

Student Outcomes Committee of the Board (Hybrid), November 2nd at 1 PM

(I) Public Session

(a) Introductions (I)

10.5.23_STUDENT OUTCOMES COMMITTEE MINUTES FINAL.pdf

(b) Architecture Associate in Arts Program (A)

Guests: Dr. Lisa Sanders, Dean of Liberal Studies, Dr. Amy Birge-Caracappa, Director of Assessment, Elizabeth Gordon, Assessment and Evaluation Coordinator, Ariel Vazquez, Architecture, Design and Construction Coordinator

Architecture APR 23-24 SOC Executive Summary 10-19-2023 np (1).pdf

(c) Interior Design Associate in Arts Program (A)

Guests: Dr. Lisa Sanders, Dean of Liberal Studies, Dr. Amy Birge-Caracappa, Director of Assessment, Elizabeth Gordon, Assessment and Evaluation Coordinator, Ariel Vazquez, Architecture, Design and Construction Coordinator

Interior Design APR 23-24 SOC Executive Summary 10-19-2023 np (1).pdf

(d) Academic and Student Success Plan Update (I)

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

MEETING MINUTES

Thursday, October 5, 2023

1:00 p.m.

Hybrid

Zoom

&

Library Learning Commons, L1-13

1700 Spring Garden Street

Philadelphia, PA 19130

Presiding: Ms. Chekemma Fulmore-Townsend

Committee

Members: Ms. Sheila Ireland, Ms. Roz McPherson, Mr. Tyrell McCoy

Board

Participants: Mr. Harold Epps

College

Members: Dr. Donald Generals, Dr. Alycia Marshall, Dr. Mellissia Zanjani, Dr. David Thomas, Danielle Liautaud-Watkins,

Guests: Dr. Linda Powell, Special Assistant to the Provost and Vice President for STEM Outreach and Engagement/Project Director/ Professor-Department of Biology
Dr. Karen Rege, Dean of Online Learning & Media Services
Dr. Judith Gay, Consultant to the Board of Trustees

(I.) Public Session

(a) Introductions (I)

Trustee Chekemma Fulmore-Townsend called the meeting to order and referenced the September 7th, 2023, meeting minutes and materials that were shared with the Board in advance. She inferred that a timeline be established of when minutes are reviewed and approved for Student Outcome Committee meetings going forward. Next, she brought to the floor a motion to approve the minutes from the last meeting. Sheila Ireland seconded the motion. The minutes from the September 7th meeting were approved.

(b) STEM Honors Update (I)

Trustee Fulmore-Townsend turned the meeting to Dr. Marshall who began the discussion by recalling a previous Student Outcomes Committee meeting where

the Academic and Student Success division's goals were presented to include a goal around providing equitable access to challenging academic opportunities for all students. In addition, a discussion of last year's Liberal Arts Honors APR including increasing access to honors to students outside of Liberal Arts and developing a STEM Honors program. She introduced Dr. Linda Powell to share an update on the progress of the STEM Honors program as well as current and future STEM projects to increase the number of opportunities for students to have equitable access to challenging intellectual and creative co-curricular experiences.

On the opening slide, Dr. Powell pointed out the number of students that filled each biology lab and classroom, and shared student demographics that the STEM Honors program could impact including their average grade point average. From Fall 2022 through Spring 2023, the grade point average in both Biology and Chemistry is 3.2, and for Computer Science and Information Systems, the grade point average is 2.3. Based on the data available, Dr. Powell shared there were 192 students who were STEM Scholars/STEM Honors eligible for Fall 2022 and 193 students eligible for Spring 2023.

Dr. Powell shared that the STEM Honors and the STEM Scholars programs will be separate, two-tiered programs. The programs participants will be diverse, including traditional, college-age students and those who may already have bachelor's degrees and are attending CCP to gain further knowledge and skills. Her plan is for the College to offer opportunities that will help STEM Honor students excel as they move through the College's associate degree programs, and into graduate and professional study. Dr. Powell expounded on STEM Program specifics and shared that students are going to accumulate letters of support certificates on a portfolio-based program called Backpack. Points accumulated in STEM Scholars will count toward the STEM Honors program if they meet the appropriate grade point average requirements. Following that, students will be moved to the entry point of an online site where they will be able to fill out an interest form. The database will notify the student about specific programming related to their disciplinary interests. Their grade point average will have to be a 3.0 when petitioning for STEM HONORS.

Trustee Fulmore-Townsend asked, if students can participate in STEM Honor activities without the designation. Dr. Powell informed her that students can participate in information sessions and presentations but if the actual activity requires specific course work or a minimum GPA then, only that population can pursue it. For example, The Children's Hospital research requires completion of specific courses in Biology and Chemistry as well as a 3.2 GPA.

Penn Mechano-Biology is open to Engineering and Biology students who completed specific courses and achieved a certain GPA. All students can come to the information session but only those meeting the criteria can apply.

Students can apply through a website or in person to receive information. They

will need to have a faculty member or the Special Assistant to the Provost request to complete the dynamic form for the STEM Honors or STEM Scholars designation after they have fulfilled the required components. At a specified time in the semester, a faculty review committee will look over the submitted data to determine whether the students should receive STEM Scholars or Honors designation. Based on their recommendation, the dynamic form will be completed so they can receive STEM Honors or STEM Scholars on their transcript.

For the STEM Scholars program, the students are going to have to maintain that grade point average to keep the designation every semester. Students are required to have a 3.0 when they come into the program to acquire a STEM Scholars designation. However, some students might prefer not to participate in the STEM Honors program because they don't want to complete the required number of participations in STEM related activities. If students apply to the STEM Honors program, they must reach a 3.2 grade point average, have English 101 placement, and receive a sign off by coordinating faculty.

Students must have a 3.0 grade point average who are interested in STEM Scholars and complete either a service-learning project, academic research, special assignments, or a presentation and attend at least two in-person department, division, or pathway grant functions. This semester, there are between 15 to 20 different STEM related activities students can participate in that spans a variety of disciplines such as biology, chemistry, engineering, and computer science. If students move on to STEM Honors, they must maintain a 3.2 or above, have at least two poster presentations, special assignments, or academic research projects over two different STEM majors' courses. For instance, with an Honors entry level, one class is sufficient. A STEM Scholars criterion for a student must have two pathway/divisional participations and one research/special assignment/service-learning project and a 3.0+ GPA. For STEM Honors they need three pathway/divisional participations and two research/special assignment/service-learning projects and a 3.2+ GPA. These activities are not necessarily in a specific class or classes. They can be at an off-campus or government organization.

Dr. Powell provided insight regarding the merit of student work. Students are expected to display the acquisition of grades to support that they have developed critical analysis skills. The students are required to present an abstract hypothesis or thesis that is at the level of what would be presented at an academic research symposium. The work must be at a level demonstrating critical analysis, understanding of the topics and rigor to justify the work is honor's level. If students are math majors, they are required to include analytical computation with mathematical analysis, show interpretation of their data and show a competency of the understanding of their outcomes and solutions. Dr. Powell discussed oral presentations and posters for the fall and spring semesters which will enable students to have multiple opportunities to present and display their work. The presentation for review may be a published paper, poster, PowerPoint or oral presentation with data. For example, there are Community College of Philadelphia students participating in a symposium for academic research that they completed at the University of Penn, or the Annual Biomedical Research

Conference for Minoritized Scientists. For the STEM Scholars and STEM Honors students, their science club participation will also count as participation towards the designation.

Dr. Powell also shared with the Board a listing of activities, industries and events that senior research scientists, doctors, and pharmacists who are among the Community College of Philadelphia alumni are involved in such as the Penn Pathway Alumni Speaker Series. She also informed the Board of a new program that involves the St. Mary's Medical Center's residents, and the residents of Philadelphia College of Osteopathic Medicine. These residents are going to adopt CCP students and mentor them through medical school admission. We also have Community College of Philadelphia students who go to Brookhaven National Labs and participate in their research. Our students are also participating in the Children's Hospital summer research program at the Center for Translational Medicine. The University of Penn has also had a long-standing relationship with the Community College of Philadelphia. They hold a certain number of slots in their research programs for our students every year. Dr. Powell explained that through the College's programs, her goal is for CCP STEM Honors students to be associated with high quality learning from one of the most rigorous programs in this city. In laying the foundation for the STEM Scholars and STEM Honors programs, Dr. Powell informed the Board that she has sent students to Google hackathons through AMP and some have placed / won prizes pre-pandemic. There is an opportunity for more students to go to hackathons from CCP. The Discovery Center is another new programming relationship where the College's students are doing academic research in conjunction with the Audubon Society. Dr. Powell then opened the floor for questions.

Trustee Fulmore-Townsend asked how we were able to develop the STEM Honors program so quickly after it was only discussed in concept during the spring semester. Dr. Powell explained that the College's Guided Pathways structure allows all the Department Heads, and Program Coordinators to work together to honestly assess what students and faculty both need. She also shared that her 28-year grant relationships throughout the city and her affiliation with the National Science Foundation and the National Academy of Sciences contributed to being able to develop the program quickly.

Trustee Fulmore-Townsend asked Dr. Marshall if there are other opportunities for accelerated progress and structure like the progress of STEM Honors. Dr. Marshall credited the framing and communication related to the Division's goals and priorities which support the development of objectives and action items to accelerate the work. Additionally, since faculty and staff themselves are developing the objectives and action items, there is already a level of buy-in, urgency and an understanding of common goals in support of innovative practices to positively impact student success.

Trustee Epps complimented Dr. Powell on her presentation. He reflected on the specific demographics and historic reputation of the country whereas women, and people of color often don't matriculate in large numbers through STEM pathways.

He stated that collectively, we should work to ensure broad participation of students of color in the STEM Honors programs. Trustee Epps referenced a conversation he had with Trustee Jeremiah White that our college should be a first choice for low-income, first-generation students in the sciences because of our low-cost tuition and high-quality programs. He suggested that from a Marketing and Public Relations perspective, perhaps a Hall of Fame program could be created that would consist of graduates who could bring visibility of what's possible when you start at the Community College of Philadelphia. Dr. Powell agreed and informed the Board of a senior research scientist named Andre Marc Pierre Loue, who works for Corning Glass in Corning, New York. He began his studies in the remedial math program at the Community College of Philadelphia and continued to pursue both his undergraduate and doctorate degrees at Temple University. He is now on the science research leadership team at Corning Glass. Dr. Powell also shared information about another former student named Tamika Wilson who is a Senior Analyst for the supply chain at Campbell's Soup. Tamika talked to students as an Alumni of the Year two years ago. Dr. Powell stated that she would be willing to provide the names of alumni who have an interest in engagement with the college. Trustee Epps suggested that alumni such as those named by Dr. Powell possibly have their own branded scholarship. He stated that companies are giving major institutions hundreds of thousands of dollars a year in scholarships. To acquire these funds, we must start making the case why the Community College of Philadelphia is deserving of such funds. Both Trustees Epps and McPherson stated that multiple opportunities to market alumni is needed, and that corporate newsletters could also promote and highlight the Community College of Philadelphia alumni, which could be cross promoted as a strategic marketing campaign focusing on STEM. Trustee McPherson shared she would like to make sure young people have a clear understanding of the multitude of jobs that exist in the STEM field. Trustee McPherson also shared with Dr. Powell that she would like to connect her with Deborah Crabb, an African American cardiologist and research scientist specializing in women's health who is resourceful in terms of acquiring grants.

Dr. General asked Dr. Powell to describe in more detail the AMP program. Dr. Powell explained to the Board the Louis Stokes Alliance for Minority Participation, named after Louis Stokes, is referred to as the AMP program. African American, Latino and Native American students who are high performing are eligible. Most of the students within the program for the academic year of 2022-2023 had an average grade point average of 3.2 and needed to meet that average GPA to receive a grant. However, a student can come into the AMP program with a 2.0, and students with a 2.5 are able to receive book stipends. Dr. Powell explained that students need to understand that they have to have something to aim for in various types of careers. As they study with students who are academically stronger, they see and learn behavioral patterns of success.

Dr. Marshall concluded the STEM Honors program discussion and stated that the program is an example of how the Academic and Student Success division is

working to develop very targeted programming, and to promote that the Community College of Philadelphia is truly a destination for high-achieving students. She transitioned to the next update on HyFlex and the alignment with the Academic and Student Success division strategic plan. HyFlex is an example of something the college has implemented that supports our efforts to increase the college's graduation rates while eliminating racial equity gaps.

(c) HyFlex Update

(I)

Dr. Marshall introduced Dr. Karen Rege, the Dean of Online Learning and Multimedia Services to talk about the CCP's new HyFlex modality. Dr. Karen Rege opened her discussion by explaining to the Board the meaning of HyFlex. The HyFlex instructional method is a hybrid flexible course format that combines a face-to-face (F2F) and online learning instructional format. Each class session is offered in-person, synchronously online, and asynchronously online. At any given point while enrolled in the course, students can decide how to participate. They can choose to come to class one day, or sign in using Zoom the next day. This learning format provides them with flexibility beyond the traditional online or in-person class. Dr. Rege shared the current classes that are offering the HyFlex modality option. There were two outfitted HyFlex classrooms in use as a test pilot for three classes for the Spring 2023 semester: Biology 109 in NERC, Mathematics 161 in room BR 22, and Nutrition 111 in NERC.

Trustee McPherson asked Dr. Rege for clarity on the number of students reflected in each classroom. Dr. Rege informed the Board that there were 36 students in BIO 109, 4 students in NUTR 111, and 36 students in MATH 161. Dr. Rege continued by sharing survey feedback from students with the Board that was taken during the beginning of the pilot and as an exit survey at the conclusion of the course. Some of the feedback highlighted the ease of work life balance, the ability to be flexible to manage childcare needs, and the ability to manage transportation costs to campus. Many of the students also liked that class materials can be reviewed during their own time. Dr. Rege shared that 86% of the students surveyed would take a HyFlex class again.

Dr. Rege discussed the student's attendance pattern of the HyFlex modality from two weekly class sessions of the Spring 2023 semester. Clark Loveridge, a math professor, calculated HyFlex students and how they participated in every class session. One of the results highlighted showed how many of the students who started out in-person shifted to taking the course online by the end of the semester. Dr. Rege then reviewed the success rates of the pilot courses and found that overall, 78% of students passed the class and had a higher pass rate in the HyFlex modality compared to the students taking the same courses in-person. Trustee Epps asked how students who drop classes are captured. Dr. Rege explained that withdrawals and data from the Nutrition and Biology classes were not captured on the report. However, Professor Loveridge did inform her that he

had three withdrawals from his math course, which is less than he has had in previous semesters. Trustee McPherson asked if a student's preference can be determined, and which learning method is best. For example, what type of student would learn best through independent study, taking the class in an online format, versus in-person. She also asked whether Language Arts or courses from other disciplines were used in the pilot. Dr. Rege informed the Board that there are 10-12 pilot sections running this semester in other subject areas across all three academic divisions and there were faculty who volunteered upfront. At the end of this semester, we will have more information on how this modality is doing in a larger variety of courses and disciplines.

Dr. Marshall added that the division has seen a significant difference in attendance as a result of the HyFlex modality and that there appears to be a positive relationship between attendance, student engagement, and course completion. With HyFlex students now having an option to attend asynchronously, many students have remained in classes where they might have otherwise dropped out. The flexibility offered does have a positive impact on retention, attendance, and possibly on final grades. Trustee McPherson asked if teacher effectiveness was being measured, or just the effectiveness of students. Dr. Marshall informed her that teaching effectiveness in this modality has not been measured yet, however, Dr. Rege is working on quality control in not only Hyflex courses, but all online courses. Trustee McPherson asked if they were seeing more effective pedagogy through the outcomes tested. Dr. Marshall informed her that the faculty are self-selecting and typically are those who want to try something new. These faculty tend to be high-achieving and committed to completing the required training for successful implementation of this modality. Dr. Rege stated that another important factor considered in the survey was making sure students understood the meaning of a HyFlex class, and if they had initial technology challenges, or needed additional support. The students were also asked how the HyFlex option affected their ability to learn in the course. Overall, the results have been very positive.

Trustee Epps asked if the survey results shared included dual enrollment students. Dr. Rege informed him that she would have to go back and disaggregate the data to identify dual enrollment students. Dr. David Thomas replied to both Trustee Epps and Dr. Rege to inform the Board that his department will look at the classes to see if there were any dual enrollment students enrolled in pilot courses. However, the courses used in the pilot were not traditionally dual enrollment courses because students often choose courses that would meet their high school graduation requirement. They also tend to prefer in-person classes so that they can come to campus and have more of a college experience. Trustee Epps suggested that as the College reaches out to younger students, they are bound to be a part of the equation. Dr. Thomas explained that traditionally, dual enrollment students are expected and required to go to face to face classes for various reasons. Both their parents and their principals want to know where students are during class. However, this year, the College has expanded partnerships with a lot of the cyber

charter schools that exist both in Philadelphia and across the Commonwealth. The cyber charter school students would be ideal for a HyFlex course offering and modality. Dr. Thomas stated he would meet with Dr. Rege and her team to discuss pilot options.

Dr. Rege continued her presentation by highlighting the first survey that resulted in about 86% of the students stating they would enroll in HyFlex again. The survey found that 33% of the students enrolled this semester purposefully selected another HyFlex course. The students surveyed either had taken a HyFlex course previously, or they were told about the course from other students or their advisors.

For the Fall semester, the HyFlex courses that were added included Foundational Math, Calculus, Business, several English courses, Interpersonal Communications, Family Relationship Counseling, and Allied Health. This spring, there will be more HyFlex courses offered. Dr. Rege revisited a point made by Dr. Marshall with regards to training. She informed the Board that in her conversations with several other institutions in the area and around the country, she learned that some of the biggest challenges have been not getting the courses to run successfully due to the inadequate training of faculty. To prepare to teach Hyflex at CCP, the faculty attend a 10-hour asynchronous training course prior to teaching in the pilot. HyFlex Application Labs provided an opportunity for faculty to practice teaching the HyFlex modality in person and utilizing the camera features for students who participate on Zoom. The Hyflex faculty share resources and information from their experiences and what they are learning with each other in a support group/learning community. The faculty have also started a book club. Some faculty teaching HyFlex courses are reading an online book that's free and openly licensed by Brian Beatty, who teaches at the University of San Francisco. He is one of the pioneers of HyFlex. Our College has also had a faculty guest speaker from Kent State University, Dr. Wendy Teats, who's been sharing her best practices in HyFlex. Her visit to the campus was sponsored by the Faculty Center for Teaching and Learning (FCTL) and supported by Title III funding. Trustee McPherson asked if technical assistance is available during class sessions if needed. Dr. Rege informed the Board that wraparound support is provided to faculty during sessions. There are also resource manuals for the technology in the classroom so that the faculty have a guide to troubleshoot. Phone numbers are available to call if they need assistance right away.

Dr. Rege explained that a six-minute video has been created to teach students about how to participate in a HyFlex course, and what to expect in the class. There have been some challenges however, around audio issues in these classes. To fix the issues, consultants were brought in to review all the classrooms. There are currently seven classrooms that are designated for HyFlex and there are two more that will be built this academic year. Due to HyFlex being in the pilot phase, the marketing and communications about HyFlex has not been shared broadly. There are still faculty and students who are not aware of HyFlex. Information

about HyFlex will need to be connected in the information systems for when the students look for courses. They will need to be labeled in the data dashboards. The development team is working to create a scale up plan so that the resources needed for HyFlex are identified. Trustee McPherson stated that HyFlex modalities gives students an opportunity to play to their strengths in terms of how they best learn. Dr. Rege stated she is excited to see if the needle on the retention can be moved. Trustee Epps asked how we stack up with other community colleges who are using HyFlex. Dr. Rege informed the Board she will investigate regionally. There have been conversations with Montco where HyFlex has not been running successfully however, Finger Lakes Community College has 63 HyFlex courses up and running. Overall, HyFlex has been more widely adopted in the graduate school level than it has in the undergraduate and community college level. One of the biggest barriers that community colleges face related to developing HyFlex has been due to a lack of technology funding resources. Faculty training challenges are also a critical barrier that community colleges face with regards to having HyFlex modality success. We feel that with our extensive training opportunities and real-time support for faculty, CCP is well positioned to have a successful HyFlex pilot and full implementation leading to improved student learning outcomes.

Trustee Fulmore-Townsend informed the Board that all meeting agenda items have been met and adjourned the meeting.

Community College *of* Philadelphia

Academic Program Review: Architecture A.A.

Authors: David Bertram, Dawn Sinnott, PhD, Elizabeth Gordon, Amy Birge-Caracappa, PhD

Fall 2023

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1. Executive Summary

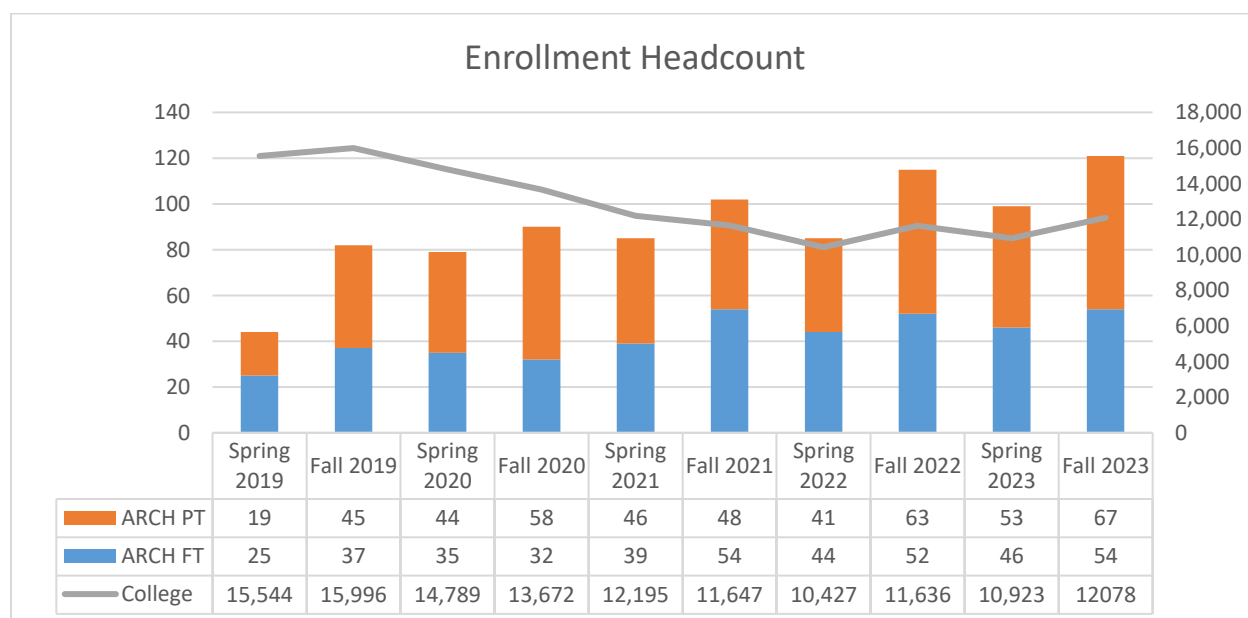
A. Program Context

Since the previous audit, the Architecture program has seen growth in enrollment and has developed and implemented strategies to achieve equity goals, such as providing first-year students with more time in the design studio space, aided by the acquisition of a new dedicated classroom. The Architecture program sustains relationships with transfer institutions and strives to make their curriculum mirror the first two years of a four-year program accredited by the National Architectural Board (NAAB). The program has provided students with free materials and is developing a much-needed model building program to promote student success. The Architecture program has completed many course revisions and developed two new courses: ADC 123: Construction and Print Specifications and ADC 133: Project Management in Construction, which help students develop foundational skills in construction print reading and project scheduling and estimating. The Architecture program maintains a robust repository of assessment materials and results, collects assessment data each semester, and reviews both course and program-level assessment data at monthly faculty meetings.

B. Key Findings

Enrollment and Demographics

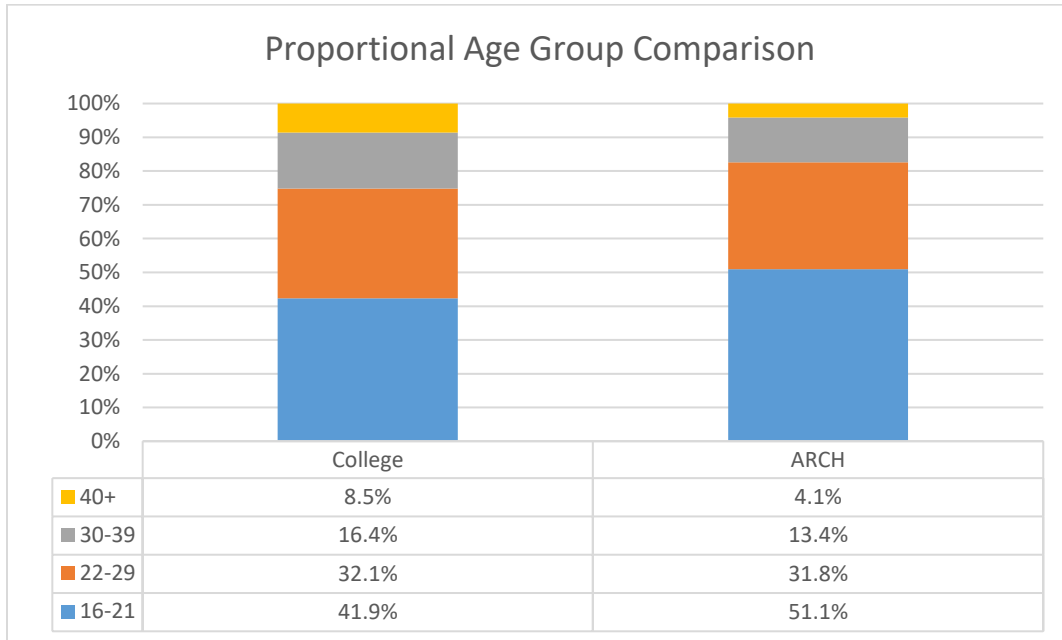
1. Over the period studied, Architecture program enrollment increased by 168.9% from 45 students in Spring 2019 to 121 students by Fall 2023.
2. On average, the Architecture program enrolled a higher proportion of full-time students (46.7%) than the College overall (30.4%).



3. During the period studied, the program enrolled a lower proportion of students identifying as Black females (10.9%) than did the College overall (30.4%), and a higher proportion of

students identifying as Hispanic males (13.0%) than the College's overall average of the same group (5.1%).

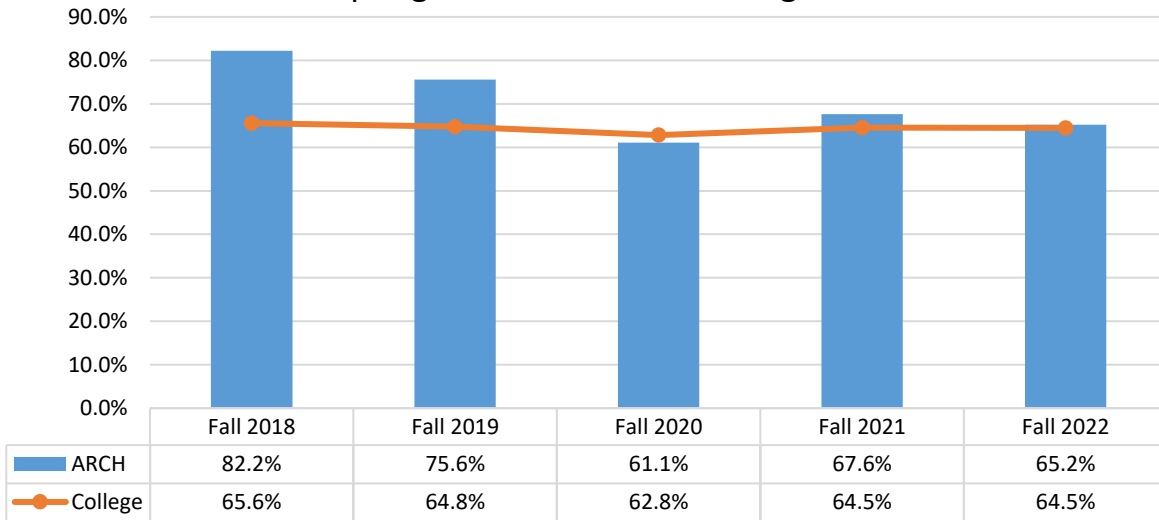
4. On average, the program enrolled a smaller proportion of students identifying as female (45.7%) than did the College overall (66.5%).
5. The ARCH program enrolled a larger proportion of students ages 16-21 (51.1%) than did the College overall (41.9%).



Retention

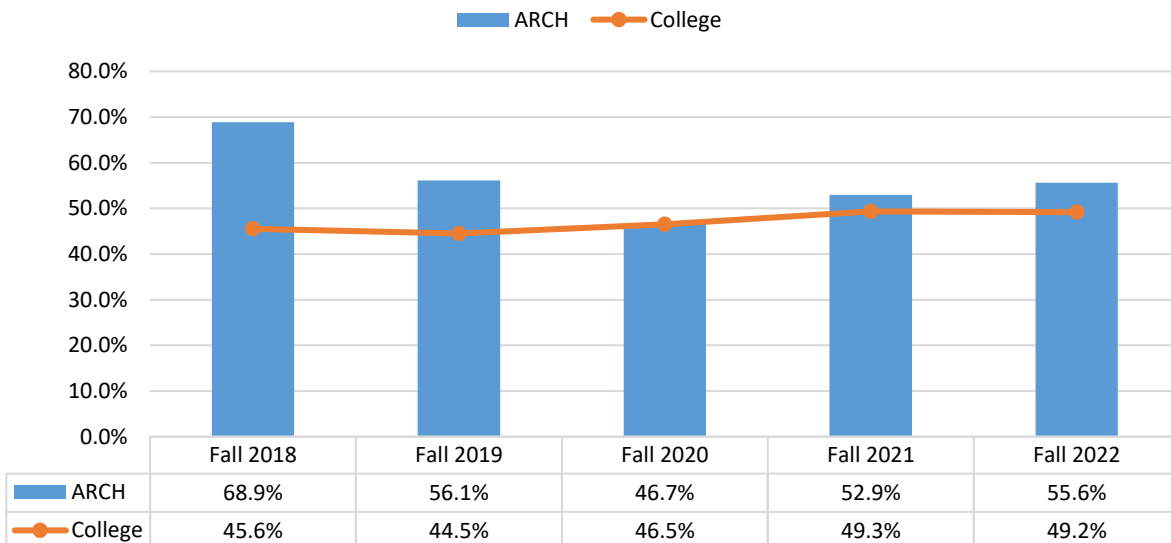
6. **Fall to Spring:** The program averaged a higher proportion of students who re-enrolled to the same program for the Spring semester following a given Fall semester (64.8%) than did the College overall (61.1%).

Fall to Spring: Returned to Same Program + Graduated



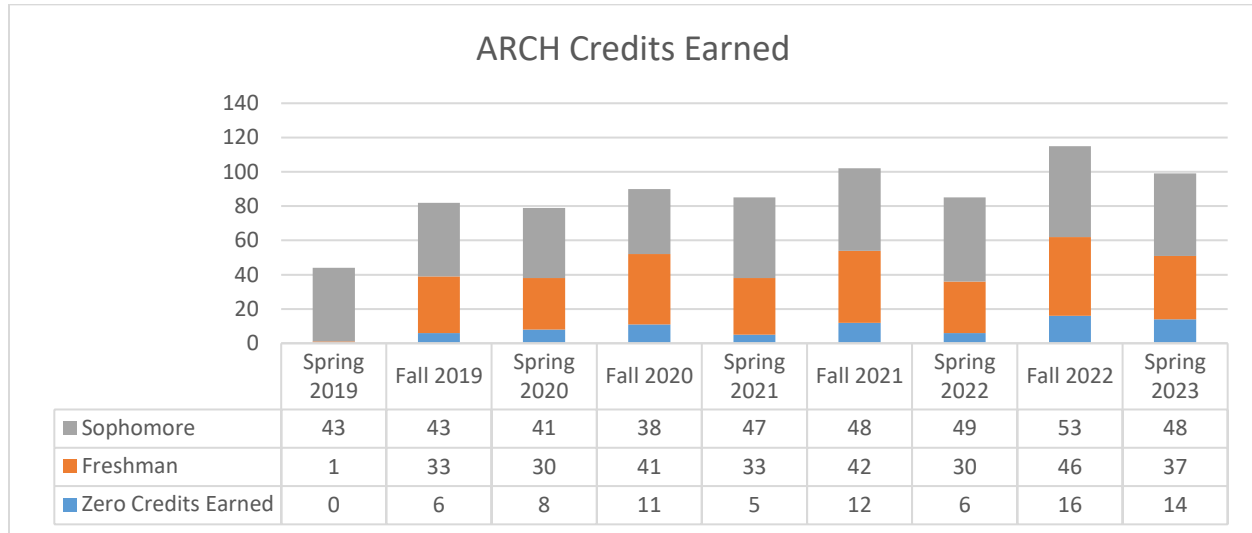
7. **Fall to Fall:** Over the period studied, the proportions of Architecture students who were retained from the indicated year to the next decreased from 47.8% in Fall 2018 to a low of 34.9% in Fall 2019, then rose back to 47.8% in Fall 2021.
8. The proportions of students falling into the combined category of “Returned to Same Program + Graduated,” while consistently higher than that of the college overall, decreased from a high of 68.9% in Fall 2018 to 46.7% in Fall 2020, then increased again to 55.6% by Fall 2022.

Fall to Fall: Returned to Same Program + Graduated

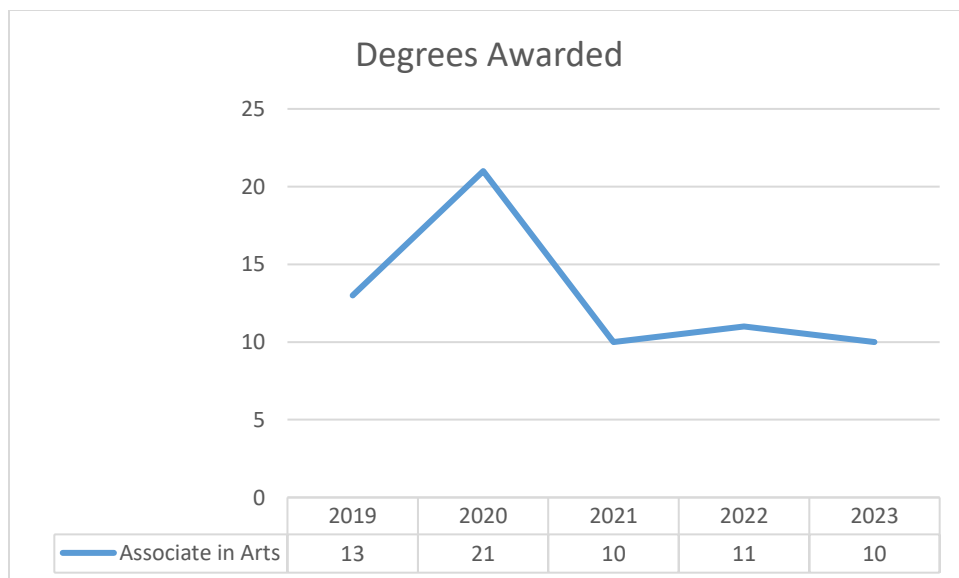


Success and Graduation

9. Over the period studied, the program enrolled a larger proportion of sophomores, or students who had earned 24 credits or more (59.2%) than the College's overall average (49.2%).



10. Over the period studied, the average proportion of Architecture program students in Good Standing was 92.5%; the proportion of students at the College overall was 91.2%.
11. The program had a slightly lower proportion of students on probation with either part-time or full-time status (7.2%) than did the College overall (7.9%).
12. Further review of data and discussion is required to determine why the program's graduation rate has not increased as enrollment has.



13. Over the period studied, the Architecture program awarded a total of 65 A.A. degrees.

Transfer

14. Students whose first semester at CCP was between 2016-2021 and whose last CCP major was Architecture:
15. Over the period studied, a slightly lower proportion of Architecture graduates transferred to another institution (56.3%) than graduates of the College overall (58.2%).
16. A lower proportion of Architecture graduates (15.7%) also graduated from their transfer institution than graduates of the College overall (29.7%).

	Transferred		Did not Transfer	
College-Wide Graduates	3007	58.2%	2162	41.8%
ARCH Graduates	18	56.3%	14	43.8%

	Graduated from transfer inst.		Did not graduate from transfer inst.	
College-Wide Graduates	892	29.7%	2115	70.3%
ARCH Graduates	5	15.7%	27	84.4%

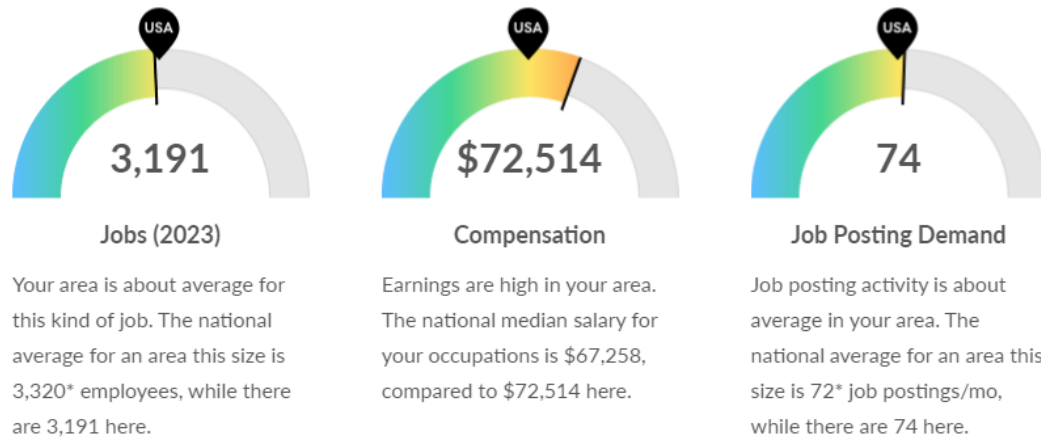
17. Program faculty work closely with their university counterparts to prepare students for success in the university setting.
18. Architecture faculty have designed a curriculum that reflects the rigor of university work while addressing issues that might explain why students did not choose to enroll in a university directly, such as finances and academic preparation.
19. Jefferson University has been one of the program's most common transfer universities in recent years, and its program directors continually applaud CCP Architecture students' performances after transfer.
20. All transfer institutions are members of the program's Advisory Board, and curriculum updates are reviewed annually.

Assessment

21. With the assistance of the Liberal Studies DCAF team, the Architecture program maintains an assessment document repository in Canvas.
22. All raw assessment data and documentation from 2017 to 2022 are easily accessible to the Architecture faculty and the Liberal Studies administration; future data and documentation will continue to be added.
23. With the AEFIS system, course outcomes are assessed every semester for the courses that ran that semester.
24. As all Architecture courses run each year, all outcomes are therefore assessed each year.
25. Once a year, with the DCAF team's guidance, the Department's faculty completes program-level reports.

Workforce Development

Average Job Posting Demand Over an Average Supply of Regional Jobs



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

26. According to the Bureau of Labor Statistics, the employment of architects is projected to grow three percent from 2021 to 2031.
27. Within this projection, about 9,100 openings for architects are projected each year, on average, over the decade.
28. Most of those openings result from the need to replace workers who transfer to different occupations or exit the labor force, e.g., through retirement.
29. The focus on energy-optimization technologies is increasing in developed countries, including the United States.
30. The need for green planning and architecture has also gained momentum in this region. Thus, it is expected to boost the demand for architectural services in North America

Cost

31. Over the period studied, the Architecture program ran between fourteen and nineteen sections of its required courses each semester, which were enrolled at 65.0% of capacity on average.
32. The ADC program typically costs around \$73 per credit hour more than the Liberal Studies Division and \$69 more than the College. Architecture, Interior Design, and Building Science began submitting separate costing data in 2017.

C. Prior Audit (2018)

Recommendations from Prior Audit and Program Response:

Enrollment and Retention

1. Examine data about students who depart with fewer than 24 credits to draw conclusions about why these students leave the program.
2. Determine the ideal size of the program based on physical/space constraints and contract requirements and create an action plan to achieve that size.

Department's Response/Update: Bucking national and College-wide enrollment trends, the Architecture program, in addition to the Interior Design program, has demonstrated impressive growth over the past five years. In addition, the Architecture, Design, and Construction (ADC) department has developed several equity goals that address enrollment and retention. Due to the program's growth and in support of ADC's equity goals, the department has recently acquired an additional classroom, M2-25, directly across the corridor from the four ADC faculty offices. At the time of the 2018 program review, the department was near capacity with ~30 courses sharing and filling three classrooms during all hours that the department was open. The new classroom will allow for continued growth and, of equal importance, will provide students with much-needed space to work outside of the classroom. This latter point supports the department's equity goal of providing students with much-needed extended hours & space.

Our four-credit Design Studios (I, II, III & IV) are the backbone of ADC student's design education. Within the studios, each student produces their most important creative work for their portfolios, the quality of which determines their following opportunities regarding transfer and employment.

Studios require a heavy workload, which includes space-consuming drafting and physical model building. The new additional classroom allows the Department to give students the space and free time to complete their work. Universities typically provide each student with dedicated desks and 24/7 studio access, along with increased workload expectations. To help students succeed in transfer, it is imperative that the program give them the tools and space to complete the work expected of them.

Assessments identified Studios courses (ADC 109 & ADC 159) as the program's greatest leakage point. By moving second-year studios out of W2-04 (aka The Studio), first-year students will be provided with much-needed extended hours and space.

A related and equally important equity goal is reducing class caps for ADC's four Design Studios, currently capped at twenty-four; however, the top cause of student frustration and drop-out is the lack of individual time with instructors. To say that teaching twenty-four students, especially those in Design I, who do not yet know how to hold drafting tools properly, is difficult is an understatement. At ADC's transfer schools, studios usually have a ratio of one faculty per twelve students, whereas ADC has twenty-four students. Dr. Yasser Mahgoub, a specialist in social and cultural aspects of architecture, finds that:

Faculty/student ratios typically (1:12) throughout the design studios are mindful of the significant importance of providing as much contact time as possible between the instructor and the students. This favorable ratio in support of the program's teaching/learning results in

*a large number of one-on-one critiques, group discussions, and public juries essential to a successful and meaningful studio setting.*¹

The ADC Department believes that the contractual cap size must be lowered to improve students' experience, retention, and quality of portfolio work. This will balance nicely with the additional classroom space, allowing additional sections to be added and supporting the programs' ongoing growth, reflecting the high-quality experience the College continues to provide ADC students.

Graduation

3. Increase graduation commensurate with program growth and patterns of enrollment by 2023, using Spring 2018 graduation as a baseline.

Department's Response/Update: In the Executive Summary of this Academic Program Review, the Architecture enrollment trend shows steady and measured growth over the past five years, and Exhibit 5b in the Key Findings depicts a relatively consistent number of degrees being awarded, with the exception of a low point in 2018 and a high point in 2020. Further review of data and discussion is required to determine why the program's graduation rate has not increased as enrollment has. Between 2017 and 2020, the Architecture program increased the number of degrees awarded by 40%, from 15 to 21 awards, and the post-COVID decrease in degrees awarded has stabilized and is expected to return to previous levels.

Transfer

4. Continue to work with local Bachelor programs to develop articulation or dual-admissions agreements.
5. Explore and amend barriers at CCP to post-transfer graduation.

Department's Response/Update: Program faculty work closely with their university counterparts to prepare students for success in the university setting. Architecture faculty have designed a curriculum that reflects the rigor of university work while addressing issues that might explain why students did not choose to enroll in a university directly, such as finances and academic preparation.

Jefferson University has been one of the program's most common transfer universities in recent years, and its program directors continually applaud CCP Architecture students' performances after transfer. All transfer institutions are members of the program's Advisory Board, and curriculum updates are reviewed annually.

Although the program has no formal articulation agreements with these institutions, the most desirable universities do extend themselves to Architecture students. University program directors visit CCP annually for end-of-the-semester reviews and dedicated transfer information sessions. There is a consensus within the Architecture/Interior Design academic fields that the quality of a student's final portfolio, which includes visual work from all their relevant classes at CCP, is the ultimate means to determine a student's appropriate standing in their third year. Portfolio work provides the clearest assessment of a student's abilities.

Assessment

6. Implement assessments as scheduled, analyze data, and create and implement teaching and learning improvements.

¹ <https://ymahgoub.wordpress.com/2020/08/15/student-to-faculty-ratio-in-architecture-design-studio/>

- Continue to work with the Office of Assessment and Evaluation to implement a useful and streamlined assessment process that ensures assessment of course learning outcomes are contributing to the assessment of program learning outcomes.

Department's Response/Update: Architecture faculty have successfully transitioned to AEFIS and maintain a robust Canvas repository of annual assessment data, reviews, and improvements.

With the assistance of the Liberal Studies DCAF team, the Architecture program maintains an assessment document repository in Canvas. All raw assessment data and documentation from 2017 to 2022 are easily accessible to the Architecture faculty and the Liberal Studies administration; future data and documentation will continue to be added. With the AEFIS system, course outcomes are assessed every semester for the courses that ran that semester. As all Architecture courses run each year, all outcomes are therefore assessed each year. Once a year, with the DCAF team's guidance, the Department's faculty completes program-level reports. The plan for the next five years is to continue actively collecting raw data each semester, reviewing it regularly at monthly faculty meetings, and completing all associated course and program-level reviews. Reviews include recommendations to improve outcomes that do not exceed the College's benchmarks. Improvements are implemented each Spring as the assessment process begins again.

D. Action Items

The Office of Assessment and Evaluation makes the following recommendations for the program:

Enrollment and Demographics

1. Increase Enrollment as follows:

Benchmarks			Fall 2025 Projection		Fall 2027 Projection		Fall 2029 Projection	
Fall 2019 Headcount (Pre-COVID Benchmark)	Fall 2023 Headcount		N	% increase ¹	N	% increase ²	N	% increase ³
82	121	Low range ⁴	145	19.83%	172	18.62%	198	15.12%
		High range	156	28.93%	192	23.08%	229	19.27%

¹Increase from Fall 2022 headcount

²Increase from Fall 2024 projection

³Increase from Fall 2026 projection

⁴"Low range" projections reflect linear growth based on the last five years' trend; "High range" projections reflect linear growth based on the last two years' trend.

Person responsible: Department Head and Program Coordinator with faculty and administrative support

Timeline: Fall 2025 through Fall 2029

Retention and Student Success

2. Continue to assess and track ADC 109 and ADC 159 outcomes for first-year students to evaluate retention to second-year status. Assessments identified Studio courses (ADC 109 & ADC 159) as the program's greatest leakage point. The program's initiative is moving second-year studios out of W2-04 (aka The Studio), which will provide first-year students with much-needed extended hours and studio space.

Person responsible: Department Head and Program Coordinator with support from faculty

Timeline: Fall 2024 through Fall 2028

3. Report on implementation and outcomes for the Architecture program's proposed initiatives to support students, moderate student stress, and support the environment of learning and creativity:
 - Continue to provide free material: The Department Head should work with the Lab Aide to identify a more equitable approach to distributing free materials in all four Design Studios. An increase in the supply budget will be necessary to fully implement this strategy.
 - Continue development of the ADC model building program resource: model building is a requirement for all studio students. Model building is a craft that is traditionally not taught in schools, leaving students to fend for themselves with whatever limited crafting abilities they might have. Creating a resource for both students and faculty will take the frustration out of this important and challenging skill.
 - Continue development of the studio-specific syllabi supplement: This portion of the syllabus for the Design Studios will help provide consistent expectations throughout the two-year sequence.

Focus groups with both faculty and students may be a good way to collect data and assess outcomes.

Person responsible: Department Head and Program Coordinator with support from faculty

Timeline: Fall 2024 through Fall 2028

Graduation

4. Architecture degrees awarded were on an upward trend between 2017 and 2020 when the program achieved a peak of twenty-one degrees awarded. These students were on the graduation track pre-COVID and continued their success. However, post-COVID Architecture experienced a steep decline; similarly, the College experienced a more gradual decline. To ensure a return to success in student completion, the program should track students' time-to-degree ratio each fall, analyze the average completion ratio, and discuss possible interventions that may be necessary. The program can work with Institutional Research and request a Time to Degree report each fall for students graduating from the previous summer.

Person responsible: Department Head and Department Coordinator with support from faculty

Timeline: Fall 2024 through Fall 2028

Transfer

5. The Architecture program should continue exploring transfer agreements with regional and national institutions to provide opportunities for Architecture students to enroll in NAAB-accredited bachelor's and master's degree programs leading to professional licensure that combines full- and part-time study and incorporates extensive early exposure to architectural practice. For example, Jefferson University invites community college transfer students:
 - To learn in a NAAB-accredited, STEM-designated, professional five-year program and earn the required degree to advance with architectural licensure.
 - To bring transfer credits for evaluation
 - To apply for merit-based scholarships for transfer students ranging from \$6,000 to \$15,000 per year
 - In preparation for transfer, Jefferson provides a one-to-one course equivalency table for CCP courses aligned with Jefferson's program requirements.

Person responsible: Department Head

Timeline: Fall 2024 through Fall 2028

E. Narrative

Architecture encompasses all aspects of building design and construction, including the design of the exterior and the interior: overall building form and aesthetic, facades, interior spaces, stairs, elevators, structural systems, demising walls, floor-to-floor fire separations, heating, cooling, energy conservation, air distribution, lighting, electrical power systems, fire protection, security, smoke control, plumbing, and site layout. To practice as a registered architect, one must complete three steps: education, internship, and examination. The educational requirement is satisfied with achieving either a Bachelor of Architecture (five-year degree) or a Master of Architecture (various combinations depending on the program, but minimally four years of undergraduate study + two years graduate study) from a National Architectural Accrediting Board (NAAB) accredited program, then complete an internship before being qualified to sit for the registration exam. According to the Bureau of Labor Statistics, the employment of architects is projected to grow three percent from 2021 to 2031. Within this projection, about 9,100 openings for architects are projected each year, on average, over the decade. Most of those openings result from the need to replace workers who transfer to different occupations or exit the labor force, e.g., through retirement.

Community College of Philadelphia's Architecture program separated from the Interior Design program in 2006. The programs continue to share faculty, approximately 90% of coursework, and an assessment calendar. In Pennsylvania, interior designers have no licensing or professional registration, and interior designers may not practice architecture as defined in the

Architects Act. This is one of the critical reasons to keep Architecture and Interior Design as separate degrees at the College.

Since the previous audit in 2018, the Architecture program has seen growth in enrollment and has developed and implemented strategies to achieve equity goals, such as providing first-year students with more time in the design studio space, aided by the acquisition of a new dedicated classroom. The Architecture program sustains relationships with transfer institutions and strives to make their curriculum mirror the first two years of a four-year program accredited by the National Architectural Board (NAAB). The program has provided students with free materials and is developing a much-needed model building program to promote student success. The Architecture program has completed many course revisions and developed two new courses to help students develop foundational skills in construction print reading and project scheduling and estimating. The Architecture program maintains a robust repository of assessment materials and results, collects assessment data each semester, and reviews both course and program-level assessment data at monthly faculty meetings.

Community College *of* Philadelphia

Academic Program Review: Interior Design A.A.

Authors: David Bertram, Dawn Sinnott, PhD, Elizabeth Gordon, Amy Birge-Caracappa, PhD

Fall 2023

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1. Executive Summary

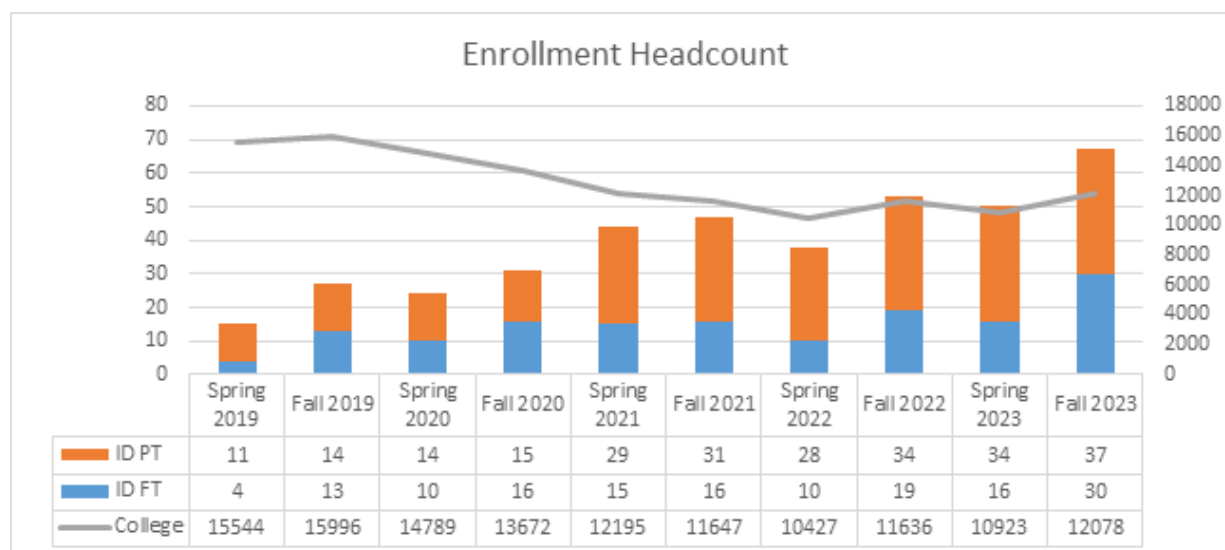
A. Program Context

Since the previous audit, the Interior Design program has seen growth in enrollment and has developed and implemented strategies to achieve equity goals, such as providing first-year students with more time in the design studio space, aided by the acquisition of a new dedicated classroom. The Interior Design program works closely with their transfer partners to prepare students for success, and all the program's transfer institutions are members of the Advisory Board. The program has provided students with free materials and is developing a much-needed model building program to promote student success. The Interior program has completed many course revisions and developed two new courses: ADC 123: Construction and Print Specifications and ADC 133: Project Management in Construction, which help students develop foundational skills in construction print reading and project scheduling and estimating. The Interior Design program maintains a robust repository of assessment materials and results, collects assessment data each semester, and reviews both course and program-level assessment data at monthly faculty meetings.

B. Key Findings

Enrollment and Demographics

1. Over the period studied, Interior Design program enrollment increased by 346.7% from 15 students in Spring 2019 to 67 students by Fall 2023.
2. On average, the Interior Design program enrolled a higher proportion of full-time students (37.5%) than the College overall (30.4%).

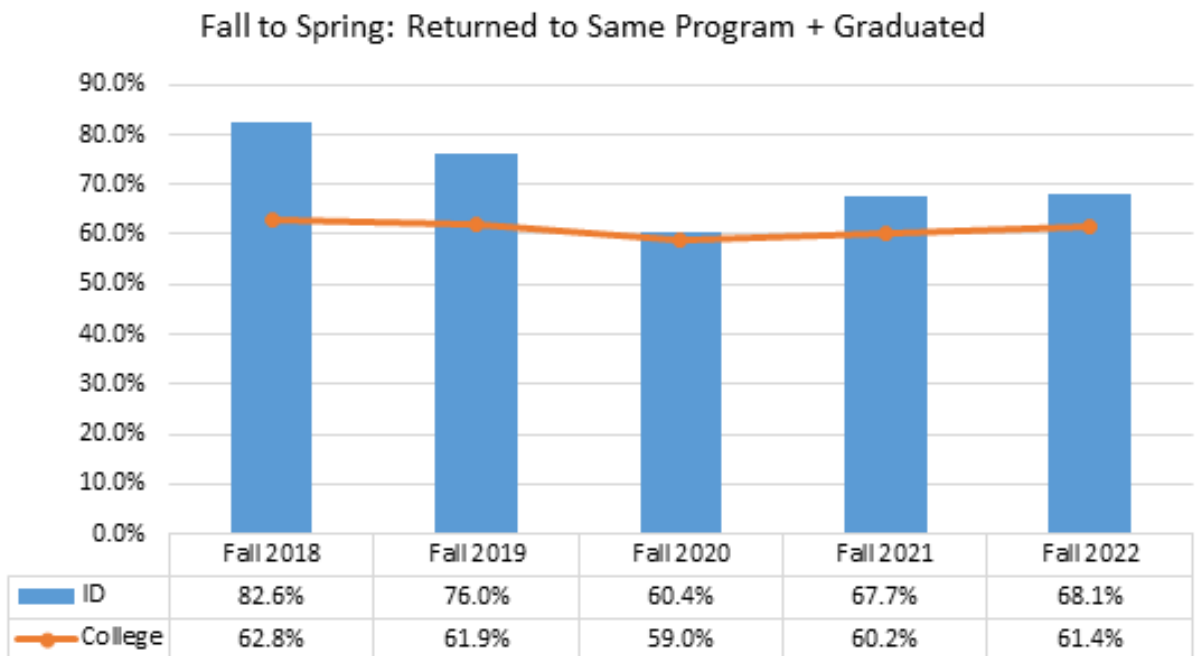


3. During the period studied, the program enrolled a lower proportion of students identifying as students of color (63.3%) than did the College overall (77.6%), and a higher proportion of students identifying as White females (33.1%) than the College's overall average of the same group (14.3%).

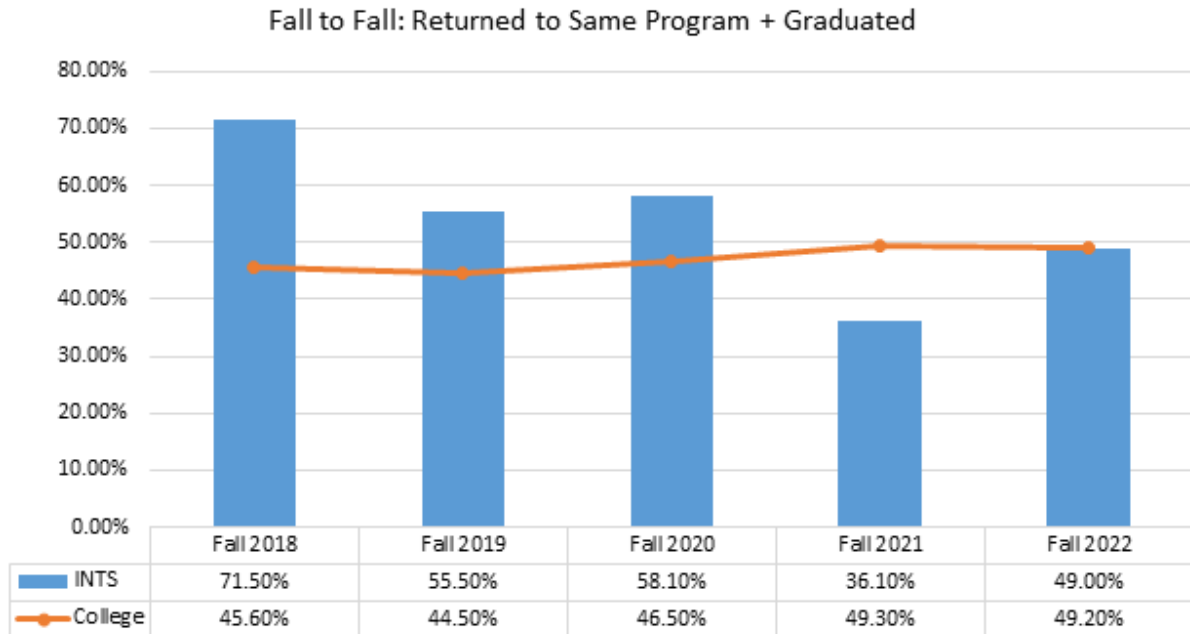
4. On average, the program enrolled a much higher proportion of students identifying as female (90.4%) than did the College overall (66.5%).
5. The ID program enrolled a larger proportion of students ages 16-21 (51.1%) than did the College overall (41.9%).

Retention

6. **Fall to Spring:** The program averaged a slightly higher proportion of students who graduated following a given Fall semester (5.8%) than did the College overall (3.4%), and a correspondingly lower proportion of students who did not return to the college (29.1%) than the College's overall (31.6%).

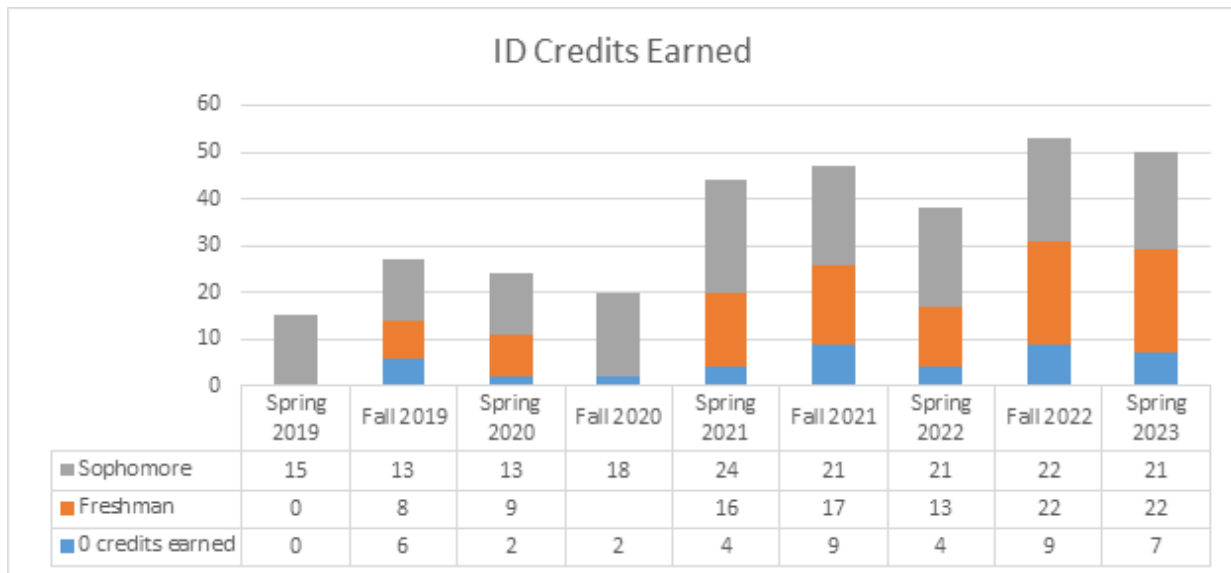


7. **Fall to Fall:** Over the period studied, the proportions of Interior Design students who were retained from the indicated year to the next increased from 28.6% in Fall 2018 to a high of 48.4% in Fall 2020, then fell to 41.5% by Fall 2022.
8. The proportion of ID students who graduated between the indicated year and the next year fluctuated dramatically during the period studied, from a high of 42.9% in Fall 2018 to a low of 7.5% in Fall 2022; the College average during this same period was 11.9%.

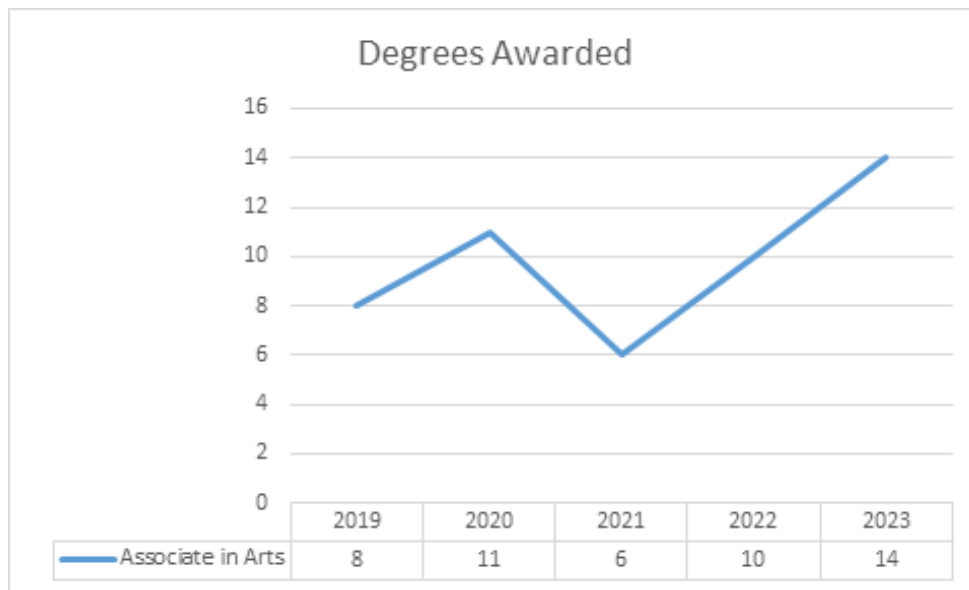


Success and Graduation

9. Over the period studied, the program enrolled a larger proportion of sophomores, or students who had earned 24 credits or more (58.9%) than the College's overall average (49.2%).



10. Over the period studied, the average proportion of Interior Design program students in Good Standing was 89.9%; the proportion of students in Good Standing at the College overall was 91.2%.
11. The program had a higher proportion of students on probation with either part-time or full-time status (9.7%) than did the College overall (7.9%).
12. Over the period studied, the Interior Design program awarded a total of 49 A.A. degrees.



Transfer

13. Students whose first semester at CCP was between 2016-2021 and whose last CCP major was Interior Design:

14. Over the period studied, a lower proportion of Interior Design graduates transferred to another institution (47.1%) than graduates of the College overall (58.2%).

	Transferred		Did not Transfer	
College-Wide Graduates	3007	58.2%	2162	41.8%
ID Graduates	8	47.1%	9	52.9%

15. A lower proportion of Interior Design graduates (11.8%) also graduated from their transfer institution than graduates of the College overall (29.7%).

	Graduated from transfer inst.		Did not graduate from transfer inst.	
College-Wide Graduates	892	29.7%	2115	70.3%
ID Graduates	2	11.8%	15	88.2%

16. Of ID students who transferred, 55.6% (15 out of 27 total transfer students) had earned 45 or more credits at CCP before transferring, eight of whom also graduated from CCP.

	Transferred	% of total Program Transfers (27)
Earned 0-11 credits	6	22.2%
Earned 12-23 credits	2	7.4%
Earned 24-44 credits	4	14.8%
Earned 45 or more credits	15	55.6%

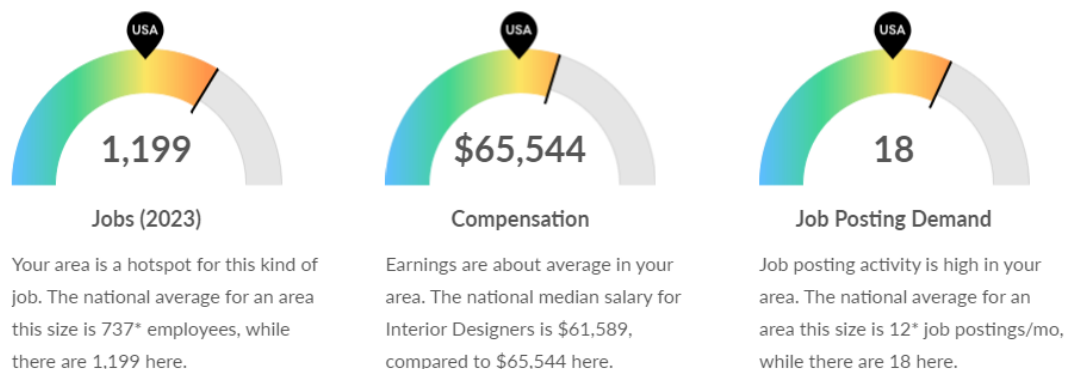
17. Program faculty work closely with their university counterparts to prepare students for success in the university setting.
18. Interior Design faculty have designed a curriculum that reflects the rigor of university work while addressing issues that might explain why students did not choose to enroll in a university directly, such as finances and academic preparation.
19. Jefferson University has been the one of the program's most common transfer universities in recent years, and its program directors continually applaud CCP Interior Design students' performances after transfer.
20. All transfer institutions are members of the program's Advisory Board, and curriculum updates are reviewed annually.

Assessment

21. With the assistance of the Liberal Studies DCAF team, the Interior Design program maintains an assessment document repository in Canvas.
22. All raw assessment data and documentation from 2017 to 2022 are easily accessible to the Interior Design faculty and the Liberal Studies administration; future data and documentation will continue to be added.
23. With the AEFIS system, course outcomes are assessed every semester for the courses that ran that semester.
24. As all Interior Design courses run each year, all outcomes are therefore assessed each year.
25. Once a year, with the DCAF team's guidance, the ADC Department's faculty completes program-level reports.

Workforce Development

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



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

26. According to the Bureau of Labor Statistics, the employment of interior designers is projected to increase by one percent from 2021-2031.

27. This is due to the growing demand for environmentally friendly and accessible home and office interiors.
28. In a recent Interior Design Advisory Board meeting, professionals discussed the trend of clients wanting quicker concept and design development, which requires proficiency in various computer programs and practical communication skills.
29. These skills are covered in the introductory Interior Design program courses, and students can enhance them by obtaining the Architectural Visualization Proficiency Certificate.
30. The public continues to demand sustainable and energy-efficient designs, and websites and apps like Houzz and Hutch are disrupting traditional interior design practices by providing clients with tools to visualize their own spaces and purchase furnishings.
31. The rise of 3-D printing may also disrupt conventional methods by making it easier and cheaper to produce models. Industry and academia must adapt to these changes, but they impact practice more than academia.
32. The field of interior design does not have a licensure system, so students can enter into practice immediately after completing the program.

Cost

33. Over the period studied, the Interior Design program ran between sixteen and twenty-one sections of its required courses each semester, which were enrolled at 61.3% of capacity on average.
34. The ADC program typically costs around \$73 per credit hour more than the Liberal Studies Division and \$69 more than the College. Architecture, Interior Design, and Building Science began submitting separate costing data in 2017.

C. Prior Audit (2018)

Recommendations from the Prior Audit and Program Response:

Enrollment and Average Section Efficiency

1. Determine the ideal size of the program based on physical constraints and contract requirements and create an action plan to achieve that size.

Department's Response/Update: Bucking national and College-wide enrollment trends, the Interior Design program has demonstrated impressive growth over the past five years. In addition, the Architecture, Design, and Construction (ADC) department has developed several equity goals that address enrollment and retention. Due to the program's growth and in support of ADC's equity goals, the department has recently acquired an additional classroom, M2-25, directly across the corridor from the four ADC faculty offices. At the time of the 2018 program review, the department was near capacity with ~30 courses sharing and filling three classrooms during all hours that the department was open. The new classroom will allow for continued growth and, of equal importance, will provide students with much-needed space to work outside of the classroom. This latter point supports the department's equity goal of providing students with much-needed extended hours & space.

Our four-credit Design Studios (I, II, III & IV) are the backbone of ADC student's design education. Within the studios, each student produces their most important creative work for their portfolios, the quality of which determines their following opportunities regarding transfer and employment.

Studios require a heavy workload, which includes space-consuming drafting and physical model building. The new additional classroom allows the department to give ADC students the space and free time to complete their work. Universities typically provide each student with dedicated desks and 24/7 studio access, along with increased workload expectations. To help students succeed in transfer, it is imperative that the program give them the tools and space to complete the work expected of them.

Assessments identified Studios courses (ADC 109 & ADC 159) as the program's greatest leakage point. By moving second-year studios out of W2-04 (aka The Studio), first-year students will be provided with much-needed extended hours and space.

A related and equally important equity goal is reducing class caps for the four Design Studios, currently capped at twenty-four; however, the top cause of student frustration and drop-out is the lack of individual time with instructors. To say that teaching twenty-four students, especially those in Design I, who do not yet know how to hold drafting tools properly, is difficult is an understatement. At the program's transfer schools, studios usually have a ratio of one faculty per twelve students, whereas ADC has twenty-four students. Dr. Yasser Mahgoub, a specialist in social and cultural aspects of architecture, finds that:

*Faculty/student ratios typically (1:12) throughout the design studios are mindful of the significant importance of providing as much contact time as possible between the instructor and the students. This favorable ratio in support of the program's teaching/learning results in a large number of one-on-one critiques, group discussions, and public juries essential to a successful and meaningful studio setting.*¹

The ADC Department believes that the contractual cap size must be lowered to improve students' experience, retention, and quality of portfolio work. This will balance nicely with the additional classroom space, allowing additional sections to be added and supporting the programs' ongoing growth, reflecting the high-quality experience the program continues to provide students.

2. Increase average section efficiency to 67% by 2023.

Department's Response/Update: Since Fall 2021, average section efficiency has increased to 70.4%.

Demographics

3. Create a target and action plan to increase the number of males enrolled in the program by 2023.

Department's Response/Update: Between fall 2018 and spring 2023, enrollment of male students increased from 7% to 14%. The College's Interior Design students enjoy the unique and enriching experience of sharing classes with differing, yet professionally very closely related, career paths. Students successfully navigate and benefit from a collaborative interchange between the typically male-dominated programs (Architecture and Construction Management) and typically female-dominated programs (Interior Design).

Graduation

4. Increase graduation commensurate with program growth and patterns of enrollment by 2023, using Spring 2018 graduation as a baseline.

Department's Response/Update: Between 2018 and 2023, the Interior Design program increased the number of degrees awarded by 40% from 10 to 14 awards.

Transfer

5. Continue to work with local bachelor's degree programs to develop articulation or dual-admissions agreements.

Department's Response/Update: Program faculty work closely with university counterparts to prepare students for success in the university setting. Interior Design faculty have designed a curriculum that reflects the rigor of university work while addressing issues that might explain why students did not choose to enroll in a university directly, such as finances and academic preparation.

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Assessment

6. Implement assessments as scheduled, analyze data, and create and implement teaching and learning improvements.
7. Continue to work with the Office of Assessment and Evaluation to implement a useful and streamlined assessment process that ensures assessment of course learning outcomes are contributing to the assessment of program learning outcomes.

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Department's faculty completes program-level reports. The plan for the next five years is to continue actively collecting raw data each semester, reviewing it regularly at monthly faculty meetings, and completing all associated course and program-level reviews. Reviews include recommendations to improve outcomes that do not exceed the College's benchmarks. Improvements are implemented each Spring as the assessment process begins again.

D. Action Items

The Office of Assessment and Evaluation makes the following recommendations for the program:

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1. Increase Enrollment as follows:

Benchmarks			Fall 2025 Projection		Fall 2027 Projection		Fall 2029 Projection	
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¹Increase from Fall 2022 headcount

²Increase from Fall 2024 projection

³Increase from Fall 2026 projection

⁴"Low range" projections reflect linear growth based on the last 5 years' trend; "High range" projections reflect linear growth based on the last 2 years' trend.

Person responsible: Department Head and Program Coordinator with faculty and administrative support

Timeline: Fall 2025 through Fall 2029

Retention and Student Success

2. Continue to assess and track ADC 109 and ADC 159 outcomes for first-year students to evaluate retention to second-year status. Assessments identified Studio courses (ADC 109 & ADC 159) as the program's greatest leakage point. The program's initiative is moving second-year studios out of W2-04 (aka The Studio), which will provide first-year students with much-needed extended hours and studio space.

Person responsible: Department Head and Program Coordinator with support from faculty

Timeline: Fall 2024 through Fall 2028

3. During the next year, work with students, counselors, advisors, and faculty to determine why students leave the program with less than twenty-three credits and consider supportive interventions. During the following year, implement interventions and track retention progress. Looking closer at departing students exit status, the data finds that almost half, 34 or 46% of the 74 students that entered CCP between Fall 2017 and fall 2021 departed the Interior Design

program, earning less than 23 credits. Of these students, 21% transferred, and 79% or 27 did not continue academic pursuits. This phenomenon might be a function of the Design Studio leakage. However, in light of the percentage of students not completing their Interior Design program at CCP or a transfer institution, the program should focus on the third Guided Pathways Pillar, “Keeping students on the path”.

Person responsible: Department Head, Department Coordinator with College support

Timeline: Spring 2024 through Fall 2027

Assessment

4. To ensure clarity of assessments, the Program should work with the DCAF team to see if micro-mapping areas of overlap would enable assessments to discern students within each program. There appears to be some overlap between Interior Design and Architecture assessments of similar CLOs in the same course; see the example below.

Example of Assessment Overlap		
Program	CLO	Courses
Interior Design	Effective Communication	ADC 103, ADC 109, ADC 160, ADC 259, ADC 260
Architecture	Effective Communication	ADC 103, ADC 109, ADC 160, ADC 259, ADC 260

Person responsible: Department Head, Department Coordinator

Timeline: Spring 2024 through Fall 2028

Transfer

5. The department should formalize articulation agreements with local institutions to provide opportunities for Community College of Philadelphia students to enroll with full recognition of credits earned. After completing the Interior Design curriculum, students are well-positioned for transfer.

Person responsible: Department Head

Timeline: Fall 2023 through Fall 2027

E. Narrative

Professional interior designers create interior spaces that combine safety, beauty, form, and function. They determine space requirements and choose items such as colors, lighting, and materials. Interior designers draw and read blueprints, and take into account multiple factors, such as building codes, regulations, and accessibility. Working closely with other disciplines, interior designers create innovative, technical interior solutions that are applied within a structure to achieve a functional and attractive interior environment that enhances the quality of life for the occupants.

The Interior Design program at Community College of Philadelphia offers instruction and skill development in interior design basics, building design, human culture, history, and the environment. In design and technical courses, the program stresses critical thinking, analytical skills, complex problem-solving, and ergonomics. Oral and written communication, freehand drawing, computer drafting, and physical modeling are critical components of student preparation. Creation and discussion of spatial layouts, material, and furniture selections further develop the student's skills in interior design. The program maximizes student opportunities by providing them with marketable skills, particularly digital skills in computer drafting and rendering. Also, through coursework, they develop a portfolio demonstrating their capabilities. This can be used as a tool for self-promotion to obtain employment in the field.

Since the previous audit, the Interior Design program has seen growth in enrollment and has developed and implemented strategies to achieve equity goals, such as providing first-year students with more time in the design studio space, aided by the acquisition of a new dedicated classroom. The Interior Design program works closely with their transfer partners to prepare students for success, and all the program's transfer institutions are members of the Advisory Board. The program has provided students with free materials and is developing a much-needed model building program to promote student success. The Interior program has completed many course revisions and developed two new courses to help students develop foundational skills in construction print reading and project scheduling and estimating. The Interior Design program maintains a robust repository of assessment materials and results, collects assessment data each semester, and reviews both course and program-level assessment data at monthly faculty meetings.