonstrate the ability to make educated, lawful, ethical and productive decisions in food-service related supervisory positions.
2. Upon completion of the Hospitality Management program graduates will be able to:
 - Demonstrate their knowledge and skills of basic hospitality/food service management principles.
 - Demonstrate the ability to effectively perform various functions of supervisors and managers in the hospitality industry and make educated, lawful, ethical and productive decisions.
 - Demonstrate the ability to assess and resolve conflicts in situations involving customers, employees and other parties in the hospitality industry.
3. Upon completion of the Professional Cooking Proficiency Certificate graduates will be able to:
 - Apply their acquired skills by preparing regional cuisines, cold foods, and international cuisine.
 - Apply their acquired skills by preparing basic quick breads, rolls, breakfast items, basic desserts, icings, cakes, cookies, and pies.
 - Enhance their opportunities for employment as an entry-level cook.

B. Assessment

Hospitality Management has gathered and analyzed data on all three outcomes (see A1, above) and Culinary Arts has gathered and analyzed data on all four outcomes (see A2, above). Each program has completed the closing the loop activities (summary and action plan) on one outcome but must complete those activities on the remaining outcomes.

Both assessments record very high scores for all areas except the work experience component. Course outcomes pertaining to work experience meet the standard but rarely exceed it. There is likely a discrepancy between faculty expectations for students and the expectations that employers have for students. Throughout the Programs, Culinary Arts and Hospitality Management students are evaluated on approximately 150 Course Level Student Learning Outcomes. These Course Level Student Learning Outcomes feed into the Program Level Student Learning Outcomes. Course Level Student Learning Outcome data are obtained through a

variety of ways. All courses except CAHM 198 (Work Experience) gather data from quizzes, tests, projects and writing assignments, all evaluated by the faculty; while CAHM 198 gathers data from employer evaluations. While all course level outcomes were met, the scores on outcomes assessed by the faculty far exceeded the scores on outcomes assessed by the employers.

Closing the Loop Activities

The program reports that all outcomes either meet or exceed standards and the outcomes will continue to be monitored.

Table 6: Timeline for the Course Learning Outcomes

Assessment Evidence Collected	Courses
Fall 2012	CAHM 161
Fall 2013	CAHM 110, CAHM 120, CAHM 151, CAHM 170, CAHM 171, CAHM 185, CAHM 210, CAHM 211, CAHM 270
Spring 2014	CAHM 130, CAHM 198, CAHM 161, CAHM 271, CAHM 276, CAHM 278, CAHM 280
Fall 2014	CAHM 266

C. QVIs and 335s

QVIs were evaluated for the Culinary Arts and Hospitality Management Programs in 2011, 2012, and 2014. Overall, the programs recorded average scores in quality and viability. Common issues noted were the lack of assessment of program level student learning outcomes, low fall to fall retention, low graduation rates, and high cost to operate.

CAHM programs are up-to-date on 335s.

D. Surveys

Surveys were given out to alumni at an alumni function as an indirect assessment. Twenty-two alumni between the classes of 1977 and 2013 responded. One hundred percent said that they would recommend the College's Culinary Arts and Hospitality Management Programs to a potential student. Approximately three-quarters of the respondents were employed in a related field during the program. Eighty- six percent of respondents thought the program prepared them 'well' or 'very well' for an entry level position in the field, and the majority of respondents recorded finding their first job within three months of leaving the College. (Table 7)

Surveys were sent out to graduating students between 2008 and 2013 via the Office of Institutional Research. Ten Culinary Arts and nine Hospitality Management students responded, and the data was aggregated. None of the questions yielded statistically significant differences between Culinary Arts and Hospitality Management and the College and Division. (Table 8)

Table 7: Alumni Survey Results

Are you currently employed in the culinary/ hospitality field?	55%	answered 'retired' or 'yes'
How well did the curriculum prepare you for an entry-level position in the field?	86%	answered 'well' or 'very well'
Aside from the internship requirement, were you employed in a related field during any part of the program?	77%	answered 'yes'
Did you transfer to another college after attending CCP?	59%	answered 'yes'
If you could start over, would you still attend CCP?	95%	answered 'yes'
Is there anything CCP could have done to better prepare you for employment or further education?	Majority said no, however 2 mentioned interview/ job search assistance	
After leaving CCP, how long did it take for you to find your first career level job?	64%	answered 0-3 months
Would you recommend CCP's culinary/ hospitality programs to a potential incoming student?	100%	answered 'yes'

Table 8: Graduating Students' Survey Results

	Culinary Arts		Hosp. Mgmt.		Division		College	
	Mean	N	Mean	N	Mean	Sig.	Mean	Sig.
Enhanced Ability to Express Myself Artistically	2.50	10	2.11	9	2.13		2.22	
Developed Meaningful Career Goals	2.80	10	2.22	9	2.46		2.52	
Developed into a more Informed Citizen	2.44	9	2.44	9	2.45		2.52	
Improved Preparation for Active Participation in Community Activities	2.50	10	2.00	9	2.12		2.24	
Using Computing and Internet Technology	2.78	9	2.33	9	2.53		2.48	
Enhanced Self-Confidence	2.80	10	2.33	9	2.41		2.47	
Enhanced Understanding of My Own and Different Cultures	2.70	10	2.33	9	2.38		2.47	
Improved Self-Discipline	2.80	10	2.33	9	2.45		2.52	
Acquiring a Broad General Education	2.40	10	2.67	9	2.53		2.58	
Developed Interpersonal Skills and the Ability to Relate to Others	2.60	10	2.33	9	2.43		2.52	
Improved Leadership Abilities	2.40	10	2.22	9	2.30		2.40	
Solving Numerical Problems	2.50	10	2.22	9	2.41		2.33	
Working Effectively with Others	2.70	10	2.33	9	2.44		2.51	
Preparation for Continued Personal and Intellectual Growth after College	2.70	10	2.44	9	2.48		2.58	
Understanding People of Other Racial and Ethnic Heritage	2.70	10	2.11	9	2.43		2.50	
Improved Self-Reliance Speaking	2.80	10	2.44	9	2.46		2.52	
Clearly and Effectively Thinking	2.60	10	2.22	9	2.45		2.49	
Critically and Analytically	2.50	10	2.44	9	2.59		2.59	
Contributing to the Welfare of my Community	2.30	10	2.00	9	2.12		2.23	
Writing Clearly and Effectively	2.70	10	2.67	9	2.56		2.58	

* p < .05, ** p < .01, *** p < .001

E. Advisory Committee

The Culinary Arts and Hospitality Management Programs have an active Advisory Committee (AC) that meets twice a year. The Committee is comprised of individuals from local institutions, restaurants, agencies, community centers, non-profits, public schools, and gaming establishments. Recent discussions have focused on the importance of ServSafe certification, converting ServSafe courses to an online format, purchases from Perkins funding, non-credit opportunities through Corporate Solutions, industry sponsored job events for CAHM students, the revival of the culinary club, and the need for CAHM students to have local knowledge about Philadelphia.

VI. Resources

The Culinary Arts and Hospitality Management programs utilize, as part of their curricula, specialized software such as My Culinary Lab, My Hospitality Lab and Chef Tech food inventory program. Hardware includes computer smart carts in each of the kitchen/ lab classes. These are used by the CAHM faculty for power points, lecture tools, and any educational hospitality videos. Each kitchen lab is outfitted with commercial grade equipment that meets industry standards. This allows the students to be hands on in a commercial kitchen environment. The Hospitality Management program is equipped with Micros POS system and a credit card system that allow students to make a full transaction using the College ID to pay for the meals.

VII. Demand

The Culinary Arts program graduates commonly work as chefs, head cooks, and food preparation workers. While the local job outlook for chefs and head cooks is stagnant, the local outlook for cooks and food prep supervisors is growing. However, the highest level of education for approximately 73% of cooks nationwide is a high school diploma or less. Approximately half of chefs, head cooks, and first line supervisors record their highest level of education as a high school diploma or less.

Table 9: CCP's Culinary Arts Program Occupation Outlook

	Jobs Outlook (Local)	Salary (National)	Nationwide Education Attainment	
	2012-2022	Average Yearly	Associates	Bachelor's or Higher
Chef and Head Cook	3.2%	\$55,578	16.2%	14.0%
Cook, Restaurant	22.6%	\$30,576	4.9%	5.4%
1st Line Supervisor of Food Prep	16.1%	\$42,432	7.9%	14.1%

Table 10: CCP's Hospitality Management Program Occupation Outlook

	Jobs Outlook (Local)	Salary (National)	Nationwide Education Attainment	
	2012-2022	Average Yearly	Associates	Bachelor's or Higher
Food Service Manager	7.4%	\$65,395	9.0%	24.8%
Lodging Manager	5.9%	\$68,723	9.7%	39.2%
Hotel Motel Resort Desk Clerks	9.5%	\$27,435	8.1%	17.9%
Concierge	24.0%	\$26,520	8.3%	16.4%
First Line Supervisor of Housekeeper	6.6%	\$46,987	6.7%	10.6%

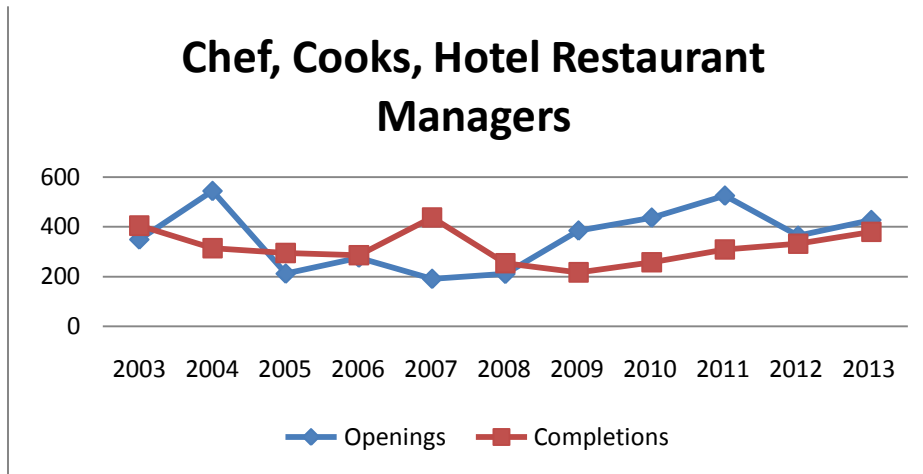
Table 11: Other Hospitality Management Occupations

	Jobs Outlook (Local)	Salary (National)	Education Attainment (National)	
	2012-2022	Average Yearly	Associates	Bachelor's or Higher
Gaming Supervisors	40.7%	59,280	10.0%	31.9%
Meeting, Convention, Event Planner	24.4%	49,525	6.6%	60.1%
Travel Guide	-5.7%	43,098	8.3%	45.2%
Tour Guides and Escorts	16.0%	24,794	8.3%	45.2%

CCP's Hospitality Management graduates commonly work as food service managers, lodging managers, hotel, motel, and resort desk clerks, concierges, and supervisors of housekeeping staff. Hospitality programs at other schools, however, additionally prepare graduates for careers in gaming, event planning, and tourism. From 2012 to 2022, four out of the five hospitality management careers that CCP graduates are likely to enter are projected to grow at a slower rate than the nationwide average (11%), with concierge being the only career projected to grow faster than the nationwide average at 24%. Over 35% of employees in four out of five of these careers report they've obtained a high school diploma or less as their highest level of education. While CCP's Hospitality Management Program focuses on hotel, motel, food, and beverage, other schools have branched out to include gaming, conventions, event planning, and tourism. The local job outlook for in these fields is projected to be higher than the nationwide average job growth, and these jobs are typically filled by people with some form of post-secondary education.

Locally, five schools offer an associate's degree in culinary arts and hospitality management or a related field; seven schools offer a bachelor's degree in culinary arts and hospitality management or a related field. CAHM has two articulation agreements. Temple University offers a Bachelor of Science degree in Tourism and Hospitality Management. But CCP's Hospitality Management curriculum does not align well enough in its current form to develop an articulation agreement with Temple. The Culinary Arts program has worked with the Philadelphia School District on Program of Study alignment across both institutions' curricula.

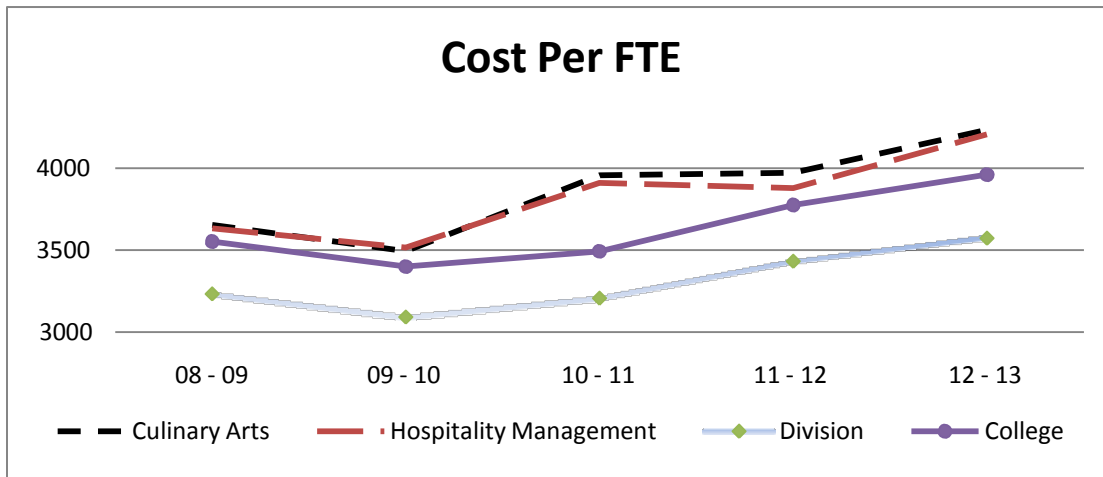
Figure 4: Regional Job Openings Compared to Degree Completions



VIII. Operating Costs

Both Culinary Arts and Hospitality Management's costs per FTE are slightly higher than both the College and the Division. The FTE costs associated with each program have increased over the past five years.

Figure 4: Cost per Full-time Enrollment



IX. Findings and Recommendations

1. Program Management and Student Support

Students in both programs enroll in approximately 40% more courses than are required for graduation. Some of these credits can be attributed to students taking additional developmental courses or retaking courses, gatekeeper courses, or students experimenting with courses outside CAHM. Research should be undertaken to determine if there are common courses that students enroll in outside of the curriculum and common courses students struggle to progress through and how the Programs can assist students in progressing through the program.

Additionally Students in both Culinary Arts and Hospitality Management change majors at a rate approximately 30% higher than that of the College. Research should be undertaken to determine if they are changing majors within the two programs (swapping one for the other) or leaving CAHM completely and if anything can be done to improve retention.

Once the above research is completed, the programs should develop a plan for increasing student retention and success. Students from both programs could benefit from additional supports (such as supplemental instruction or advising) which could help mitigate the risk of dropping out once high risk courses have been identified.

Timeline: Research Completed Spring 2015.

Management plan completed Fall 2015.

Persons Responsible: Program Coordinator, Assistant Dean, Academic Assessment and Evaluation.

2. Broaden focus of Hospitality Management Program

The Hospitality Management field has recently evolved to include tourism, meeting/ convention/ event planning, and gaming. Locally, job growth in meeting/ convention/ event planning and gaming is favorable, while the job growth in food, beverage and hotels is stagnant. Increasingly, more jobs in food, beverage, and hotel management are being filled by individuals without higher education qualifications, while a greater proportion of jobs in meeting/ convention/ event planning and gaming are filled by individuals with higher education qualifications. Research should be undertaken to determine if CAHM should broaden the focus of the Hospitality Management Program, and if the focus is broadened, identify what changes should be made.

This should be completed before additional accreditation is pursued.

Timeline: Report by Fall 2015

Person(s) Responsible: Department Faculty, Assistant Dean

3. Program Enrollments

Currently, CAHM offers two degree programs, Culinary Arts and Hospitality Management. In the past, five other programs were offered; however, some students remain registered in these other programs which are no longer offered. This makes it challenging to provide appropriate support to enrolled students. The Program Faculty should determine a date by which all students must move from old programs into either Culinary Arts or Hospitality Management.

Timeline: Determination by end of Spring 2015.

Persons Responsible: Department Faculty, Assistant Dean

4. Determine Viability of the Professional Cooking Certificate

The certificate is quite small and has never really expanded, despite strong growth in culinary arts overall. However, the program should explore the viability of this certificate as an option for students who are not completing CAHM associates degrees. Additional research should be conducted with the Advisory Committee and other employers to determine if there is a job market for students who solely possess this certificate.

Timeline: Report on Viability and Plan for Program Growth Completed Fall 2015.

Follow-up report on Program Fall 2017.

Persons Responsible: Program Coordinator, Program Faculty, Assistant Dean.

Community College of Philadelphia

Academic Program Audits

Automotive Technology: Auto Service Tech Option (AAS)

Automotive Technology: Marketing and Management Option (AAS)

Automotive Service (Proficiency Certificate)

Authors:

Richard Saxton

Christine McDonnell

John V. Moore III

Date: November, 2014

I. Executive Summary

Community College of Philadelphia offers two associate degrees and one proficiency certificate in Automotive Technology: The Automotive Service Technology Option A.A.S., the Automotive Management and Marketing Option A.A.S., and the Automotive Service Proficiency Certificate.

The Program faculty are very involved with external organizations such as local public schools, local industry, and training centers. For the last 15 years, faculty has maintained a nationally recognized accreditation with the National Automotive Technician Education Foundation (NATEF), and the program was recently named a National Alternative Fuels Training Center through West Virginia University.

Since the last audit (1999), combined enrollment in the programs has doubled. Approximately 12% of the students in the program place at college level. This low level of college readiness could explain the reduced graduation rates and the low proportion of credits attempted to credits earned. The number of degrees awarded in the programs has fluctuated over the past five years; 38 Automotive Service Technology Option degrees, 6 Management and Marketing Option degrees, and 9 Proficiency Certificates have been awarded in the past five years.

Over the past five years, the programs have become more efficient in their course offerings: last semester, on average, courses were 97% full.

II. Program

The primary purpose of the A.A.S. programs in Automotive Technology (AT) is to provide students with direct-to-work career preparation. Students acquire entry-level education and training in the diagnosis and repair of modern automobiles. After completing the Automotive Technology Programs, students possess knowledge in various aspects of diagnosing and repairing an automobile. The goals of the Program take into consideration the equipment and design characteristics of high-tech vehicles in operation today. Students who achieve this level of understanding are able to test, service, and repair vehicle parts and systems.

Students enrolled in the Automotive Technology program have the option of pursuing one of two associate's degree options: the Automotive Service Technology Option or the Automotive Management and Marketing Option. The Automotive Service Technology Option program prepares students to work as mechanics, safety inspectors, and shop supervisors. This program is certified by the National Automotive Technicians Education Foundation (NATEF). The Automotive Management and Marketing program prepares students for employment in automotive management and as marketing specialists, service managers, service writers, parts personnel, sales personnel, and aftermarket and retail managers. Graduates of both programs are prepared to take the National Institute of Automotive Service Excellence Certification examinations.

Additionally, the Curriculum offers an Automotive Service Proficiency Certificate designed for individuals who are interested in entering the field of automotive technology with a basic set of core skills. Students who complete the Proficiency Certificate will be prepared to obtain employment in a small shop, dealership, or chain-based repair facility. When completed, the courses may be applied towards the Automotive Technology (Automotive Service Technology Option) Associate in Applied Science Degree.

A. Brief History of the Program & Curriculum Revisions

In 1995 the program (before the options were created) was revised in order to obtain NATEF Certification. Revisions include the addition of a mechanical aptitude test and increased instructional hours (from 756 contact hours to 1080). The program also revised eight courses, deleted one course, and added one new course. The course changes were required because the 1995 curriculum was outdated due to the replacement of many mechanical components with increasingly complex electrical ones. In 2002, the Program, partnered with Ford Motor Company to offer coursework leading to the Ford Maintenance and Light Repair Certification (MLR), which can be earned as a part of the AT degree.

In 2003 an optional internship was added to the automotive program that required a minimum of 280 hours at an assigned place of work over 14 weeks. In 2006, the Automotive Technology program split into two programs: Automotive Management and Marketing and Automotive Service Technology. In 2009, the Automotive Technology Proficiency Certificate began.

In 2012, AT 221 and AT 281 were revised in order to place more emphasis upon subject matter recommended by industry via the NATEF. AT 221 was modified to place more emphasis on computerized controls, hybrid, alternative fuels, electric vehicles, and industry-specific vehicles that use these advanced technologies. AT 281 was modified to introduce students to new information and cutting edge technologies so that they are better prepared to enter the workforce with technologically advanced marketable skills.

B. Curriculum Sequence -Auto Service Technology Option

Course Number and Name	Prerequisites and Co-requisites	Credits	Gen Ed Req.
First Semester			
AT 100 - Introduction to Automotive Technology		2	
AT 111 - Automotive Steering and Suspension	AT 100, which may be taken concurrently	4	
AT 121 - Automotive Electricity and Electronics	AT 100, which may be taken concurrently	3	
AT 181 - Automotive Engine Mechanical Repair	AT 100, which may be taken concurrently	4	
ENGL 101 - English Composition I		3	ENGL 101
Second Semester			
CIS 103 - Applied Computer Technology		3	Tech Comp
AT 131 - Automotive Manual Transmissions	AT 100, which may be taken concurrently	4	
AT 150 - Automotive Braking Systems	AT 100, which may be taken concurrently	2	
MATH 118 - Intermediate Algebra		3	Mathematics
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3	ENGL 102, Info Lit
Summer Session II			
AT 221 - Advanced Automotive Electrical Systems	AT 121, MATH 118, which may be taken concurrently	4	
Third Semester			
AT 250 - Advance Braking Systems and Controls	AT 121, AT 150	2	
AT 261 - Engine Performance and Diagnosis	AT 221, MATH 118	4	
AT 271 - Air Conditioning and Heating Systems	AT 121	3	
Social Science Elective		3	
PHYS 105 - Survey of Physics or		4	Natural Science
STS 101 - Intro to Science, Technology and Society or			
CHEM 101 - General Chemistry			
Fourth Semester			
AT 241 - Automatic Transmissions and Transaxles	AT 221, AT 131	4	
AT 281 - Advanced Engine Performance and Diagnosis	AT 221, AT 261	4	
Humanities Elective			
	AT 111, AT 121, AT 181, AT 250, AT 261, AT 271 and department head approval	2	Humanities
AT 289 - Automotive Technology Internship* or		2	
AT 210 - Customer Service Techniques*	AT 121	3	
Minimum Credits Needed to Graduate:		62	

B. Curriculum Sequence (Management and Marketing Option)

Course Number and Name	Pre and Co-requisites	Credits	Gen Ed Req.
First Semester			
AT 100 - Introduction To Automotive Technology		2	
MNGT 121 - Introduction to Business	ENGL 101, which may be taken concurrently	3	
ENGL 101 - English Composition I		3	ENGL 101
MATH 118 - Intermediate Algebra		3	Mathematics
CIS 103 - Applied Computer Technology		3	Tech Comp
Second Semester			
AT 121 - Automotive Electricity and Electronics	AT 100, which may be taken concurrently	3	
ACCT 101 - Financial Accounting		4	
MNGT 141 - Principles of Management	Pre- or Co-requisite MNGT 121	3	
ENGL 102 - The Research Paper	ENG 101 with a grade of "C" or better	3	ENGL102, Info Lit
Social Science Elective		3	Social Sciences
Third Semester			
AT directed elective, choose one:		4	
AT 111 - Automotive Suspension and Steering Systems or	AT 100, which may be taken concurrently		
AT 131 - Automotive Manual Transmissions and Drivelines or	AT 100, which may be taken concurrently		
AT 181 - Automotive Engine Mechanical Repair	AT 100, which may be taken concurrently		
MKTG 131 - Principles of Marketing	MNGT 121	3	
PHYS 105 - Survey of Physics or		4	Natural Science
STS 101 - Intro to S.T.S. or CHEM 101 - General Chemistry			
Humanities Elective		3	Humanities
AT 210 - Customer Service Techniques	AT 121	3	
Fourth Semester			
AT directed elective, choose one:		3	
AT 221 - Advanced Automotive Engine Performance or	AT 121; Math 118, which may be taken concurrently		
AT 271 - Air Conditioning and Heating Systems	AT 121		
AT 241 - Automatic Transmissions and Transaxles or	AT 121	4	
AT 261 - Engine Performance and Diagnosis	AT 121; Math 118, which may be taken concurrently		
ECON 181 - Macroeconomics or ECON 182 – Microeconomics		3	
Social Science Elective			
MNGT 262 - Business Law		3	
Minimum Credits Needed to Graduate:		62	

B. Curriculum Sequence (Automotive Technology Certificate)

Course Number and Name	Pre and Co-requisites	Credits
AT 100 - Introduction to Automotive Technology		2
AT 111- Automotive Suspension and Steering Systems	AT 100, which may be taken concurrently	4
AT 121- Principles of Automotive Electricity and Electronics	AT 100, which may be taken concurrently	3
AT 150 - Automotive Braking Systems	AT 100, which may be taken concurrently	2
AT 181 - Automotive Engine Mechanical Repair	AT 100, which may be taken concurrently	4
AT 250 - Advanced Braking Systems and Controls	AT 121, AT 150	2
Total Credits:		17

C. Curriculum Map- Automotive Service Technology Option A.A.S. Degree

COURSES	PROGRAM STUDENT LEARNING OUTCOMES						
	Apply a basic foundation in theory, maintenance, diagnosis and repair of automotive systems.	Integrate and analyze online service data, written repair material and technical service bulletins to repair and service a vehicle.	Demonstrate proficiency in the use of specialized automotive service tools, electronic diagnostic equipment and basic hand tools.	Demonstrate ethical behavior, professionalism and the ability to work as a team.	Obtain Pennsylvania state emissions and mechanical safety licenses.	Achieve ASE certifications in all eight automotive service areas.	Obtain employment in the automotive service industry.
AT 100 - Introduction to Automotive Tech	I	I	I	I	I	I	I
AT 111 - Automotive Steering and Suspension	R	R	R	R	R	R	R
AT 121 - Automotive Electricity and Electronics	R	R	R	R	R	R	R
AT 181 - Automotive Engine Mechanical Repair	R	R	R	R	R	R	R
AT 131 - Automotive Manual Transmissions	R,M	R,M	R,M	R,M	R,M	R,M	R,M
AT 150 - Automotive Braking Systems	R	R	R	R	R	R	R
AT 221 - Advanced Automotive Electrical Systems	M	M	M	M	M	M	M
AT 250 - Advance Braking Systems and Controls	M	M	M	M	M	M	M
AT 261 - Engine Performance and Diagnosis	R	R	R	R	R	R	R
AT 271 - Air Conditioning and Heating Systems	R,M	R,M	R,M	R,M	R,M	R,M	R,M
PHYS 105 - Survey of Physics or STS 101 - Intro to Science, Technology & Society or CHEM 101 - General Chemistry	I,R	R					
AT 241 - Automatic Transmissions and Transaxles	R,M	R,M	R,M	R,M	R,M	R,M	R,M
AT 281 - Advanced Engine Performance & Diagnosis	M	M	M	M	M	M	M
AT 289 - Automotive Technology Internship or AT 210 - Customer Service Techniques	M	M	M	M	M	M	M

C1. Curriculum Map- Automotive Management and Marketing Option A.A.S. Degree

COURSES	PROGRAM STUDENT LEARNING OUTCOMES					
	Apply a basic foundation in theory, business, management, and customer relations in the automotive service industry.	Integrate and analyze repair orders, written repair material, labor and service guides, and technical service bulletins to communicate data to both a customer and a service technician.	Demonstrate sales skills, provide estimates, identify vehicle needs, explain benefits and overcome objections.	Demonstrate ethical behavior, professionalism and the ability to work as a team.	Manage work flow, identify labor operations and demonstrate knowledge of sublet procedures.	Achieve ASE certification in customer service consultant and/or parts specialist.
AT 100 - Introduction To Automotive Technology			I	I	I	I
MNGT 121 - Introduction to Business	I			I		
AT 121 - Automotive Electricity and Electronics		I	I		R	R
MNGT 141 - Principles of Management	R			R	R	
AT directed elective, choose one: AT 111 - Automotive Suspension and Steering Systems or AT 131 - Automotive Manual Transmissions and Drivelines or AT 181 - Automotive Engine Mechanical Repair		R	R	R	R	R
MTKG 131 - Principles of Marketing			I	R	R	
AT 210 - Customer Service Techniques	M	M	M	M	M	M
AT directed elective, choose one: AT 221 - Advanced Automotive Engine Performance or AT 271 - Air Conditioning and Heating Systems	R	M	R	R	R	R
AT directed elective: AT 241 - Automatic Transmissions and Transaxles or AT 261 - Engine Performance and Diagnosis	R	R	R	R	R	R
MNGT 262 - Business Law				M		

D. Future Directions for the Field and Program

As a result of reduced oil reserves and the need for energy independence, the Automotive Industry is currently experiencing a rapid transformation. As of 2007, federal agencies are required to acquire vehicles that operate on low greenhouse emitting fuel. Due to these changes, opportunities are available for those trained in Compressed Natural Gas and Electronic Drive Technology. These new technologies demand a program that is current with new technology and the infrastructural knowledge needed to work in this high tech industry. CCP's Auto Tech curricula include coursework in CNG, Electric Drive, Hybrid, Diesel, and various other new fuels. For information on job growth projections, please see the Demand section.

III. Profile of Faculty

A. Program Faculty- Department

Faculty Member	Position	Courses Taught
Richard Saxton, M.Ed., Leadership and Higher Education	Assistant Professor, Curriculum Coordinator, Department Head Business Administration	Introduction to Automotive Technology; Principles of Automotive Electricity and Electronics; Automotive Manual Transmissions and Drivelines; Advanced Automotive Electrical Systems; Automotive Transmissions and Transaxles; Advanced Braking Systems and Controls; Advanced Automotive Engine Performance
Dan Reed, B.S., Computer Science	Assistant Professor	Introduction to Automotive Technology; Automotive Suspension and Steering Systems; Principles of Automotive Electricity and Electronics; Automotive Manual Transmissions and Drivelines; Automotive Braking Systems; Automotive Engine Mechanical Repair; Advanced Braking Systems and Controls; Engine Performance and Diagnosis
William March, A.A.S., Automotive Technology	Instructional Aide	Air Conditioning and Heating Systems

B. Faculty Engagement

Faculty in the program participate in many College-wide initiatives, including various hiring committees, Scholarship Evaluations Team, and the College-wide safety committee. Faculty also engage with organizations such as the National Alternative Fuels Training Center, School District of Philadelphia Automotive Skills Competition, all the Occupational Advisory Committees for every Automotive Training Center High School program in the Philadelphia School District (including Edison, Randolph, Swenson, Mastbaum, King, Workshop, and Audenreid). Faculty also attend various professional development activities that include the Consortium for Education of Renewable Energy Training, Southeastern Pennsylvania Transportation Authority Diesel Engine Performance training, Industry Advisory Committee for Transportation, Honda of North America Compressed Natural Gas Technician training, and Sinclair Community College's Advanced Automotive Hybrid Technology Summer Institute.

Automotive faculty participate in Open House events and Majors Fairs at the Main Campus and Regional Centers. Annually, automotive faculty and students participate in the Philadelphia International Auto Show to expose students to new vehicle technology and meet with potential employers. Faculty make arrangements for automotive students to visit the corporate headquarters of the Southeastern Pennsylvania Transportation Authority (SEPTA) and arrange for our graduating students to take the entry level employment test. Automotive faculty currently creates the highest rated TV Show on CCP TV (Car Corner), and during the past 4 years has completed over 30 episodes and won various awards. Faculty have arranged for guest speakers from Bosch, SEPTA, PGW, PECO, Honda, Ford, City of Philadelphia, and various other organizations. For the last 15 years faculty have maintained a nationally recognized accreditation with the NATEF and the program has recently been named a National Alternative Fuels Training Center.

Since 2009, CCP students have participated in The Dwight David Eisenhower Transportation Community College Fellowship Program. Each year, students have submitted successful applications to conduct research related to the transportation industry that the faculty oversee. Faculty takes the Eisenhower Fellows to the annual Transportation Research Board Conference in Washington, DC, where students have had the opportunity to present their research during a poster board session.

IV. Program Characteristics

A. Student Profiles

Enrollment and full time equivalent headcounts have doubled since the last audit. The average enrollment between 1995 and 2000 was 44 students; the Automotive Technology Associates programs averaged 109 students per year for the last 5 years. Since the last audit, the Automotive Technology program has expanded into two separate degree programs and a certificate.

Generalizations about students in the Certificate and Management and Marketing Option are difficult to accurately make due to the small populations.

Table 1: Headcount and Full-time Equivalent Data

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
AT- Automotive Service Technology Option	Headcount	77	90	94	93	122	95	58%
	FTE Headcount	56	65	68	68	88	69	57%
AT- Automotive Management & Marketing	Headcount	6	8	18	15	21	14	250%
	FTE Headcount	3	6	14	12	15	10	400%
AT- Auto Service Proficiency Cert	Headcount	0	2	3	6	4	3	-
	FTE Headcount	0	2	2	4	2	2	-
Business & Technology	Headcount	3,073	3,167	3,252	3,160	3,286	3,188	7%
	FTE Headcount	2,289	2,358	2,372	2,323	2,378	2,344	4%
College	Headcount	19,047	19,502	19,752	18,951	19,065	19,263	0%
	FTE Headcount	13,361	13,697	13,682	13,106	13,163	13,402	-1%

A higher percentage of students in the Auto Tech program options are males. Given the history and nature of the automotive industry, this fact is not surprising. Additionally, while approximately 28%

of the students in the College place in at college level, only 12% of the students in the AAS Auto Tech programs place at college level. The remaining 88% place developmentally in at least one area.

Table 2: Demographics

Demographics: Running 5 Year Average					
	AT- Automotive Service Technology	AT- Automotive Management & Marketing	Auto Service Proficiency Cert	Business and Technology	College
Female	3.2%	9.4%	2.1%	45.6%	63.8%
Male	96.8%	90.6%	97.9%	54.1%	35.8%
Unknown	0.0%	0.0%	0.0%	0.3%	0.4%
Native American	0.9%	0.0%	0.0%	0.3%	0.4%
Asian	19.3%	15.0%	17.0%	11.3%	7.4%
African American	41.4%	54.0%	43.0%	46.3%	48.0%
Latino/a	10.5%	9.0%	13.0%	10.5%	10.3%
Multi-Racial	1.7%	6.0%	0.0%	2.3%	2.3%
White	14.9%	9.0%	27.0%	21.6%	24.5%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.2%
Other	0.0%	0.0%	0.0%	0.2%	0.0%
Unknown	11.2%	7.0%	0.0%	7.6%	6.9%
16 – 21	40.9%	35.0%	27.1%	34.5%	32.0%
22 – 29	40.8%	31.7%	47.9%	39.0%	37.2%
30 – 39	9.8%	15.0%	6.3%	14.7%	17.0%
40 +	7.4%	12.1%	18.8%	11.0%	12.9%
Unknown	1.4%	6.3%	0.0%	0.8%	0.8%
Full Time	34.0%	39.4%	16.7%	37.3%	30.8%
Part Time	66.0%	60.6%	83.3%	62.7%	69.2%
All Developmental	34.9%	40.8%	19.0%	31.6%	29.1%
Some Developmental	52.7%	46.8%	61.9%	49.5%	43.3%
College Level	12.5%	12.4%	19.0%	18.9%	27.6%

Most of the student outcome data in the Auto Tech degrees is, on average, similar to both the Division and the College as a whole. The most noteworthy differences in student outcomes were found in the success at departure. While 36% and 39% of students in the College and Division,

respectively, were unsuccessful at departure (meaning they left in poor academic standing), 53% of students in Auto Service Technology Option were unsuccessful at departure. Additionally, the Service Tech Option records a marginally lower graduation rate than the Division and the College. Although Auto Tech records poor graduation and success at departure rates, the Program's retention is higher than the Division and the College. (Table 3)

Table 3: Outcomes Data: 5 Year Averages

		AT- Auto Service Tech	AT- Auto Mgmt & Mktng	AT- Proficiency Cert*	B&T	College
Standing	Good Standing	82.5%	84.8%	NA	82.2%	84.8%
	Probation	16.1%	14.7%	NA	16.0%	13.7%
	Dropped	1.4%	0.5%	NA	1.9%	1.6%
Fall-Spring Retention	Returned/Same	68.4%	54.9%	NA	64.9%	65.8%
	Returned/Different	3.7%	2.3%	NA	6.2%	5.2%
	Graduated	1.6%	4.3%	NA	3.0%	2.2%
	Did Not Return	26.4%	38.5%	NA	26.0%	26.8%
Fall-Fall Retention	Returned/Same	39.9%	35.6%	NA	37.1%	36.7%
	Returned/Different	4.7%	2.5%	NA	8.8%	8.6%
	Graduated	8.5%	8.7%	NA	9.5%	8.4%
	Did Not Return	46.9%	53.2%	NA	44.6%	46.4%
Success at Departure	Graduated	8.3%	14.3%	NA	13.4%	10.0%
	Long Term Success	19.8%	17.1%	NA	34.4%	36.2%
	Short Term Success	18.6%	10.5%	NA	13.3%	17.2%
	Unsuccessful	53.3%	58.1%	NA	38.8%	36.6%
Course Outcomes	Course Completion	85.0%	86.3%	NA	86.4%	88.2%
	GPA	2.6	2.8	NA	2.9	3.0

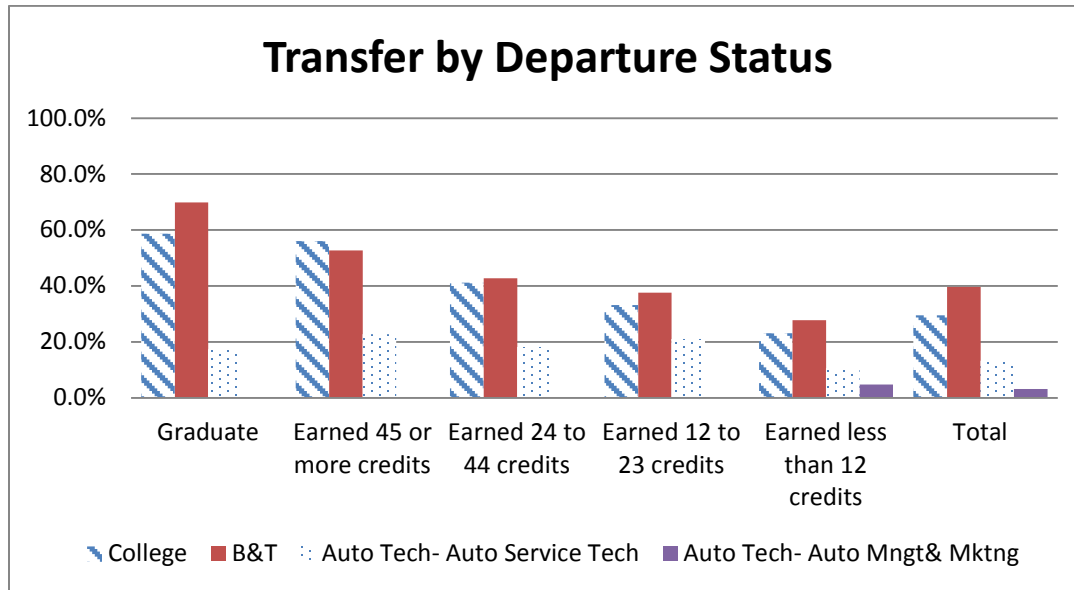
*Population too small to make valid inferences.

[1] "Graduated" are students who earned certificates or associates degrees at the College. "Long term success" is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned. "Short term success" is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned. The "unsuccessful" departure group includes all departing students not otherwise classified including students who never complete a college-level course.

Evaluating the students who left CCP, both Automotive Technology programs record a smaller percentage of transfers than the general population. Given that this program is direct to work, low transfer rates are in-line with program goals. Fifty-eight percent of College graduates transferred, and 70% of division graduates transferred, while 17% of graduates of the Auto Tech- Auto Services program

transferred. Additionally, 23% of students left the Automotive Technology program with more than 45 credits transferred. (Figure 1)

Figure 1: Transfer by Departure Status



Over the past six years, the number of degrees awarded in the Automotive Technology program has been volatile. Twice as many degrees were awarded in 2008 as in 2009, and from 2009 to 2012 the number of degrees awarded remained steady; in 2013, the number of degrees awarded doubled in one year. Over the past five years, between zero and two degrees have been awarded each year in the Auto Technology Management and Marketing program. Over the past three years, nine Auto Service Proficiency Certificates were awarded; during the previous 3 years, no certificates were awarded. (Figure 2 and Table 3)

Figure 2: Degrees Awarded by College, Business & Technology Division, Auto Service Technician, Auto Service Management & Marketing, and Auto Service Proficiency Certificate

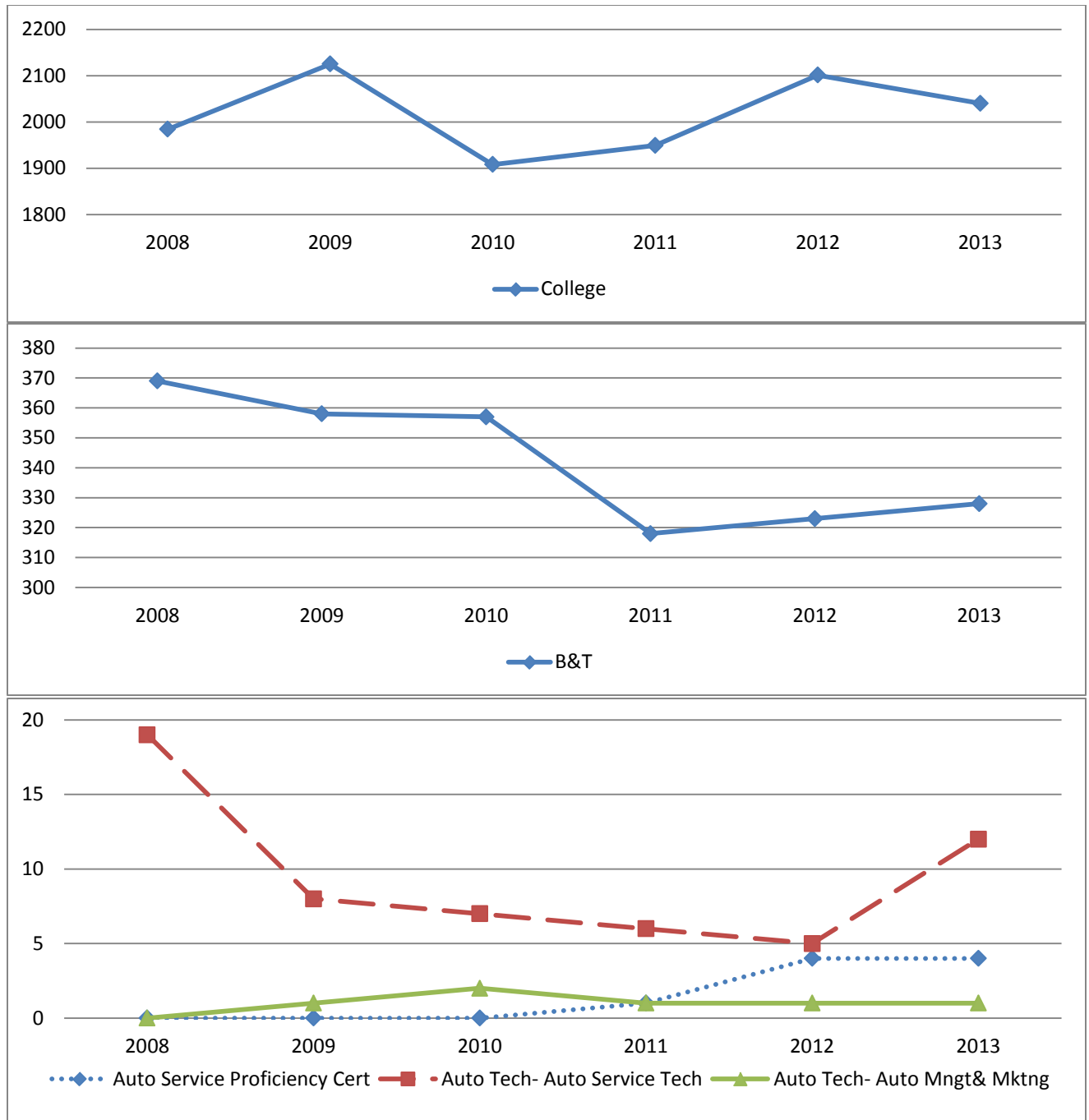
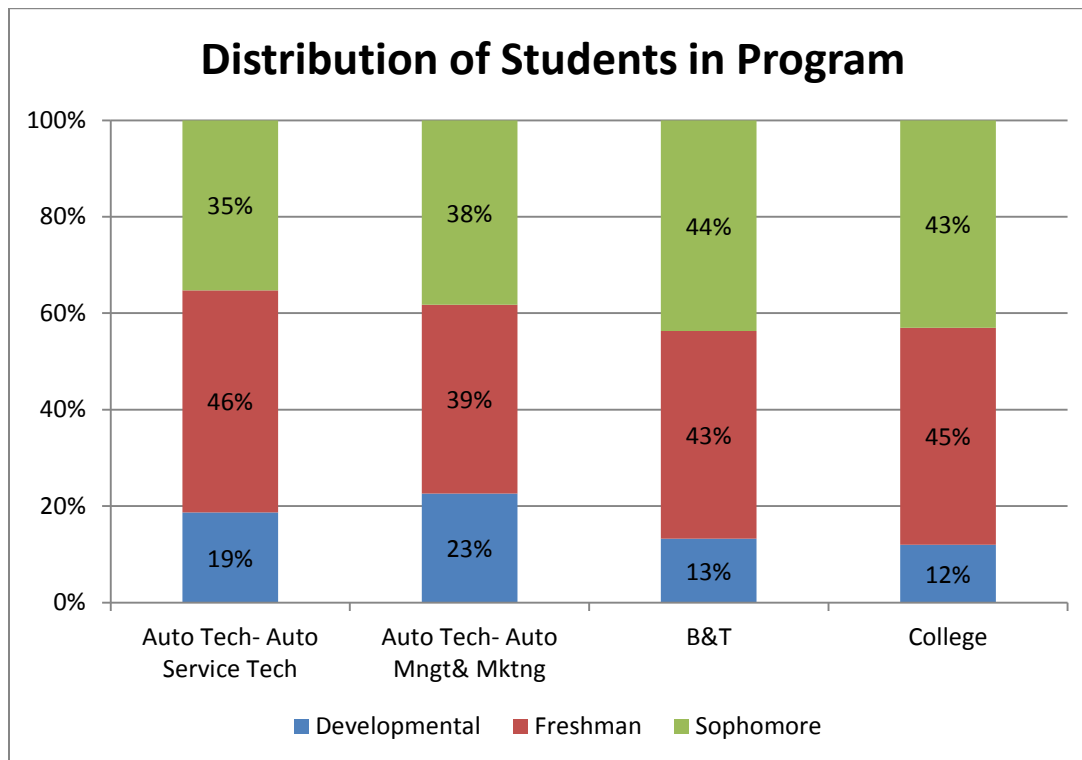


Figure 3: Degrees Awarded

	2009	2010	2011	2012	2013
Auto Tech- Auto Service Tech	8	7	6	5	12
Auto Tech- Auto Mngt & Mktng	1	2	1	1	1
Auto Service Proficiency Cert	0	0	1	4	4
B&T	358	357	318	323	328
College	2,125	1,908	1,949	2,101	2,040

The College and Division have an almost equal amount of freshman as sophomores. However, within the Automotive Service Technology program, there are 11% more freshmen than sophomores. This explains the Program's low graduation rate, as students complete the first year and then don't return for a second. Additionally, there are almost 150% as many developmental students in the Automotive Services Technology program as there are in the College. (Figure 4)

Figure 4: Distribution of Students in Program



Students within the Auto Tech program are less successful at earning course credits relative to students in the College and Division. Students in the AT Auto Service Technician program successfully complete approximately 76% of courses attempted, while students in the College successfully complete 80% of courses attempted, and students in the Division successfully complete 78% of their courses. (Table 5)

Table 5: Median Statistics for Program Graduates

	Auto Tech- Auto Service Tech	Auto Tech- Auto Mngt& Mktng*	B&T	College
Years to Degree	4.6	NA	4.1	4.7
Credits Attempted	87	NA	87	85
Credits Earned	66	NA	68	68
Ratio of Earned to Attempted	76%	NA	78%	80%
Graduating GPA	3.0	NA	3.1	3.1

*Population was too small to make valid inferences. N=4

Over the past five years, the Auto Tech program has gradually become more efficient in terms of the sections offered each semester. This fall marked the first semester where the average percent filled was greater than that of the Division or the College, with Auto Tech's courses on average 97% filled. However, only seven sections in Auto Tech ran, whereas over the past five years nine sections usually ran each fall; potentially limiting options for students.

Faculty feel the number of courses that the Automotive Technology Program can offer each semester is restricted by space limitations. Students prefer the day classes, which generally fill up quickly. Occasionally night courses are offered, but they are usually less popular unless they are required for graduation. The AT facility is comprised of two classrooms, and all AT courses except for one are in-class. Each three-credit course requires 6-7 contact hours per week, and four-credit courses require ten contact hours per week; therefore the maximum number of in-class courses offered each semester is 10. The majority of in-class courses are filled to capacity at the start of the semester. Additionally, because of the space constraints, the majority of courses are only offered once per year. The two courses offered in the summer are only offered in the summer. The limited course offerings make it difficult to complete the programs in two years. Five Auto Tech courses are offered in the spring that are not offered as daytime courses in the fall. As of November 15th 2014, four of the five courses were filled to capacity for spring 2015.

Table 6: Section Enrollments

		Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall Average	Spring Average
Automotive	Sections	9	9	9	12	9	9	10	10	7	8.40	9.00
	Avg Enrollment	15.00	15.78	17.33	16.92	17.56	17.67	16.70	16.90	19.86	15.53	16.38
	Percent Filled	70.3%	74.0%	83.0%	78.1%	85.9%	84.6%	81.9%	81.3%	97%	74%	77%
Division	Sections	292	307	293	306	270	261	256.00	253	247	280.80	301.00
	Avg Enrollment	27.68	27.33	27.73	26.81	27.83	28.53	29.32	28.66	29.26	27.33	27.01
	Percent Filled	84%	83%	83%	79%	84%	86%	0.88	84%	87%	83%	82%
College	Sections	3023	2941	2939	3007	2752	2627	2720	2599	2659	2857.80	2900.00
	Avg Enrollment	21.87	22.13	21.84	21.63	22.24	22.36	22.38	22.18	22.45	22	22
	Percent Filled	85%	85%	84%	83%	86%	85%	86%	84%	86%	85%	84%

V. Learning Outcomes and Assessment

A. Program Level Student Learning Outcomes

1. Upon completion of the Automotive Service Technology Option, graduates will be able to:
 - a) Apply a basic foundation in theory, maintenance, diagnosis and repair of automotive systems.
 - b) Integrate and analyze online service data, written repair material and technical service bulletins to repair and service a vehicle.
 - c) Demonstrate proficiency in the use of specialized automotive service tools, electronic diagnostic equipment and basic hand tools.
 - d) Demonstrate ethical behavior, professionalism and the ability to work as a team.
 - e) Obtain Pennsylvania state emissions and mechanical safety licenses.
 - f) Achieve ASE certifications in all eight automotive service areas.
 - g) Obtain employment in the automotive service industry.
2. Upon completion of the Automotive Management and Marketing Option, graduates will be able to:
 - a) Apply a basic foundation in theory, business, management, and customer relations in the automotive service industry.
 - b) Integrate and analyze repair orders, written repair material, labor and service guides, and technical service bulletins to communicate data to both a customer and a service technician.
 - c) Demonstrate sales skills, provide estimates, identify vehicle needs, explain benefits and overcome objections.
 - d) Demonstrate ethical behavior, professionalism and the ability to work as a team.
 - e) Manage work flow, identify labor operations and demonstrate knowledge of sublet procedures.
 - f) Achieve ASE certification in customer service consultant and/or parts specialist.

B. Assessment

The program is currently up to date on assessment of program level course learning outcomes. The Automotive Technology Automotive Service Technology Program has assessed Outcomes a, b, and c (#1 above). In each area the students met or exceeded the benchmark. The majority of areas in which the benchmark was met, but not exceeded, pertain to oral or written assessment. The Automotive Technology Proficiency Certificate Program has assessed Outcomes a, b, and c (#2 above). All outcomes met or exceeded the benchmark.

Table 6: Timeline for Course Learning Outcomes

Assessment Evidence Collected	Courses
Fall 2011	AT 100, AT 121, AT 111, AT131, AT 131, AT 150, AT 210
Spring 2012	AT 181, AT 241, AT 261, AT 271
Summer 2012	AT 221, AT 281
Spring 2014	AT 250

C. QVIs and 335

QVIs for the Auto Service Tech and Management and Marketing A.A.S. degrees from 2014, 2013, and 2012 were evaluated in this audit. QVIs for both programs and all three years record average quality and viability for the programs. Issues such as the high cost per full-time enrolled student, low fall to fall retention, and volatility in degrees awarded were recognized. However, the department is optimistic that Auto Tech can become a high priority occupation. The program records an above average score on its contribution to the mission of the College. In 2012, the QVI quality score for Auto Tech was high, with perfect scores in every area except “program innovation”, which recorded a ‘three’ out of ‘four’. In 2014, the format of the QVI changed, and AT recorded an average quality score. The assessment of student learning outcomes received a ‘four’, while the program learning component received a ‘zero’, which was due to a misunderstanding of assessment of program level outcomes.

D. Surveys

Surveys were sent out to graduating students between 2008 and 2013 via SurveyMonkey. Twenty-one Auto Tech students responded, and their data were aggregated. Two questions yielded statistically significant results. The survey respondents of the Auto Tech Program reported, on average, lower levels of progress in developing meaningful career goals and contributing to the welfare of the community. (Table 7)

Paper surveys were distributed in class to current Automotive Technology Automotive Service students. Forty students responded, and their data were aggregated. Students were asked about full-time status, goals, program strengths, program weaknesses, academic advising, employment status, and job titles. In response to the question regarding program weaknesses, 40% of students commented on the lack of space within classrooms or limited classes offered. Approximately 67% of the survey respondents report working full-time, and 57% report being full-time students. Ninety-five percent of respondents report obtaining a degree or a certificate as one of their goals.

Table 7: Graduating Students' Survey

Please indicate the level of progress you made at CCP in the following areas of knowledge, skills, and personal development	Program		Division		College	
	Mean	N	Mean	Sig.	Mean	Sig.
Enhanced Ability to Express Myself Artistically	2.33	21	2.13		2.22	
Developed Meaningful Career Goals	2.24	21	2.46		2.52	*
Developed into a more Informed Citizen	2.29	21	2.45		2.52	
Improved Preparation for Active Participation in Community Activities	2.14	21	2.13		2.24	
Using Computing and Internet Technology	2.43	21	2.54		2.48	
Enhanced Self-Confidence	2.43	21	2.42		2.47	
Enhanced Understanding of My Own and Different Cultures	2.33	21	2.39		2.47	
Improved Self-Discipline	2.57	21	2.46		2.52	
Acquiring a Broad General Education	2.43	21	2.53		2.58	
Developed Interpersonal Skills and the Ability to Relate to Others	2.29	21	2.44		2.52	
Improved Leadership Abilities	2.29	21	2.30		2.40	
Solving Numerical Problems	2.29	21	2.41		2.33	
Working Effectively with Others	2.33	21	2.44		2.51	
Preparation for Continued Personal and Intellectual Growth after College	2.48	21	2.49		2.58	
Understanding People of Other Racial and Ethnic Heritage	2.38	21	2.44		2.50	
Improved Self-Reliance	2.43	21	2.47		2.52	
Speaking Clearly and Effectively	2.33	21	2.46		2.49	
Thinking Critically and Analytically	2.52	21	2.59		2.59	
Contributing to the Welfare of my Community	1.81	21	2.12		2.23	**
Writing Clearly and Effectively	2.52	21	2.57		2.58	

* $p < .1$, ** $p < .05$, *** $p < .01$

*Scale for the survey is: 0: No progress; 1: Little progress; 2: Some progress; 3: Considerable progress.

E. Advisory Committee

The advisory committee is composed of individuals from the local industry, and one employee of the Philadelphia School District. Recent discussions have focused on Program Level Student Learning Outcomes, NATEF reaccreditation, grants, employment opportunities with BMW and SEPTA, increasing faculty in the department, and the acquisition of new learning materials.

VI. Resources

The Automotive Technology program utilizes, as part of its curriculum, specialized hardware and software (Mitchells OnDemand, Java Runtime, and various vehicle-manufacturer software (Ford, Honda, and Toyota)).

Hardware includes a computer lab/classroom with 8 computers. Additionally, the program has a rolling laptop storage unit that houses 8 laptops and automotive manufacturer-specific cable connections. These are used by the students as diagnostic tools for the completion of lab assignments. Each classroom is also outfitted with a projector and a computer for the instructor so the students can see specific devices/parts up close as the instructor is explaining/presenting parts and tools while in the automotive labs. See Appendix A for layout of the automotive center.

The Auto Technology faculty schedule two courses concurrently, and instructors work collaboratively to share and manage shop space while maintaining a safe working environment for students. Scheduling two courses concurrently means that a maximum of 40 students will share shop space. This has led, at times, to courses being filled to capacity and waitlists developing. Faculty have tried scheduling courses in the evening, but enrollment at that time has been low.

VII. Demand

CCP's Auto Tech programs train students to enter a variety of occupations. Nationally, the following are occupations commonly entered by Automotive Technology graduates: electrical and electronics installers and repairers (for transportation equipment and motor vehicles), automotive service technicians and mechanics, and parts salesperson. (Occupation, #41.2022 and 47.0604)

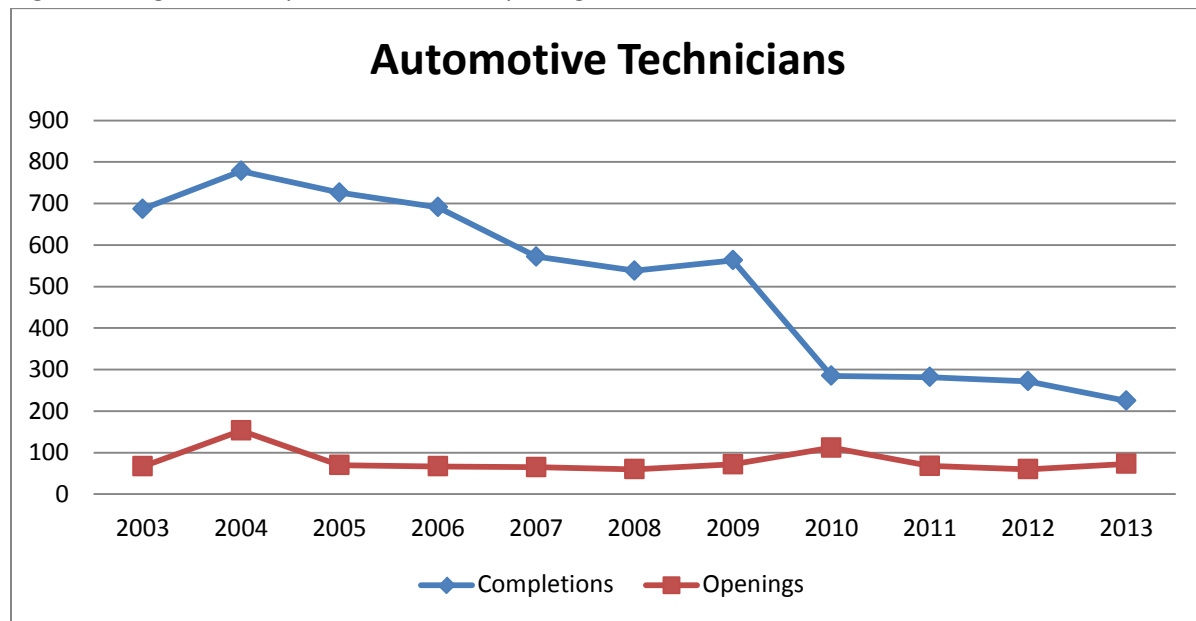
In the Philadelphia five county region, only two other institutions offer degrees in Automotive Technology (these are for-profit institutions; tuition there is approximately triple the tuition at CCP). Delaware County Community College offers two certificates; Bucks County Community College (BCCC) has recently closed its AT curriculum. BCCC and Montgomery County Community College both have a program sharing agreement with the College. CCP is the only school in the area to offer the Automotive Technology Management and Marketing degree. Automotive Technology has an articulation agreement with Pennsylvania College of Technology. However, since Automotive Technology is a direct-to-work program, the program does not have a high transfer rate.

There is a documented need for professionals with automotive technology training, especially in times of economic downturn when people opt to fix their old cars instead of investing in new cars. The Bureau of Labor and Statistics estimates that nationwide auto service technician and mechanic jobs will grow 9% between 2012 and 2022. However, the local picture is more complicated. Between 2012 and 2022, automotive technology jobs are expected to decrease by two percent in Philadelphia County and increase by seven percent in the Philadelphia Metropolitan Statistical area. Although jobs in this field are projected to increase nationwide, it is unclear whether an associate's degree is necessary for these jobs, or if students feel that only certain courses are necessary.

Table 8: National Job Outlook

Occupation	Salary	Job Outlook (2012- 2022)	Education Level
Electrical & Electronic Install & Repair	\$ 51,220	1%	Postsecondary non-degree
Auto Service Technicians & Mechanics	\$ 36,610	9%	H.S. Diploma or equivalent
Parts Sales	\$ 32,282	-	-
Quality Control Inspectors	\$ 34,460	6%	H.S. Diploma or equivalent
National Average		11%	

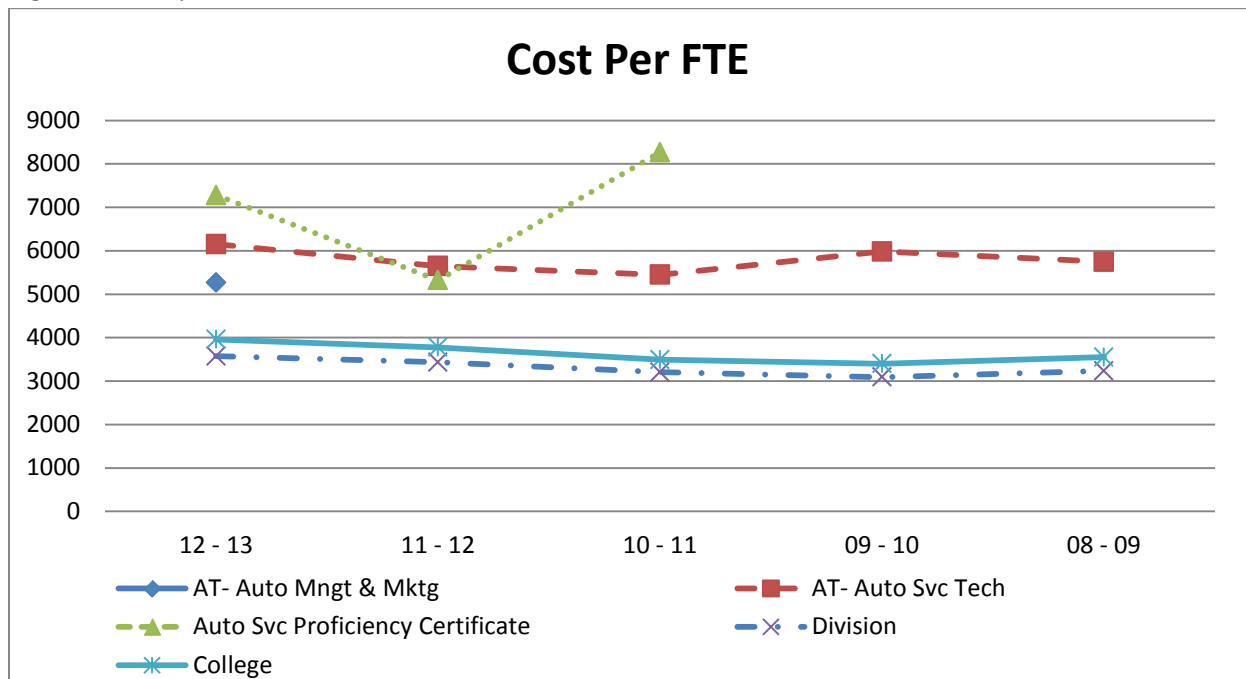
Figure 5: Regional Completions and Job Openings



VII. Operating Costs

Automotive Technology's cost per FTE is substantially higher than the median for both the Division and the College. In two out of three years that the certificate has been offered, the cost per FTE of the Proficiency Certificate was more than double the median cost per FTE in the College.

Figure 6: Cost per Full-time Enrolled Student



IX. Findings and Recommendations

1. Close the Marketing and Management Option.

The Management and Marketing option has attracted a small group of students since 2006. However, the majority of students who pursue the degree have already obtained an Automotive Technology-Auto Service Associates Degree. Management and Marketing enrollment averages 14 students a year. But, in the past five years, only six degrees have been awarded. Currently a business or supervision certificate is being created and would serve as a potential alternative to this option for students interested in a supplement to their Automotive Technology degree. Given the above information, it is recommended that the program be closed as of the fall of 2015 and that current students be moved into the business or supervision certificate.

Timeline: Spring 2015: Current students informed of program closure.

Fall 2015: No new students admitted.

Spring 2018: Final semester for graduation.

Persons Responsible: Curriculum Coordinator, Department Head, Assistant Dean.

2. Identify factors influencing student attrition.

Many students appear to be leaving the program either 1) before they even complete a single Automotive Technology course or 2) once they have completed all Auto Tech courses but without completing their general education requirements. The program should investigate the actual timing and reasons for student departure. These factors should include: scheduling options and space availability; student course taking patterns (developmental students who have not taken an auto tech course, completion of general education requirements); and student intention to complete the degree upon entry.

Timeline: Initial report due end of Fall 2015.

Persons Responsible: Curriculum Coordinator, Director of Academic Assessment,
Director of Institutional Research.

3. Develop methods for improved student contact, particularly early in the program.

The program has developed strong recruitment techniques (with high schools, professional organizations, etc.), but many students who enter the program exit before interacting with Auto Tech faculty. Programs designed to connect with developmental students need to be crafted. Data from recommendation 2 should be utilized in these program management plans.

Timeline: Spring 2015: Report on progress.

Fall 2015: Implement strategies.

Persons Responsible: Curriculum Coordinator, Assistant Dean.

4. Modify the Automotive Technology Proficiency Certificate Program.

Currently the certificate enrolls a small number of students. It may have the potential, however, as an option for students who may struggle to complete or may be uninterested in completing the full AAS degree. Intentional advising, both at the point of student entry and for students who are struggling with general education requirements will be required to ensure the continued viability of the certificate. If such efforts do not result in an increase in certificate enrollment, the program should consider terminating the certificate.

Timeline: Decision about program termination by Spring 2015.

Persons Responsible: Curriculum Coordinator, Program Faculty.

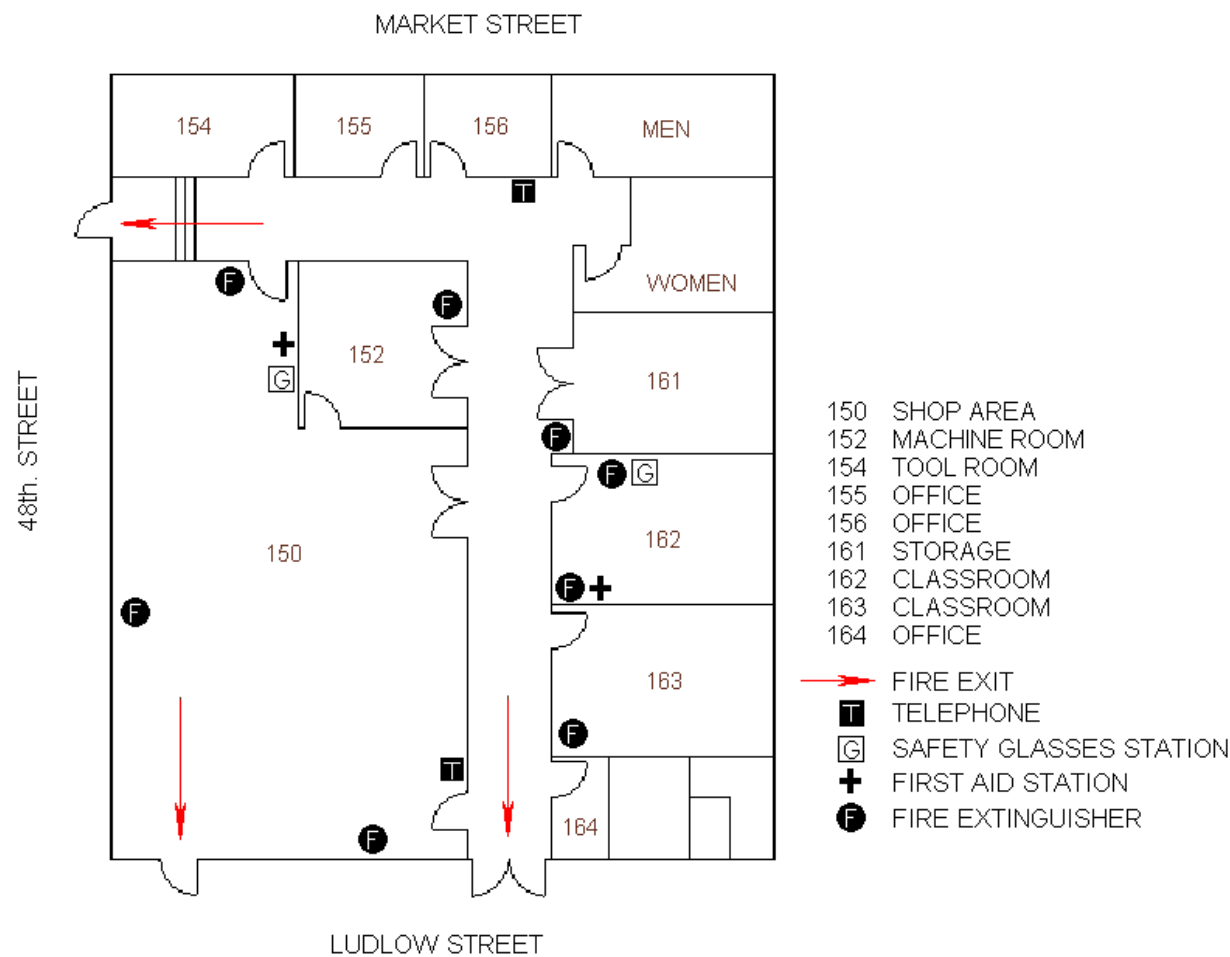
5. Create a system to maintain contact with former students in order gather data on employment, reasons for departure, and transfer.

The Automotive Technology programs are direct-to-work, making feedback from graduates vital to understanding the needs of current students. Despite the fact that the program is an AAS degree, a number of students end up transferring as well—these students should also be followed to ascertain the degrees they pursued and the fields in which they are working. The program already works well with their advisory committee on current needs of the field; this information would be an important supplement to that process.

Timeline: Develop and administer survey materials, Spring 2015.

Persons Responsible: Program Faculty; Office of Academic Assessment

Appendix A: Layout of Automotive Technology Center at 4731 Ludlow Street.



Community College of Philadelphia

Academic Program Audits

**Youth Work Academic Certificate
Youth Work Proficiency Certificate**

Authors:

Christine McDonnell

John V. Moore III

Rebecca Fabiano

Date: December, 2014

I. Executive Summary

The Youth Work Program is comprised of two certificates (one academic, one proficiency), both of which prepare graduates for careers in youth services. The Youth Work Program was developed from a grant, which was established to alleviate the shortage of adequately and systematically trained youth practitioners to work in local youth service agencies.

On average, the Academic Certificate has enrolled approximately 21 students a year, and the Proficiency Certificate enrolls approximately 1 student per year. The Academic Certificate Program enrolls a student more likely to need developmental coursework in at least one area than the Division or the College. The Academic Certificate records weak retention and graduation rates and a high percent of students departing in poor academic standing relative to the Division and the College. Over the past five years, 31 academic certificates were awarded, and 21 proficiency certificates were awarded.

Over the past five years, the majority of semesters, the Youth Work courses have remained less filled to capacity than the College. From 2010 to 2013, the fall courses were running on average at 62% of capacity, while the spring courses were running on average at 70% of capacity.

II. Program

The Youth Work Program is comprised of an Academic Certificate (33 credits) and a Proficiency Certificate (9 credits); both certificates prepare students for careers in youth services.

Graduates of the Academic Program will be prepared for employment as youth service workers and youth development practitioners. The Program provides students with a background in dependency, delinquency, special needs, adolescent growth and behavior, approaches to practice, and practice with family and community systems.

This Proficiency Certificate prepares graduates to work with youth in a variety of youth serving agencies such as community centers, group homes, after school programs and mental health clinics. When completed, the courses may be applied to the academic certificate in Youth Work and to the Behavioral Health/ Human Services associate degree program.

Both Youth Work Certificates prepare graduates to enter the workforce or to pursue further education. Entry and intermediate level jobs are readily available to graduates of the Certificate Programs; however, further education is critical for those who desire advancement.

One of the Academic Certificate's strengths is the Practicum in Youth Work, which requires students to complete a practicum experience at an agency that works directly with the

youth population. The course instructor visits each practicum site for 45 minutes each semester in order to assess the appropriateness of the practicum and make changes as needed. The field work is accompanied by a classroom component where students develop an understanding of the system in which their field work takes place and how to better operate within this system. Support for the Practicum is provided by the Behavioral Health and Human Services program.

A. History & Revisions to the Curriculum

The Youth Work Certificate Program was developed in 2000 at the request of a group of social services and youth development agencies. This Program was developed because youth agencies identified common deficiencies in employees and felt the need for a more systematic approach in the training of youth workers. A grant funded initiative was launched in several cities to provide this training. The William Penn Foundation provided a three-year (1999-2002) grant to cover costs of the program during its startup phase.

Over the past 14 years, the curriculum has been revised to better meet the needs of the students. In 2003, the Youth Work Academic Certificate Program was revised to enable students to substitute the behavioral health practicum for the youth work practicum. This change benefits students that are pursuing both the Youth Work Certificate and the Associates in Behavioral Health & Human Services. In 2004, the prerequisites for YW 115: Critical Issues in Youth Work were removed. In 2008, Youth Work added BHHS 101 as an elective to the Academic Certificate Program to provide students with an overview of the human services field. In 2012, CIS 100 was removed from the curriculum as an optional computer course because it is no longer offered at the College.

B. Curriculum Sequence- Academic Certificate

Course Number and Name	Pre- or Co-requisites	Credits	Gen Ed Req.
First Semester			
YW 101 – Foundations of Youth Work		3	
ENGL 101 – English Composition I		3	
YW 110 – Family and Community Engagement		3	
CIS 103 – Applied Computer Technology		3	
Directed Elective* – choose one:		3	
MATH 118 - Intermediate Algebra or higher		3	
Second Semester			
YW 115 – Critical Issues in Youth Work		3	
ENGL 102 – The Research Paper	ENGL 101 with "C" or better	3	
Directed Elective – Choose one from list above		3	
Directed Elective – Choose one from list above		3	
Youth Work 196 – Practicum in Youth Work**		3-4	
Minimum Credits Needed to Graduate		33	
Directed Electives:			
BHHS 101 – Introduction to Behavioral Health and Human Services			
BHHS 105 – Introduction to Group Dynamics			
BHHS 111 – Introduction to Helping Skills			
BHHS 151 – Child Abuse and Family Violence			
JUS 171– Juvenile Justice			
PSYC 101 – Introduction to Psychology			
PSYC 201 – Child Psychology			
PSYC 215 – Developmental Psychology			

B2. Curriculum Sequence- Proficiency Certificate

Course Number and Name	Pre or Co- Requisites	Credits	Gen Ed Req.
YW 101- Foundation ions of Youth Work		3	
YW 110- Family and Community Engagement		3	
YW 115- Critical Issues in Youth Work		3	
Minimum Credits Needed to Graduate:		9	

C. Curriculum Map- Youth Work Academic Certificate

Required Courses	Programmatic Learning Outcomes			
	Explain basic concepts and principles of youth development.	Design activities and environments that promote the healthy development of youth.	Communicate effectively orally with youth and with other professionals.	Communicate effectively in writing through documents typical of the profession such as progress reports and incident reports.
YW 101-Foundations of Youth Work	I, A, M	I, A	I	I, A
YW 110- Family and Community Engagement	R	R	R	I, A
YW 115 – Critical Issues in Youth Work	R	R	R	I, A
YW 196-Practicum in Youth Work (or BHHS 195 or BHHS 213)		R	R, A	R
ENGL 101- English Composition I				R
ENGL 102 – The Research Paper				R
Directed Electives			R	R

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

D. Future Direction for the Field/ Program

Foundations like the Wallace Foundation and the William T. Grant Foundation continue to invest millions of dollars in youth development programs. Federal grants like 21st Century Community Learning Centers, which provide monies for youth programs to partner with schools/school districts to offer enrichment and academic enhancement services, as well as local funding opportunities through the Department of Human Services, demonstrate the need for educated and skilled youth workers.

The Youth Work Certificate as well as other AA, Bachelor, and Masters related degrees across the country have tried to standardize and thus professionalize the field as an entity distinct from social work, education, or clinical therapy. However, neither the program nor the related professional field have made it into national education or labor statistics databases, making it challenging to assess the degree to which this has been successful.

As the education discussion moves towards trends like “Expanded Learning” and “Extended Learning”, the field of youth development has the potential to become more integrated into the discussion, increasing the need for qualified staff to not only work in these programs, but also to take part in and lead national conversations on youth.

III. Profile of the Faculty

A. Program faculty

Faculty Member	Position	Courses Taught
Jack Drummond, Ms.Ed.	Adjunct Professor	Family and Community Engagement Critical Issues in Youth Work
Rebecca Fabiano, Ms.Ed.	Certificate Coordinator, Adjunct Professor	Foundations of Youth Work
Reggie Jones, MSS, MLSP, LCSW	Adjunct Professor	Family and Community Engagement, Critical Issues in Youth Work

B. Faculty Engagement

The Youth Work Program is comprised of three adjunct faculty members and has strong ties to the community and the field. The faculty members present lectures and serve on local boards, cabinets, task forces, and advisory committees. Faculty is extremely active within the field. However, due to their position as adjunct professors and their other time commitments, faculty is less active within the CCP community.

IV. Program Characteristics

A. Student Profile

The Youth Work Proficiency Certificate enrolls a small number of students in the Program, averaging one per year over the past 5 years. Therefore the focus of this analysis will be placed on the Academic Certificate, due to the larger population.

The headcount of the Youth Work Academic Certificate has fluctuated between 15 and 26 students each semester over the last 5 years, averaging 21 students. During the fall of 2013, the Youth Work Academic Certificate comprised approximately .2% of the Liberal Arts students (by headcount).

Table 1: Headcount

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
Youth Work Academic Certificate	Headcount	26	23	15	17	22	21	-15%
	FTE Headcount	19	16	11	12	13	14	-32%
Youth Work Proficiency Certificate	Headcount	0	1	2	0	1	1	0%
	FTE Headcount	0	1	2	0	0	1	0%
Liberal Studies	Headcount	8892	8711	8717	8216	8059	8,519	-9%
	FTE Headcount	6313	6175	6137	5745	5649	6,004	-11%
College	Headcount	19047	19502	19752	18951	19065	19,263	0%
	FTE Headcount	13361	13697	13682	13106	13163	13,402	-1%

The composition of the gender, age, and full-time status of the students in the Youth Work Academic Certificate is very similar to the composition within the Division and the College. The one difference in demographics is found within the students' level of college readiness. A smaller proportion of Youth Work Academic Certificate students place at college level relative to the population in the College and Division; consequently, relative to the College, there are a higher proportion of students within the Academic Certificate Program that place in all developmental classes.

Table 2: Demographics

Demographics: Running 5 Year Average				
	Youth Work Certificate	Youth Work Proficiency Certificate (N=4)	Liberal Studies	College
Female	62.7%	NA	61.90%	63.8%
Male	37.3%	NA	37.64%	35.8%
Unknown	0.0%	NA	0.44%	0.4%
Native American	2.7%	NA	0.5%	0.4%
Asian	0.0%	NA	5.0%	7.4%
African American	65.3%	NA	49.4%	48.0%
Latino/a	4.8%	NA	10.7%	10.3%
White	15.0%	NA	24.8%	24.5%
Multi-Racial	4.1%	NA	2.4%	2.3%
Other	0.0%	NA	0.0%	0.2%
Unknown	8.2%	NA	7.1%	6.9%
16 – 21	31.3%	NA	32.3%	32.0%
22 – 29	25.6%	NA	35.6%	37.2%
30 – 39	21.1%	NA	15.5%	17.0%
40 +	22.0%	NA	15.8%	12.9%
Unknown	0.0%	NA	0.9%	0.8%
Full Time	31.8%	NA	33.6%	30.8%
Part Time	68.2%	NA	66.4%	69.2%
All Developmental	35.6%	NA	30.0%	29.1%
Some Developmental	47.2%	NA	46.8%	43.3%
College Level	17.3%	NA	23.2%	27.6%

A larger proportion of Youth Work students are on academic probation relative to students in the Division and within the College. A smaller proportion of students returned to the Program from fall to fall and fall to spring, and a larger proportion of students switched programs from fall to fall and spring to spring. The graduation rate within the Youth Work Certificate is approximately one-third that of the College and the Division. In evaluating the students who depart from CCP within the Youth Work Program, over 50% depart in poor academic standing, compared to the 37% of CCP students who depart the College in poor academic standing. (Table 3)

Students enrolled in Youth Work Courses have lower course completion rates compared to students enrolled in Liberal Studies and the College as a whole. Over the past 5 years, on

average, more than one in four students that enrolled in a Youth Work course did not successfully complete that course, compared to a little more than one in ten students that failed to complete courses within the Division or the College. (Table 3)

Table 3: Outcomes

		Youth Work Academic Certificate	Youth Work Proficiency Certificate	Liberal Studies	College
Standing	Good Standing	72.0%	NA	83.8%	84.8%
	Probation	27.6%	NA	1.6%	1.6%
	Dropped	0.4%	NA	14.6%	13.7%
Fall-Spring Retention	Returned/Same	49.1%	NA	64.4%	65.8%
	Returned/Different	17.4%	NA	6.4%	5.2%
	Graduated	1.8%	NA	2.8%	2.2%
	Did Not Return	31.7%	NA	26.5%	26.8%
Fall-Fall Retention	Returned/Same	20.1%	NA	35.9%	36.7%
	Returned/Different	17.5%	NA	9.7%	8.6%
	Graduated	2.9%	NA	8.5%	8.4%
	Did Not Return	59.5%	NA	45.9%	46.4%
Success at Departure	Graduated	2.9%	NA	10.5%	10.0%
	Long Term Success	20.7%	NA	37.3%	36.2%
	Short Term Success	26.3%	NA	14.3%	17.2%
	Unsuccessful	50.2%	NA	37.9%	36.6%
Course Outcomes	Course Completion	73%	NA	87.4%	88.2%
	GPA	2.3	NA	3.0	3.0

*Population in the Proficiency Certificate too small to make valid inferences.

Given that we are dealing with certificate programs and that the goal of certificate programs is graduation and not transfer, transfer rates are not included in this analysis. Regardless, the data on transfer rates is too small to make any concrete conclusions.

Over the past five years, 31 students graduated from the Youth Work Academic Certificate Program. The majority of those graduations occurred in 2009 and 2010, and tapered off since 2011, with one academic certificate awarded in 2013. Over the past five years, 21 students graduated from the Youth Work Proficiency Certificate Program. Of the students who graduated, all graduated in the past three years. Additionally, while 21 students graduated from the Proficiency Certificate in the past five years, only four students enrolled in the Program over the same time period. (Figure 2 and Table 4)

Figure 2: Degrees Awarded

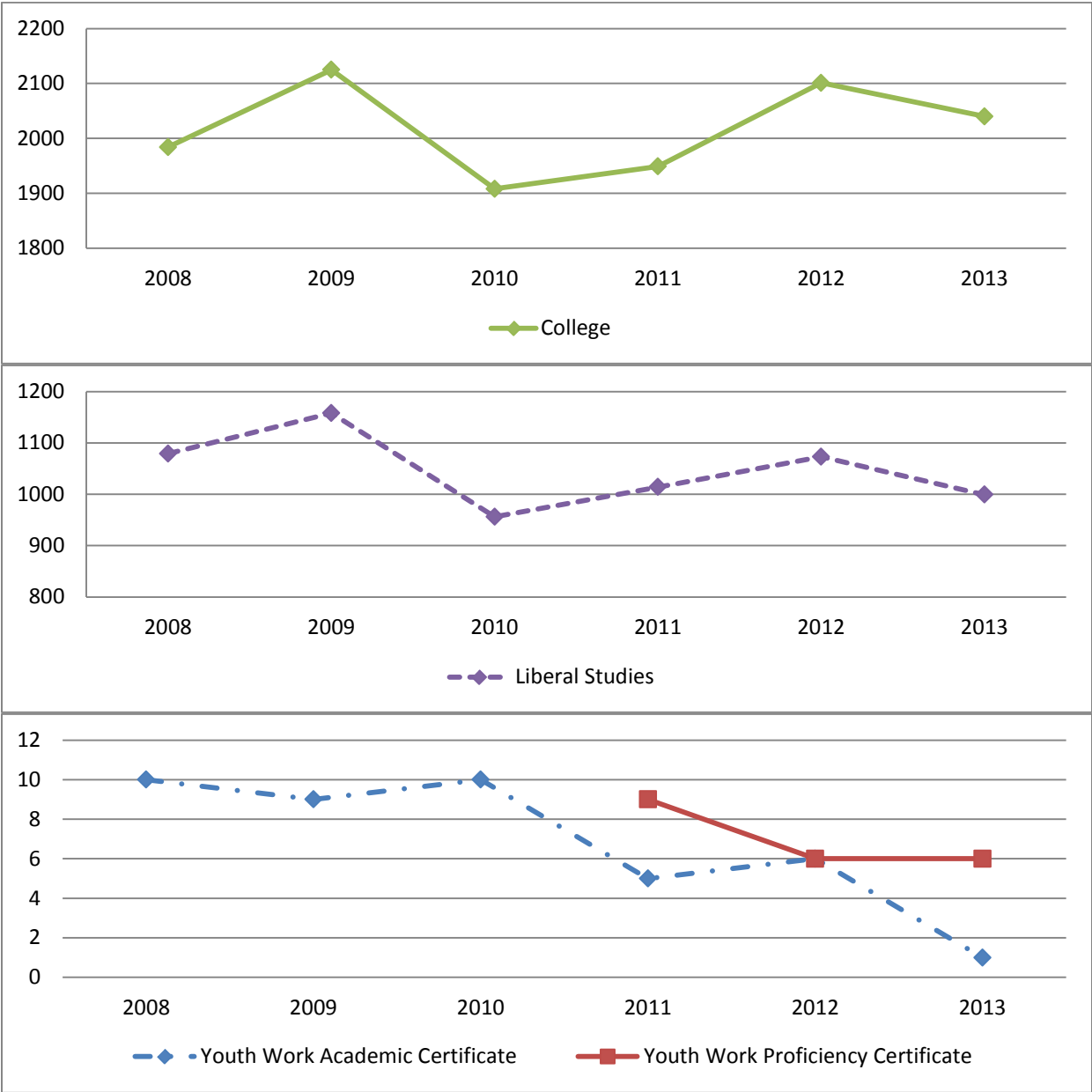


Table 4: Degrees Awarded

	2009	2010	2011	2012	2013
Youth Work Academic Certificate	9	10	5	6	1
Youth Work Proficiency Certificate	0	0	9	6	6
Liberal Studies	1,158	956	1,014	1,073	999
College	2,125	1,908	1,949	2,101	2,040

On average, the Youth Work sections are less filled to capacity than sections in the College and the Division. Over the past five years, Youth Work courses were filled at 50% to 91% (averaging 70%) of capacity. The Youth Work Academic Certificate requires three courses in Youth Work, as well as courses in General Education, and directed electives in Behavioral Health and Human Services, Psychology, and/or Justice. (Table 5)

Table 5: Section Enrollments

		Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall Average	Spring Average
Youth Work	Sections	3	3	3	3	3	3	5	3	3	3	2.80	3.40
	Avg Enrollment	24.67	18.00	25.33	21.67	30.00	33.00	22.20	21.33	24.33	17.33	22.37	25.04
	Percent Filled	68.5%	50.0%	70.4%	60.2%	83.3%	91.7%	61.7%	69.6%	70.2%	57%	62%	70%
Division	Sections	1674	1668	1664	1622	1648	1470	1446	1502	1462	1456	1550.40	1590.40
	Avg Enrollment	21.30	20.79	21.21	20.73	20.69	21.46	21.32	21.35	20.86	21.36	20.94	21.03
	Percent Filled	85.8%	83.3%	83.6%	81.5%	81.2%	84.0%	81.8%	83.4%	80.6%	84%	83%	83%
College	Sections	3096	3023	2941	2939	3007	2752	2627	2720	2599	2659	2857.80	2900.00
	Avg Enrollment	21.97	21.87	22.13	21.84	21.63	22.24	22.36	22.38	22.18	22.45	21.88	21.86
	Percent Filled	86.4%	85.2%	85.0%	84.1%	83.1%	85.6%	84.7%	86.0%	84.0%	86%	85%	84%

V. Learning Outcomes and Assessment

A. Program Student Learning Outcomes

1. Upon completion of the Youth Work Academic Certificate Program graduates will be able to:
 - Explain basic concepts and principles of youth development.
 - Design activities and environments that promote the healthy development of youth.
 - Communicate effectively orally with youth and with other professionals.
 - Communicate effectively in writing through documents typical of the profession such as progress reports and incident reports.
2. Upon completion of the Youth Work Proficiency Certificate students will be able to:
 - Develop positive empathic relationships with young people from diverse backgrounds.
 - Create caring and supportive environments within youth programs that promote healthy development.
 - Design activities that engage youth and foster growth.

B. Program Level Course Learning Outcomes

Data has been collected for outcomes one and two.

Table 6: Timeline for Course Learning Outcomes

Data Collection	Courses	Corresponding PLO
Fall 2011	YW 101, YW 110, YW 115	PLO #1
Fall 2012	YW 101, YW 110, YW 115	PLO #2
Fall 2013	YW 101, YW 110, YW 115	PLO #3
Fall 2014	YW 101, YW 110, YW 115	PLO #4,5

C. Surveys

All students who have taken one or more Youth Work courses since 2009 were invited to participate in a survey administered by Survey Monkey. Thirty-seven students and graduates responded. Approximately 75% of the students that have taken a Youth Work course, but not completed the Program, plan on taking another course. Although the majority of respondents plan on taking more courses, only 35% of respondents are working in the field of youth work and youth development. Ninety-two percent of respondents say that they would recommend the Program.

D. Resources

The Program uses standard classrooms; no special resources are required.

VI. Demand

Childcare workers are listed under Philadelphia's 2010 high priority occupations. Among teachers' aides in early childcare centers, 39% have a least a bachelor's degree; 19% have a high school diploma; 28% have some college credits but no degree, and 17% have an

associate's degree. With the majority of childcare workers having some form of postsecondary education, and the high priority needs of Philadelphia in the childcare sector, programs focusing on youth services should be beneficial to the region. However many of these individuals have a specialization in early childhood education, a program already in existence here at CCP.

Increasingly, agencies that work with youth are seeking employees with systematized training in youth work. Recent research has been undertaken by non-profits, universities, and research centers into the importance for professional development, including training to strengthen the quality of services delivered to children and youth. Additionally, with the growing number of youth with special needs, systematized training for those that work with youth has become especially important. Youth service agencies are looking for youth workers with some familiarity with the following: disabilities, child and adolescent development, other agencies and their relevant paperwork, and communication with families. In recent years, there has been an increase in certificate and degree programs (both brick & mortar and online) related to Youth Work and Youth Development.^{1,2} West Chester University just launched (2013) a Minor in Urban Youth Studies and Adelphi University offers a specialization in sports-based youth development.

According to program faculty, the Department of Human Services (DHS) is interested in meeting with CCP's Youth Work Program about a possible partnership and potential scholarships for DHS staff and DHS funded Out of School Time (OST) program staff. DHS's Philadelphia office has adopted the core competencies from the National Institute for Out of School Time, which aligns with the courses in CCP's Youth Work Program.

Table 6: National Jobs Outlook

Occupation	Growth 2010-2020	Median Annual Salary
Social & Human Service Assistants	22%	\$28,850
Childcare Workers	14%	\$19,510
Social Workers*	19%	\$44,200
Social and Community Service Managers*	21%	\$59,970

* requires additional education apart from certificate

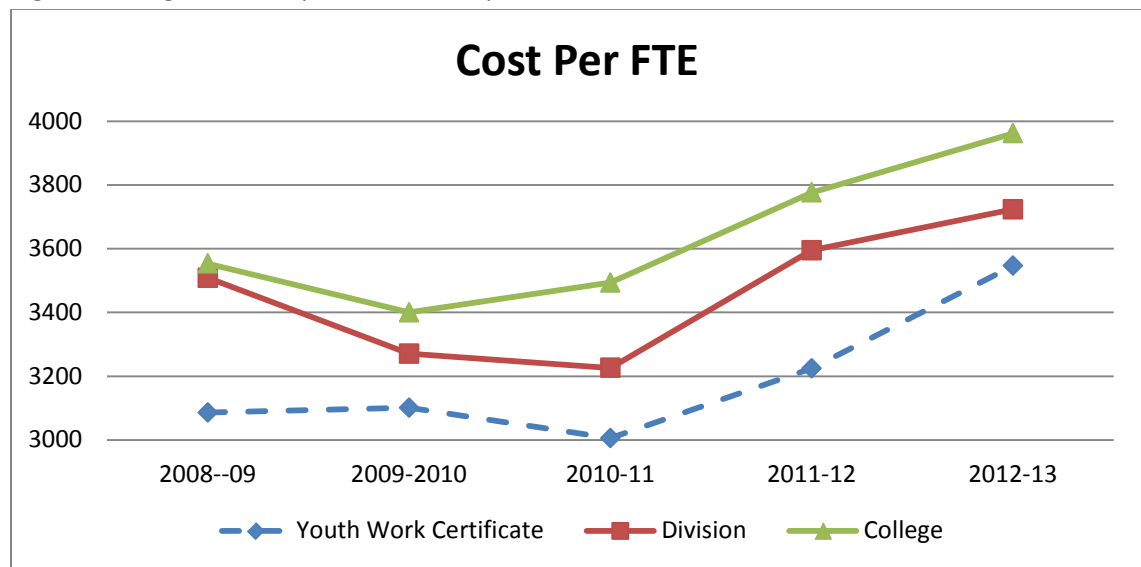
¹ <http://www.nya.org.uk/careers-youth-work/youth-work-faqs/>

² <http://niost.org/>

VII. Operating Costs

The costs for the Youth Work Program have been lower than the median cost for both the Division and the College; however, the median costs for the Program, Division, and College have been increasing.

Figure 3: Program Costs per Full Time Equivalent Student



VIII. Findings and Recommendations

The Program's faculty members are devoted to the field. They lecture, present at conferences, and are founders of youth programs and members of committees and task forces. However, the program demonstrates weak course completion, graduation, retention, and use of resources. Steps should be taken to improve enrollment, graduation rates, retention, and course efficiency.

Youth Work has no full-time faculty members available to handle all of the issues associated with program management. As a result, certain parts of the Program are left unattended or overseen by other departments. Over the past three years, the Program has accomplished little in the way of assessment. Enrollment and degrees awarded have been very volatile, possibly due to the lack of a program coordinator who works at CCP full-time and could push students into and through the degree. Additionally, the program practicum is handled by another department.

Capturing the job market associated with Youth Work is extremely difficult. While there are many potential jobs a graduate of the Program could enter, a Youth Work certificate alone is generally insufficient to qualify most graduates for these jobs.

Continuing the Youth Work Program as currently constructed and organized does not appear to be a viable option.

1. Close the Youth Work certificates.

Due to concerns that the certificate alone does not appear to qualify graduates for jobs in Youth Work, an argument could be made to close the Program.

Timeline: Fall 2015

Responsible Parties: Dean of Liberal Studies, Department Head

2. The Youth Work courses need to be housed within another program.

In order to take full advantage of the strengths within the Youth Work Program and handle course management activities, Youth Work needs to be housed within another program in order to benefit from access to full-time faculty. Many programs both relate to Youth Work and have the means necessary to undertake Youth Work program management. These programs include but are not limited to: Behavioral Health and Human Services, Psychology, Education, and Liberal Arts Social and Behavioral Science.

Timeline: Fall 2015

Responsible Parties: Department Head, Division Dean

3. Undertake general program management activities for courses

Due to the issues highlighted in this report, Youth Work needs to more aggressively undertake program management activities that include, but are not limited to: creating a rotation of course offerings that increases efficiency, coordinating with members of the industry for internship placement and industry training initiatives, continue to complete course level assessment initiatives.

Additionally, the Department of Human Services has expressed interest in CCP providing training for their employees or creating a partnership with CCP for their employees to obtain a Youth Work Certificate. CCP could coordinate with DHS to promote awareness about the Youth Work Program and to develop a partnership with DHS.

Timeline: Beginning Fall 2015

Responsible Parties: Department Head, Program Faculty

**Recommendation to Discontinue the Disability Studies Academic Certificate
in the Behavioral Health Human Services Curriculum**

Effective Fall 2015

Proposed by:

Abbey Wexler, Department Chair, PEHS

Kerry Arnold, LSW, Curriculum Coordinator BHHS

January 16, 2015

Description: The certificate was originally established to address challenges of determining and rendering effective services for specific categories of people with disabilities, whose manifestations are heterogeneous in nature and vary in level of severity and demand a specialized pool of service providers. The certificate was intended to develop such service providers and consisted of a coherent foundation of study that encompassed: historical perspectives; philosophies and leading ideas in the disability field; characteristics and manifestations of specific disabilities; appropriate inventions; central questions; key research; the role occupied by disability support staff; and disability law.

Request to Discontinue:

The recommendation is to discontinue the Disabilities Studies Academic Certificate Program as of Fall 2015.

Rationale for Request to Discontinue:

1. The 2012 audit of the BHHS program made a recommendation to seek feedback from the Advisory Committee about the continuation of this certificate program. In November 2013, the Advisory Committee for the BHHS program reached a consensus to support the recommendation cited here to discontinue the certificate program while also revising the introductory course, BHHS 161, to be offered as a BHHS elective.
2. After studying the job requirements of multiple Human Services organizations in the Greater Philadelphia area, it is clear that the education and training for those entering the field as direct care workers often do not require more than a high school diploma. It is only in the case of professionals such as psychologists and social workers where the requirement is a master's degree or higher. The only current requirement for the majority of human services workers in the field of disabilities is that they must generally participate in a series of specialized training seminars. The specific areas can vary somewhat by state but usually include training on communicable diseases, legal issues and communication skills. Therefore, an academic certificate in Disabilities studies does not contribute to any advancement in this field.
3. To date, there has not been a sufficient demand by students in the BHHS program (or other programs) in the area of Disabilities Studies. No more than 8 students remain in the BHHS program who applied for the Disabilities Studies Academic Certificate. In fact, the advanced level course for this certificate program, BHHS 261, has not run for 12 plus years.

Process for Certificate Discontinuation and Alternative Options:

1. Students whose transcripts still reflect the Disability Studies Academic Certificate will be notified about the discontinuation of the certificate and will be directed to alternate pathways depending on their transcripts.
2. Students will also be notified of the addition of the revised BHHS 161 course, now titled *Introduction to Disability Studies* to be offered starting Summer 1, 2015.

**Recommendation to Discontinue the Social Gerontology Academic Certificate
in the Behavioral Health Human Services Curriculum**

Effective Fall 2015

Proposed by:

Abbey Wexler, Department Chair, PEHS

Kerry Arnold, LSW, Curriculum Coordinator BHHS

January 16, 2015

Description: The certificate was originally established under the premise that services for the aging had increased the need for educated, well-trained students. Those new to gerontology would develop skills and acquire knowledge in preparation for employment. Those already working in the field would add to their knowledge.

Request to Discontinue:

The recommendation is to discontinue the Social Gerontology Certificate Program as of Fall semester 2015.

Rationale for Request to Discontinue:

1. The 2012 audit of the BHHS program made a recommendation to seek feedback from the Advisory Committee about the continuation of this certificate program. In November 2013, the Advisory Committee for the BHHS program reached a consensus to support the recommendations cited here to discontinue the certificate program while also revising the introductory course, BHHS 171, to be offered as a BHHS elective.
2. Despite the growing trends in the field of aging, the educational requirements to provide services beyond direct care professionals remains at the bachelor's level and beyond. Persons desiring to provide case management and other clinical services must have an advanced degree. In rare cases, students with an associate's degree may qualify for entry-level employment providing direct care. In these instances, a certificate in the field does not generally suffice and students are often required to take advanced training. Therefore, while having a course in the field of Aging does expose students to the field; an academic certificate does not contribute to any advancement in this field or initial employment.
3. To date, there has not been a sufficient demand by students in the BHHS program (or other programs) in the area of Social Gerontology. There are no more than 5 current BHHS students who have applied for the Social Gerontology certificate. In fact, the advanced level course for this certificate program, BHHS 277, has not run for 12 plus years.

Process for Certificate Discontinuation and Alternative Options:

1. Students whose transcripts still reflect the Social Gerontology Academic Certificate will be notified about the discontinuation of the certificate.
2. The revised BHHS 171 course, *Introduction to Social Gerontology*, is currently being offered as a BHHS elective.

Community College of Philadelphia

The Path to Possibilities.

Business *and* Technology Division

Accounting AAS Degree Audit Update Fall 2014

The Accounting AAS Degree program was presented to the Student Outcomes Committee of the Board of Trustees in February 2014. The Student Outcomes Committee recommended that the Board of Trustees accept the Accounting program audit and identified two action items for the Accounting faculty.

1. The deadline for decisions about the future of the program will be completed by the end of Fall 2014. Changes will be implemented by Spring 2015.
2. The program must, by Fall 2014, demonstrate that they are communicating to Accounting students upon entry into the College about the their options for transfer and workforce entry and advise them about the best programmatic options for them at that time.

Action #1

In response to Action #1, the Accounting faculty conclude the AAS in Accounting degree should continue in the future because it is a transferable degree either in total or for a majority of the courses depending on the transfer institution. In addition, the degree provides students with a credential and prepares graduates with the skills required to obtain entry-level employment in the field. Further, the Accounting AAS Degree is more comprehensive and students acquire more knowledge about the discipline than the Accounting Paraprofessional Proficiency Certificate.

At this time, no changes to the curriculum or the degree program are planned. However, the faculty will continue to monitor enrollment using the annual Quality and Viability Indicators (QVI) reports, follow trends in the field with the input of the Advisory Committee, and continue to communicate with the partner transfer institutions to determine the viability of continuing the Accounting AAS Degree program.

Action #2

In response to Action-Item #2, the Accounting faculty developed and implemented the following initiatives during the Fall 2014 semester.

1. A case load advising system was established whereby each full-time Accounting faculty member was assigned approximately thirty students enrolled in the Accounting AAS degree program. (Appendix A.)
2. Faculty held information sessions for Accounting program majors on September 29 and September 30, 2014. (Appendix B.) During the sessions faculty advised students about career and transfer opportunities for students who are pursuing an AAS in Accounting degree. Information was provided regarding the Accounting Paraprofessional

Proficiency Certificate, the Business AA Degree, and the educational and experience requirements to sit for the CPA exam and become licensed in Pennsylvania was also presented. (Appendix C.)

3. Faculty prepared a welcome letter that was sent to all new Accounting majors. The letter explained the Accounting program and the potential career and transfer opportunities available (Appendix D.)
4. Faculty prepared a flyer that explains the various degree options available for students who are interested in pursuing a career in Accounting (Appendix E.)
5. Faculty converted two courses for distance education offering--ACCT 206 Auditing and ACCT 215 Nonprofit Accounting--to give students more flexibility in their course scheduling.
6. Activities related to student recruitment and retention that are outlined in the Accounting Program Management Plan were accomplished and included: participating in the Majors Fairs and Open House; utilizing MyDegreePath for advising students and to check on their progress; and informing students of tutoring resources available through the Learning Lab and online resources available through WileyPLus and MyAccountingLab.

The faculty will continue to implement the above initiatives to communicate with students who are Accounting majors. In addition, below are the ongoing actions planned by the Accounting faculty beginning the Spring 2015 Semester to demonstrate they are communicating with students about the options that are available to them.

1. In the Spring 2015 semester, faculty intend to survey Accounting students to gain a better understanding of students' current employment status and career plans in Accounting.
2. In the Spring 2015 semester, faculty will continue to host information sessions for Accounting students, continue the case load advising system, and send the welcome letter to Accounting students explaining career and transfer opportunities. All these items are included on the Program Management Plan.

APPENDICES

Dear Accounting Major:

We are trying to connect with all students who are registered as Accounting majors to make sure they have the proper support in order to accomplish their educational goals. The Accounting Program faculty are concerned because, according to the College's records, you have not taken any Accounting courses.

We are assigning all students to Accounting Faculty/Advisors to help you with the various questions you may have throughout your academic career at Community College of Philadelphia. Each faculty member is prepared to help you with registration/enrollment questions, career advising as well as transfer questions. Your advisor will help you identify courses for next semester and will help you reach your goals in a timely and efficient manner. They will also discuss your career goals with you and the best path for you to reach those goals whether it is obtaining a job after graduation or transferring.

If you are interested in transfer, the advisor will assist you by discussing with you where you plan to transfer. Keep in mind that not all courses transfer to every institution, which is why you should meet with an advisor from your academic program. Your advisor will discuss various paths with you depending on your goals. Please contact your advisor if you have any questions.

Your Advisor is:

Alan Davis

Adavis@ccp.edu

215-751-8711

If you need additional help please feel free to contact:

Cory Ng – Program Supervisor

cng@ccp.edu

215-496-9339

or

Richard Saxton – Department Head

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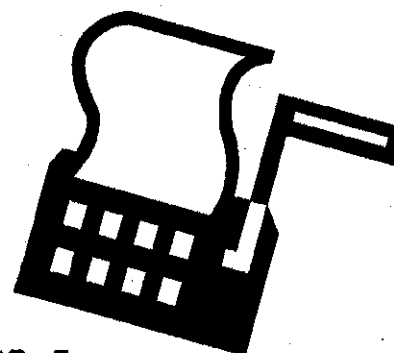
Are you interested in a career in accounting? If so, please join accounting faculty for an information session to learn about various degree programs and transfer opportunities available at the College.

The purpose of this information session is to make sure that your current degree program is aligned with your career and educational goals.

When: Monday, September 29, 2014 &
Tuesday, September 30, 2014

Time: 3:30 - 4:30 PM

Where: Center for Business and Industry, C2-5



Accounting Majors Information Session

September 29, 2014
 Presenter: Cory Ng, CPA, CGMA
 Assistant Professor & Program Director

AAS in Accounting

- Students are prepared for a variety of careers such as:
 - junior accountant
 - accounting trainee
 - accounts receivable or accounts payable technician
 - tax examiner.

AAS in Accounting

- 62 credits and 2.0 average for graduation
- No assurance that all credits will transfer unless you attend one of the following:

Chestnut Hill College	Philadelphia University
Cheyney University	Rosemont College
Kaplan University	Strayer University
LaSalle University	
Philadelphia University	

Accounting Paraprofessional Proficiency Certificate

- 16 credit hour career program / all credits transfer to AAS in Accounting
- ACCT 101 (financial accounting)
- ENGL 101 (English composition)
- ACCT 102 (managerial accounting)
- ACCT 103 (microcomputers in accounting)
- ACCT 208 (tax accounting) or ACCT 215 (nonprofit accounting)

AA in Business Administration

- Specifically designed to prepare students to transfer to Association to Advance Collegiate Schools of Business (AACSB)
 - Temple University
 - Drexel University
 - St. Josephs University
 - PA State System of Higher Education Schools

AA in Business Administration

- 61 credits; earning a C or better in all courses
- Math 162 & 171; or Math 171 & 172
- Complete Change of Curriculum Form in you need to change from AAS Accounting to AA Business Administration

Becoming a CPA in PA

- Graduate with a bachelor's degree
- Pass CPA Exam (four parts)
- Obtain 150 semester credits
- Obtain work experience (1,600 hours)

Becoming a CPA in PA

- Eligibility to sit for the CPA Exam
 - Received a bachelor's degree or higher from an accredited college or university
 - Completed at least 24 semester credits in accounting subjects, including accounting and auditing, business law, finance, or tax subjects sanctioned by the State Board of Accountancy
 - Candidates can sit for the exam with less than 150 credits, but will be required to obtain 150 credits before they are eligible to apply for licensure

Becoming a CPA in PA

- Qualifying work experience in government, industry, academia or public practice within 5 years of applying:
 - Accounting
 - Attest
 - Compilation
 - Consulting
 - Financial Advisory
 - Management Advisory
 - Tax

Questions?

Contact Information:

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Hello Accounting Student, and welcome to Community College of Philadelphia!

We hope your semester is off to a wonderful start and you are acclimating well to CCP.

Academic records indicate that you have enrolled in the Accounting program at the College this semester. We're writing you to give you information about the Accounting program offer by the Department of Business Administration, and some additional information you may want to consider.

Upon your successful completion of the Accounting program, you will earn an A.A.S. (associate in applied science) degree in Accounting. For your information, reference, and planning, the requirements of the Accounting program are attached, and are available online at:

<http://ccp.edu/college-catalog/degree-and-certificate-programs/associate-applied-science-aas/accounting>.

A.A.S. programs are career track programs. Although you will be able to transfer many of the program credits to four-year colleges, there's no assurance that all of your credits will universally transfer unless you transfer to one of the following schools: Chestnut Hill College, Cheyney University, Kaplan University, La Salle University, Peirce College, Philadelphia University, Rosemont College, Strayer University, and Western Governors University, upon completion of the program. The primary intent of an A.A.S. program is to prepare you to enter the workforce in the area of your specialization, not preparation for transfer. Employment opportunities do exist for those who complete the requirements of the Accounting Program.

If your intent is to continue your education at a four-year college or university such as Temple University, St. Joseph's University, Holy Family University, or one of the state system of higher education schools, you may be better served by the Business Administration program at the College. The Business Administration program is an A.A. (Associate in Arts) program that has been designed to be the equivalent of the first two years of education at many four-year colleges and universities, including their emphasis on liberal arts and higher level Math courses. As such, most colleges and universities accept the program in-full as the equivalent of their first two years. For your information, the requirements of the Business Administration program are also attached, and can also found online at:

<http://ccp.edu/college-catalog/degree-and-certificate-programs/associate-arts-aa/business-administration>.

The Department of Business Administration also offers an Accounting Paraprofessional Proficiency Certificate the those who desired a credential in Accounting while pursuing a non-Accounting degree program. As an example, to earn the Business Administration degree and the Accounting Paraprofessional Proficiency Certificate would only require 6 credits -2 courses, beyond those required for the A.A. in Business Administration. The requirements of the certificate program are attached, or you can view them online at:

<http://ccp.edu/college-catalog/degree-and-certificate-programs/proficiency-certificates/accounting-paraprofessional>.

If you have any questions, or would like to discuss the Accounting program further, we encourage you to reach out to one of the members of our Accounting faculty - Alan Davis, Barry Johnson, or Cory Ng, who will be more than happy to speak with you and help you.

We wish you all the best as you pursue your educational goals, and are here to help you as much as possible.

Sincerely,

The Department of Business Administration.

Accounting Degree Program

First Semester

ACCT 101 - Financial Accounting		4 credits
ECON 181 - Principles of Economics (Macroeconomics)		3 credits
ENGL 101 - English Composition I		3 credits
MATH 151 - Linear Mathematics or	MATH 118 with a "C" or better OR MATH 161 or higher placement	3 or 4 credits
MATH 161 - Precalculus I or	MATH 118 with a "C" or better OR MATH 161 or higher placement	
MATH 162 - Precalculus II or	MATH 161 with a "C" or better OR MATH 162 or higher placement	
MATH 171 - Calculus I	MATH 162 with a "C" or better OR MATH 171 placement	
MNGT 121 - Introduction to Business		3 credits

Second Semester

ACCT 102 - Managerial Accounting	ACCT 101 with a grade of "C" or better	3 credits
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3 credits
ECON 182 - Principles of Economics (Microeconomics)		3 credits
ACCT 103 - Microcomputers in Accounting	ACCT 101 with a grade of "C" or better	3 credits
MNGT 141 - Principles of Management	Pre- or Corequisite: MNGT 121	3 credits

Third Semester

ACCT 201 - Intermediate Accounting I	ACCT 101	3 credits
Humanities Elective		3 credits
ECON 112 - Statistics I	MATH 118 or higher than Math 118 on placement test	4 credits
Social Science Elective		3 credits
CIS 103 - Applied Computer Technology		3 credits

Fourth Semester

ACCT 202 - Intermediate Accounting II	ACCT 201	3 credits
Accounting Elective (choose one of the following):		3 credits
ACCT 203 - Cost Accounting	ACCT 102	
ACCT 208 - Tax Accounting or		
ACCT 215 - Nonprofit Accounting or	ACCT 102 or ACCT 101 and department approval	
ACCT 206 - Auditing or	ACCT 201	
ACCT 250 - Advanced Accounting	ACCT 202	
ECON 114 - Statistics II	ECON 112	3 credits
Science Elective		3 or 4 credits
MNGT 262 - Business Law		3 credits

Business Administration Program

First Semester

MNGT 121 - Introduction to Business		3
ACCT 101 - Financial Accounting		4
MATH 162 - Precalculus II	MATH 161 with a grade of "C" or better or MATH 162 placement	3/4
or		
MATH 171 - Calculus I ¹	MATH 162 with a grade of "C" or better or MATH 171 placement	
ENGL 101 - English Composition I		3
ECON 181 - Principles of Economics (Macroeconomics)		3

Second Semester

ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3
Math 171 - Calculus I ^{1, 2}	Math 162 with a grade of "C" or better or Math 171 placement	
or		
Math 172 - Calculus II	Math 166 with a grade of "C" or better or Math 171 with a grade of "C" or better	4
ACCT 102 - Managerial Accounting	ACCT 101 with grade of "C" or better	3
ECON 182 - Principles of Economics (Microeconomics)		3
Social Science ¹		3

Third Semester

ECON 112 - Statistics I	MATH 118, or higher than MATH 118 on placement test	4
MNGT 141 - Principles of Management	Pre- or Corequisite: MNGT 121	3
History Elective ¹		3
CIS 103 - Applied Computer Technology		3
Laboratory Science ¹		4

Fourth Semester

MNGT 262 - Business Law		3
MKTG 131 - Principles of Marketing	Pre- or coreq: MNGT 121	3
Business Elective ¹ select one from:		3
ECON 114 - Statistics II	ECON 112	
FIN 151 - Risk Management and Insurance		
MNGT 142 - Management Information Systems	MNGT 121	
Humanities ¹		3

Accounting Paraprofessional Proficiency Certificate

<u>ACCT 101</u>	Financial Accounting		4 credits
<u>ENGL 101</u>	English Composition I		3 credits
<u>ACCT 102</u>	Managerial Accounting I	ACCT 101 with a grade of C or better	3 credits
<u>ACCT 103</u>	Microcomputers in Accounting	ACCT 101 with a grade of C or better	3 credits
<u>ACCT 208</u>	Tax Accounting; or	For ACCT 215: ACCT 102 or ACCT 101 and department approval	3 credits
<u>ACCT 215</u>	Nonprofit Accounting		

Community College of Philadelphia

Degree / certificate program Program requirements	Accounting Paraprofessional Proficiency Certificate 16 credits	Associate in Applied Science (AAS) in Accounting (average)	Associate of Arts (AA) in Business Administration (Transfer Program) 61 credits, earning a "C" or better in all courses and earning at least a 2.0 GPA
Career goal	Accounting paraprofessionals in business, government, and non-profit organizations	Junior accountant, accounting manager, accounts receivable or accounts payable technician or tax examiner	Accountant, Auditor, Tax Accountant, Certified Public Accountant (CPA), Certified Management Accountant (CMA)
Transfer options	Students earning the Accounting Paraprofessional Proficiency Certificate may elect to continue their education at the College by earning the A.A.S. degree in Accounting.	Students wishing to transfer to a 4 year school are strongly advised to seek information regarding admission and transfer requirements for those programs.	The AA in Business Administration program is specifically designed to prepare students to transfer to those business schools that are accredited by the Association to Advance Collegiate Schools of Business (AACSB). Students choosing the AA in Business Administration should major in Accounting upon transferring to a 4 year institution.

Important note: Students currently enrolled in the AAS Accounting Program that intend to transfer to an AACSB accredited 4 year school for accounting should consider changing their majors to AA in Business Administration by completing a curriculum change form available in B2-22.

Community College of Philadelphia
Student Outcomes Committee of the Board
2013-2014 Dashboard

Draft

ENROLLMENT	2012-13 Actual	2013-14 Goal	2013-14 Actual	Met/Exceeded Goal?
New Full-time (Fall Admission) ¹	1,614	1,630	1,600	No
New Part-time (Fall Admission) ¹	3,380	3,407	3,573	Yes
Annual Unduplicated New Students ²	10,222	10,321	10,529	Yes
Total Annual FTE ²	15,116	15,121	15,050	No
COLLEGE READINESS UPON ENTRANCE	2012-13 Actual	2013-14 Goal	2013-14 Actual	Positive Change?
All Developmental (Fall Admission) ⁴	24.8%	24.1%	28.9%	No
Some Developmental (Fall Admission) ⁴	47.7%	46.5%	43.5%	Yes
College Level (Fall Admission) ⁴	27.5%	28.3%	27.6%	No Change
PERSISTENCE	2012-13 Actual	2013-14 Goal	2013-14 Actual	Positive Change?
Fall to Spring New Full-time ³	79.8%	81.4%	83.6%	Yes
Fall to Spring New Part-time ³	65.7%	67.7%	70.0%	Yes
Fall to Fall New Full-time ³	56.3%	56.9%	55.8%	No
Fall to Fall New Part-time ³	46.9%	47.4%	43.7%	No
% Credit Hours Earned to Attempted ⁴	88.0%	90.0%	87.4%	No
TRANSFER AND COMPLETION	2012-13 Actual	2013-14 Goal	2013-14 Actual	Positive Change?
New Full-time Students Earned Degrees/Certificates within Three Years ³	12.0%	12.25%	12.5%	Yes
New Part-time Students Earned Degrees/Certificates within Six Years ³	9.3%	10.23%	11.1%	Yes
New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years ⁵	24.0%	22.8%	27.3%	No
New Part-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years ⁵	28.0%	27%	26.7%	Yes
WORKFORCE PREPARATION AND EMPLOYMENT	2012-13 Actual	2013-14 Goal	2013-14 Actual	Positive Change?
Career Program Job Placement Rates ⁶	68.4%	70.1%	79.0%	Yes
Career Program Graduates' Wages and Wage Growth ⁶	\$36,235		\$39,737	Yes
Licensure Exam Pass Rates ⁷	5	6	5	No Change

¹ Source: Harrisburg Enrollment Report, All new to Community College of Philadelphia full-time and part-time students

² Source: Institutional Research Unduplicated Annual Enrollment Report, All enrolled students

³ Source: Institutional Research Cohort Retention and Completion Reports, All new to Community College of Philadelphia full-time and part-time students

⁴ Source: Institutional Research Academic Performance Measures, Entering Developmental includes all new students; Credit Hour completion ratio includes all enrolled students

⁵ Source: Annual NCCBP (National Community College Benchmark Project) Report

⁶ Source: Community College of Philadelphia annual Graduate Survey

⁷ Source: Dean of Math, Health and Science Division