

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

**MEETING MINUTES**

**Thursday, January 4, 2023  
1:00 p.m.**

**Zoom  
&  
Community College of Philadelphia  
Main Campus  
L1-13**

**Presiding:** Ms. Chekemma Fulmore-Townsend

**Committee  
Members:** Ms. Mindy Posoff, Mr. Patrick Clancy, Ms. Roz McPherson, Ms. Sheila Ireland,

**Board  
Participants:** Mr. Harold Epps

**College  
Members:** Dr. Donald Generals, Dr. Alycia Marshall, Dr. Vance Gray,  
Dr. Mellissia Zanjani, Dr. David Thomas, Danielle Liautaud-Watkins,  
Dr. Shannon Rooney, Dr. Darren Lipscomb, Dr. Sesime Adanu

**Guests:** Dr. Judith Gay, Consultant to the Board of Trustees  
Dr. Lisa Sanders, Dean of Liberal Studies  
David Bertram, RA, Department Chair, Architecture, Design & Construction  
Dr. Amy Birge - Caracappa, Director of Assessment  
Lizzie Gordon, Assessment and Evaluation Coordinator  
Kara Crombie, Department Head, Photographic Imaging  
Ariel Vazquez, Architecture, Design and Construction Coordinator  
Dr. Sesime Adanu, Associate Vice President for Institutional Effectiveness  
Dr. Eric Shannon, Director of Institutional Research

**I. Public Session**

(a) Introductions (I)

All guests were introduced. Trustee Fulmore-Townsend called the meeting to order and referred to the concerns of the Board that were discussed at the previous Student Outcomes Committee meeting regarding the graduation rates and transfer completion rates for the Architecture Associate of Arts and the Interior Design Associate of Arts programs.

(b) Review of Architecture Associate of Arts and Interior Design Associate in Arts programs (A)

Dr. Marshall opened the discussion by providing a summarized highlight of a few updated data points regarding the Architecture Associate of Arts and Interior Design Associate in Arts programs. She informed the Board that the initial information that was shared was not consistent with the faculty's perspective and their experience with their students. As a result, she met with Dr. Rooney and her team who performed an additional analysis to identify ways in which data related to both programs could be presented in a more comprehensive way that speaks to the nuances of these programs and their students. Dr. Marshall shared that the college enrollment numbers for the Architecture program has increased by 168.9%, with a headcount of 45 students in spring 2019, and pre-COVID to 121 students in fall 2022. On average, the Architecture program enrolled a higher proportion of full-time (46.7%) students than the college overall at 30.4%. She also shared that the Interior Design program enrollment of students went from 15 students in spring of 2019 (pre-pandemic) to 67 students in fall of 2023, and the full-time percentage was 37.5% per student. Overall, the college average presented for full-time students was 30.4%. She also highlighted that the retention of the Architecture program average is a higher proportion of students who re-enroll in the same program for the spring semester following the fall semester, which is 64.8% and higher than the college overall retention rate of 61.1%. The program has enrolled a larger proportion of sophomores and students who have earned 24 credits or more at 59.2% compared to the college overall average which was 49.2%. The average proportion of architecture program students in good standing was 92.5%. whereas the college average was 91.2. For this program, there is a slightly lower proportion of students on probation with either part-time or full-time status at 7.2%, while the overall college status for probationary students was 7.9%. The college's students tend to take five years or more to complete the Architecture program which impacts the interpretation of some of the data previously shared regarding the graduation and completion rates, which did not take this into consideration.

Ms. Gordon presented the technical data and terminology that would be used during the discussion regarding the Architecture and Interior Design programs. The first term she explained was 'headcount', which means an unduplicated count of the number of students enrolled during a period. Ms. Gordon also explained the acronym 'FTE', which is the full-time equivalent enrollment. FTE is a standardized method calculated by the total number of credit hours attempted in a program divided by 12, which is the minimum number of credits for a student to be full-time in a semester and represents a count of students as if all students were attending full-time. The calculation is also commonly used by institutions where there are a lot of part-time students. Ms. Gordon also explained that the term 'degrees awarded' accounts for the number of degrees awarded during a period which can be duplicative if a student is earning more than one credential at a time for a program. The last term Ms. Gordon explained was 'degrees of the proportion of FTE' which is a number of degrees divided by FTE of full-time

equivalent enrollment. The calculation is an annual overview of the proportion of full-time equivalent students who completed a degree program during a given period. Trustee Fulmore-Townsend asked if comparing college average performance of a program with the standard overall college performance was a typical observation considered when measuring success. Ms. Gordon confirmed that the comparison is typical and that the two programs, Architecture and Interior Design, will be compared with the college overall. Ms. Gordon shared data on a graph that highlighted the movement of FTE for Architecture and Interior design. Since 2017, FTE full-time equivalent enrollment at CCP has declined by 31.4%. FTE enrollment in the Architecture program has increased by 171.1%. In the Interior Design program, full-time enrollment equivalent increased by 133%. As of 2022 and 2023, the highest headcount of students enrolled in the Architecture program was 148. The Interior Design program currently has the highest headcount of students enrolled in the last six years at 78. Enrollment for both programs was lower between 2020 and 2021 due to COVID, which resulted in a decrease of the college's FTE by 14%. Despite this, the architecture FTE enrollment grew by 6.6%, and interior design grew by 43.8%. Currently, both programs are continually growing.

Next, Ms. Gordon discussed the degrees awarded as a proportion of FTE. In the last six years, degrees awarded as a proportion of FTE at the college have increased by 47.6%. The Architecture program has decreased by 47% during that time period, and the Interior Design program has decreased by 33.6%. The number of degrees awarded in both programs has actually increased by almost 50% in each program although the proportion of degrees has decreased as a result of the increasing enrollments for both programs. Although enrollment has increased, graduation has not followed because those students have not had enough time to graduate. This is why this number has gone down, when in fact, the number of degrees is going up. Over the last six years, the average degrees conferred as proportion of FTE for the Architecture program has been 19.4%. The average for the Interior Design program has been 42.2%. The college average during the same period has been 16.9%.

Ms. Gordon continued the discussion by explaining the regulated and technical definitions related to transfer data from the National Student Clearinghouse. She also explained two defined time periods referred to as the 'short cohort' and the 'long cohort' that were both included within the academic program reviews. The short cohort consists of all students whose first semester at the college was between 2016 and 2021, who have left the college for any reason. The long cohort consists of all students who were in their first semester any time since spring 2013, who have left the college. The reason why students who have been enrolled since 2013 are counted is because those students are currently documented in the transfer dashboard on the CCP website right now.

Trustee McPherson asked if we track students who may not have obtained a degree at the college, but then did obtain a degree when they transferred to the next college. Ms. Gordon confirmed that those students were tracked as well.

Ms. Gordon then elaborated on the technical terms related to transfer students, which included insight regarding students from the initial cohort, that left the college to transfer to another institution, as reported by the National Student Clearinghouse. If a student has enrolled at any institution, other than CCP after first attending at CCP, that student is considered a transfer student. Within the data presented, the term graduated is the number of students who left the college, transferred to another institution, and went on to graduate from that institution according to the standards of the National Student Clearinghouse. If a student earned any degree of any type from another institution after first enrolling at CCP, they are considered as having graduated from their transfer institution. Trustee Clancey asked if an example of this would be when students come to the college in the summer from another college, such as Temple University, to catch up on courses and then return to Temple. Ms. Gordon explained that if the student started at the college and then enrolled in a class or two at Temple University, that would be the case. However, if the student started at Temple, enrolled in a class or two at CCP, and then returned to Temple University, that would not be the case. Trustee Clancey also asked if students enroll in courses at CCP during the summer to specifically enroll in the Architecture and Interior Design degree programs. Ms. Gordon informed him that she could not definitively confirm whether that was the case. Dr. Eric Shannon, Director of Institutional Research explained that most of the students who would enroll to take a class or two during the summer would be classified as a guest student and would not be considered as a part of the program.

David Bertram, RA, Department Chair, Architecture, Design & Construction added there is a mixed population of summer guests who take architecture and interior design courses. Guest students consist of those who are potentially seeking a degree as well as those who have degrees and are getting ready for graduate school.

Ms. Gordon then began to discuss the short cohorts and long cohorts for the Interior Design and Architecture programs. Between 2016 and 2021, of the 43,555 students whose first semester was at CCP during that time and who have left the college, 5,147 of them have graduated from the Interior Design program before leaving CCP. There have also been 892 who have graduated from their transfer institution. About 37% of CCP students who transfer to another institution graduate from CCP and 29.5% of CCP graduates who transfer also graduate from their transfer institution.

Of the 171 students who were enrolled in the Architecture program during the first semester at CCP between 2016 and 2021 who have left, 32 of them graduated from the program before leaving CCP. There were 18 of those 32, who transferred. According to the National Student Clearinghouse, half of the students graduated from CCP, and then five of those students also graduated from their transfer institution. Between 2016 and 2021, of the 73 students who enrolled in the Interior Design program their first semester at CCP, 17 of them graduated from the program before they left CCP. Of those 17 students, eight of the students graduated and then transferred. Two of those students graduated from their transfer institution. Trustee Posoff asked if the numbers presented were for all students or just students who were in transfer programs. Ms. Gordon explained it was for all students, and all students within both short and long cohorts.

Students who are currently enrolled at CCP are not included in the data count. Trustee McPherson asked where interior design students transfer, and if there is a pattern of schools, they attend to complete their degree. Mr. Bertram informed the Board that most of the transfer students attend Moore College of Art or Jefferson University. Trustee McPherson asked if any students transfer to colleges in New York. Mr. Bertram informed her that most students stay local.

Ms. Gordon continued sharing more data. About 44.4% of CCP students whose first semester at the college was 2013 or later, graduated from the program, transferred and then graduated from their transfer institution. Within the Architecture program, of the 327 students whose first semester at CCP was 2013 or prior, 17.4% of them graduated before leaving CCP and 56.1% of those went on to transfer to another institution. There were 46.9% of those transfer students who graduated from their transfer institution. This addressed Trustee McPherson's question whether they graduated from the program or did not graduate from the program. Trustee Posoff asked if there has been any research done that provides insight on how we compare with other Community Colleges that offer this program. Ms. Gordon informed her that she has been looking into that information through Lightcast, a company that provides market research for the college. The database did not include information on Architecture programs and neighboring community colleges because the programs are reported under Design programs. However, for the programs that were identified, CCP has much of the market share so it is difficult to compare.

With regard to the long cohort for the Interior Design program, 46.7% of students who graduated and then transferred went on to graduate from their transfer institution. Interior design students are about two times more likely to graduate from the Interior Design program at CCP before they go on to transfer, and 1.3 times more likely to graduate from the transfer institution if they have graduated from CCP first as compared to CCP students overall. Trustee McPherson asked if graduate school attendance is tracked after transfer students graduate from transfer institutions. Dr. Shannon informed the Board that there might be a general record that students have enrolled, but specific information regarding where they enrolled for graduate school or if they have graduated from graduate programs is not available. Trustee McPherson expressed that knowing if post-education was pursued could be encouraging because it would highlight the preparation provided by CCP. Ms. Gordon stated that the proportion of students who graduate from these CCP degree programs transfer, and then graduate from the transfer programs, is very similar to the proportion of CCP students overall. Trustee McPherson asked if there was information available regarding where CCP architecture graduates end up working after completing their studies. She expressed that she would like to see both architectural design and interior design graduates of color working at design firms and on design projects within the city. She is interested in having a two-way communication to get them hired. Trustee Epps followed up with Trustee McPherson's sentiments by stating that the job market needs individuals and inquired about whether students have interest in working and going to school.

Dr. Lisa Sanders, Dean of Liberal Studies reminded the Board that architecture students have to have a license for many jobs which is acquired after they complete the 5-year degree program. She also shared that faculty within the program are actively involved with the National Organization of Minority Architects. Through that group, minority students, particularly Black women, can be recruited and supported. She informed the Board that Professor Ariel Vasquez is a CCP graduate of the program and is connected to local design professionals. There will also be diverse members introduced to the advisory committees. All these efforts are to help place students in their desired field of work.

Trustee McPherson stated that diversity is often an afterthought on projects she is involved with. She emphasized the need to cast the net wider in an effort to create a more structured pipeline of opportunities for students in high school and college, as well as professionals who are of color. Trustee Epps included that construction and construction management are two areas that are high in demand and worth considering for enhancing the student experience. Dr. Sanders explained that the department is working to maintain strong transfer agreements and partnerships within Philadelphia, as well as outside of Philadelphia for students who want to explore opportunities outside of the city. Dr. Sanders also mentioned part of the program's equity goal included the introduction of a fourth classroom referred to as Open Studio, which was first made available in the Spring of 2023. Mr. Bertram explained that drafting tables were needed in this type of space because the students need space, time, and tools to successfully finish their assignments. Many students did not have access to this type of space at home. There is also a classroom space being reconfigured for upgraded computers to better support the program and the students. Trustee Epps expressed that the city has many disjointed segments and silos and within many of these segments, there is division among race, creed and class. His vision is to have Community College of Philadelphia be in the forefront of the workforce transformation ecosystem. Trustee McPherson said she would be more intentional about informing Dr. Sanders about projects a student might be interested in working on. Mr. Bertram and Ariel Vazquez, Architecture, Design and Construction Coordinator, shared the program's involvement in a Philadelphia wide initiative called JADE (Justice Alliance in Design Education). The initiative fights inequality in architecture and education. It is led by a group of professionals who work together to find out how architecture can be more inclusive for people of color. Ariel Vazquez is part of that group as the leading representative of the Community College of Philadelphia.

J.A.D.E. holds studio events called CITY Studios that focus on communities of color. The first initiative was hosted at Drexel University and the second initiative is now taking place at Jefferson University. The idea is that CCP will host one in the future, which will allow our students to participate with other institutions, so they can learn about the expectations within the field from the perspective of other institutions. The college also has a relationship with the AIA, which is the American Institute of Architects. Another minority organization the college works with is called NOMA, which is the National Organization of Minority Architects. Mr. Bertram informed the Board that the universities have acknowledged the college's student diversity.

Dr. David Thomas, stated that YouthBuild Philly, will be moving to the new PECO building. A CCP alumni interned for the firm that did the design and the mockup for that new building. The student who attended CCP, graduated from the college's Architecture program. That's just an example of some of the things that our students are doing and where their work can be seen across the city. Trustee McPherson expressed to Dr. Shannon Rooney her thoughts strategizing a way of telling the story of student success on media platforms and media partners. Dr. Rooney asked Dr. Thomas to share student success stories that will be inserted in the queue to begin promoting.

Trustee Fulmore-Townsend thanked the guests and concluded the public session. She stated that the information presented during the current meeting was much clearer and substantiated that both programs are successful programs. The numbers in the last report did not demonstrate this as strongly. Trustee McPherson added that faculty should be informed about things that are happening in the city so that they can involve students and that Board members can work to share this information more in the future. Trustee Epps expressed a disconnect and lack of diversity in the architecture firms and construction firms in the city and that the college can fill the void in the workforce that is desperately needed. We can play a role in transforming these industries. Dr. Marshall shared that intentionally connecting faculty and students with opportunities is the next step and one she plans on discussing in her Divisional update. Part of what the faculty has been working on in their area is identifying the action items in terms of experiential learning for students, making sure they're creating internship opportunities, and providing those connections with the industry as an effort to strengthen career placement. Trustee Ireland stated that there is occupational segregation with regards to the Architecture and Interior Design programs. Graduating with an associate degree from community college does not qualify a student to be an architect because the jobs require a bachelor's degree. Perhaps there are some intermediate skills that allow people to earn a living and fill the gaps between the associate degree or, transferring to another institution by building systems to help them get to where they need to be while learning and developing their skills. Trustee Epps mentioned that co-op opportunities and private sector partnerships could be a way to get some of the scaffolding started. Trustee Ireland stated that apprenticeships to earn while learning could be another opportunity for students to develop skills while studying. President General stated that some of the regulatory barriers put in place 50 years ago are being revisited to see how the process can be facilitated to enable more students to make a living while they hit a five-year mark, like nurses who go out with an RN associate degree before they acquire a BSN. Trustee McPherson stated that the lack of licensing and credentials should not be a deterrent, but that students should know the value of getting the proper credentials.

Trustee Fulmore-Townsend stated that the recommendation about both programs had to be formalized to present to the Board. During the last meeting there was discrepancy in the data that was concerning and a decision about recommending the programs could not be made. The presentation at the current meeting was a lot clearer and intentional around graduation and transfer performance of program students. She opened the floor to the committee members to see if their perspective shifted. Trustee Posoff asked about the

breakdown in communication in how the APRs were presented initially, and what was done to turn the presentation around for the current meeting. Dr. Marshall informed the Board that their experience with the program and how they were preparing students wasn't aligned with the story that was being told around the data. She commended Dr. Rooney's team for their willingness to use a different method of communicating the data which would tell a more accurate story that would make sense to the Board. Trustee Posoff requested definitions be available when course metrics are discussed moving forward, consistent with today's presentation. She also expressed that she would not mind approving the programs for five years. However, she would like an update to see how ideas and suggestions discussed are integrated before the five-year mark. She asked what that type of recommendation looks like. Trustee Fulmore-Townsend shared that there were a few options aligned with Trustee Posoff's request regarding criteria and recommendations. One would be requiring a written update on the progress of the suggestions that were made within the year. The Board has also brought people back in two years to request a presentation of the progress since the last program review, or a written update on the progress of diversifying your advisory committees for example. Trustee Fulmore-Townsend stated that she would like to further explore how the assessment process looks. She applauded the team but would like to make intentional and strategic decisions about the program approvals going forward. Trustee Ireland agreed and requested that there be transparency around the data for the degree and transfer programs. Dr. Marshall stated that there have been some preliminary conversations in this room about external regulation, and that data needs to be reported in a certain way although there is also a need for a more nuanced internal data conversation that comprehensively tells the story for the Board about our students. The APR process historically has been designed to present certain common data points that are required by external regulation, and that we have been following that direction to date. These reports are a collaborative effort between the Academic Affairs area and Dr. Rooney and her team. Through experience and time, they are now getting to a point where they can better understand what the best way is to address APRs while meeting the needs of the current Board. Trustee Posoff suggested that a few Trustees sit down with Dr. Marshall and Dr. Rooney prior to the preparation of the assessment presentations so that it is known beforehand the types of questions that will be asked. Trustee Fulmore-Townsend stated that the meeting was successful, and their questions were finally heard in terms of clarity and information. Trustee Posoff expressed that people come to CCP for what they need and that's a good thing. Dr. Rooney shared that there is a big difference between saying what it is that needs to be known versus give me this data. She is looking forward to working with Dr. Marshall. Trustee Ireland expressed not understanding the financial context of the data presented regarding the academic programs. Trustee Fulmore-Townsend asked Dr. Marshall what access to that type of information she has and could that information be shared. Dr. Marshall stated that there will have to be specific context provided around financials discussed when resources are presented, which will vary based on the program.

Due to the meeting ending, Trustee Fulmore - Townsend stated Dr. Marshall's Divisional Updates would be shared at the next meeting in the beginning of the agenda. Next, she brought to the floor a motion to approve the minutes from the last meeting.



Trustee Clancey motioned to approve. Mindy seconded the motion. Trustee Fulmore - Townsend then motioned that both the Architecture Associate of Arts and Interior Design Associate in Arts programs. be approved for five years, with a request for a one-year update on the progress that has been made based on the program action plans discussed. Trustee Posoff motioned to approve and Trustee Clancy seconded the motion. All Board members voted in favor of approving the programs. The meeting was adjourned.

# 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

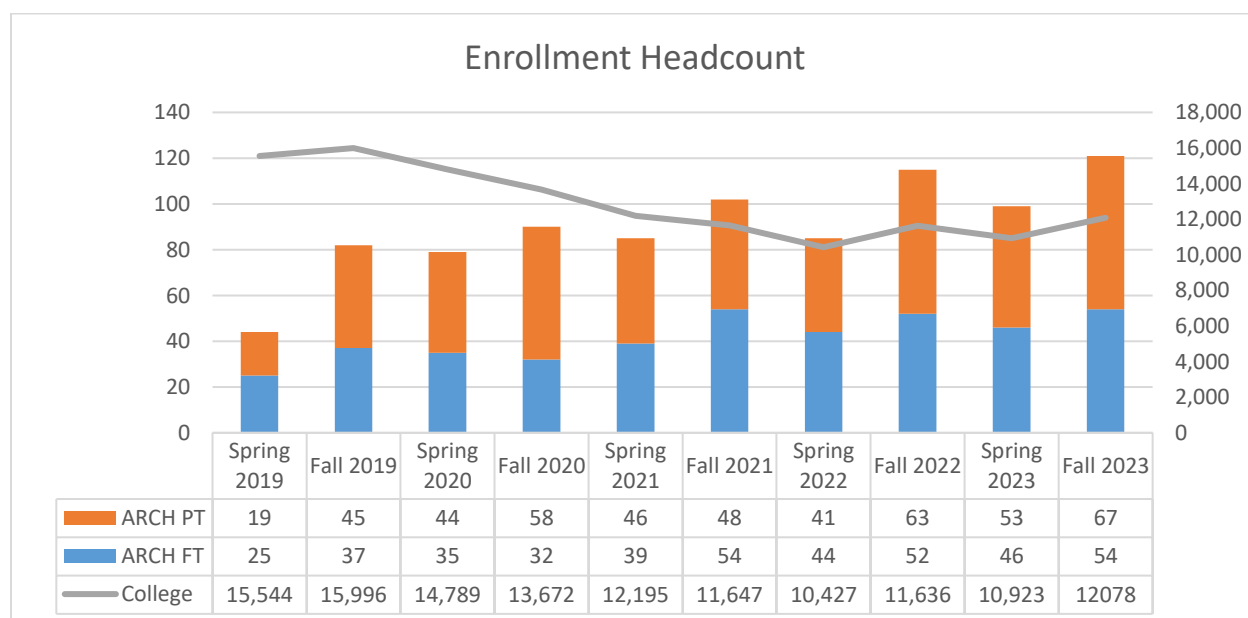
## A. Program Context

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

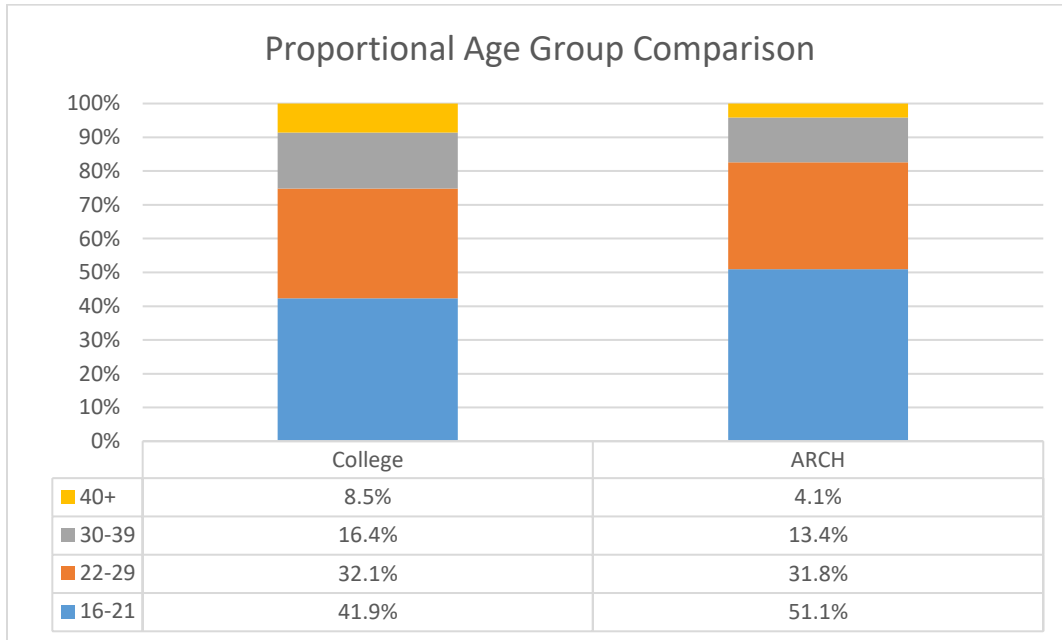
1. Over the period studied, Architecture program enrollment increased by 168.9% from 45 students in Spring 2019 to 121 students by Fall 2023.
2. On average, the Architecture program enrolled a higher proportion of full-time students (46.7%) than the College overall (30.4%).



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%).

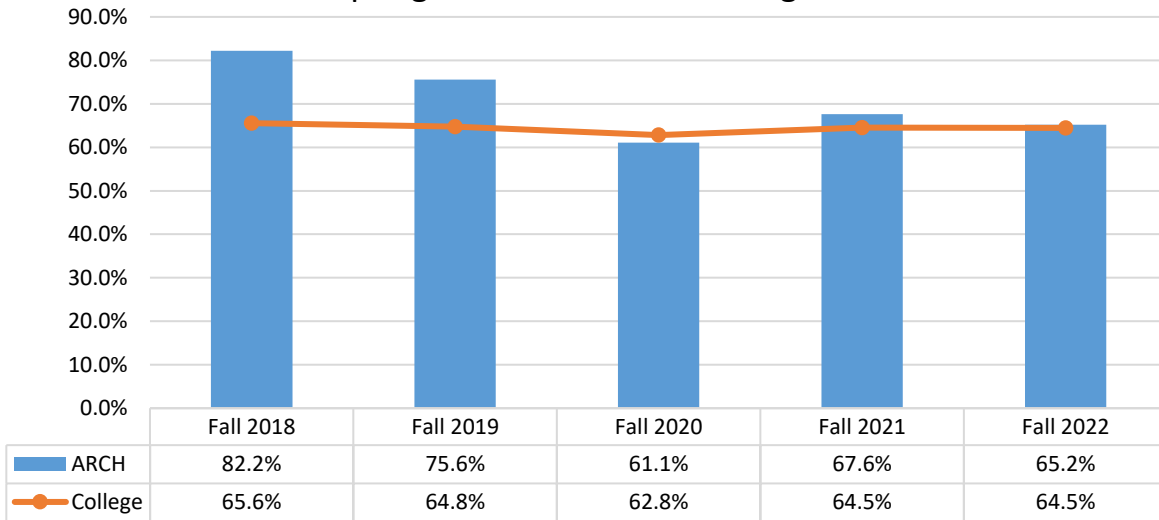
4. On average, the program enrolled a smaller proportion of students identifying as female (45.7%) than did the College overall (66.5%).
5. The ARCH program enrolled a larger proportion of students ages 16-21 (51.1%) than did the College overall (41.9%).



### Retention

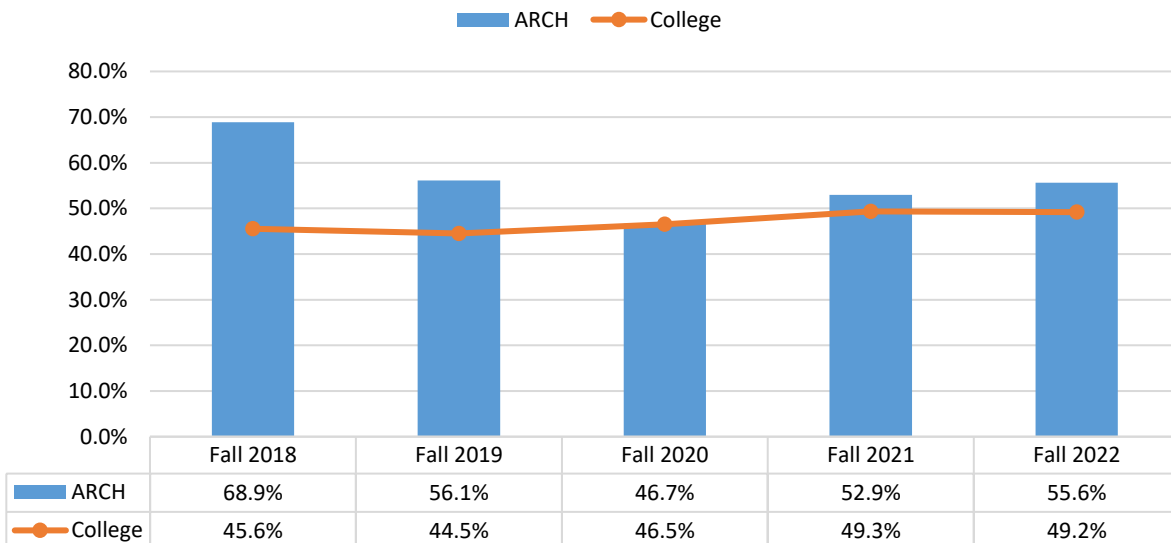
6. **Fall to Spring:** The program averaged a higher proportion of students who re-enrolled to the same program for the Spring semester following a given Fall semester (64.8%) than did the College overall (61.1%).

### Fall to Spring: Returned to Same Program + Graduated



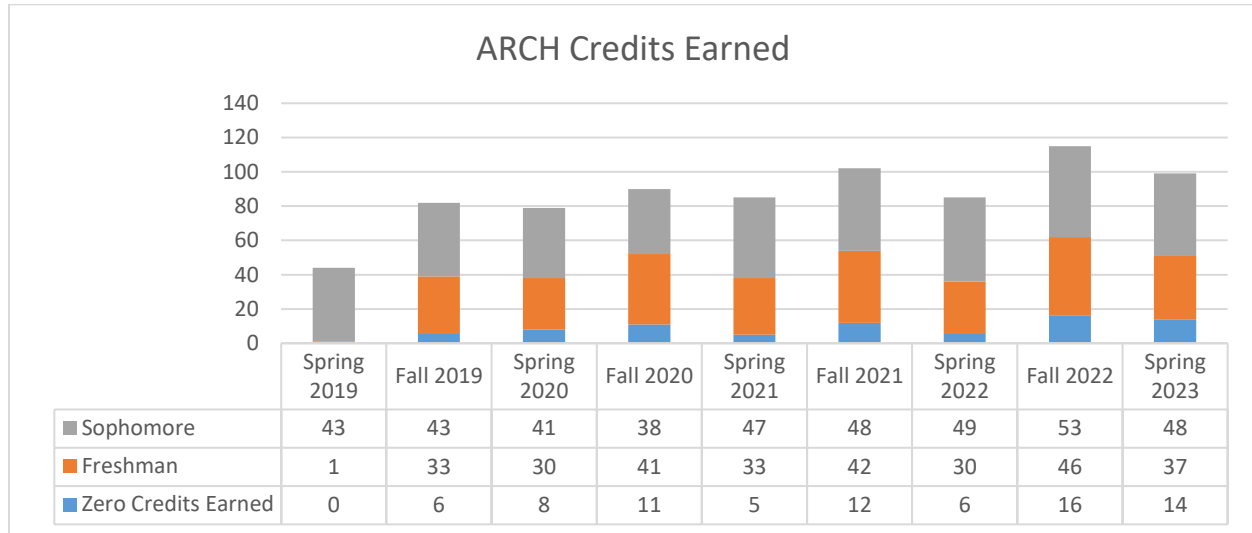
7. **Fall to Fall:** Over the period studied, the proportions of Architecture students who were retained from the indicated year to the next decreased from 47.8% in Fall 2018 to a low of 34.9% in Fall 2019, then rose back to 47.8% in Fall 2021.
8. The proportions of students falling into the combined 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

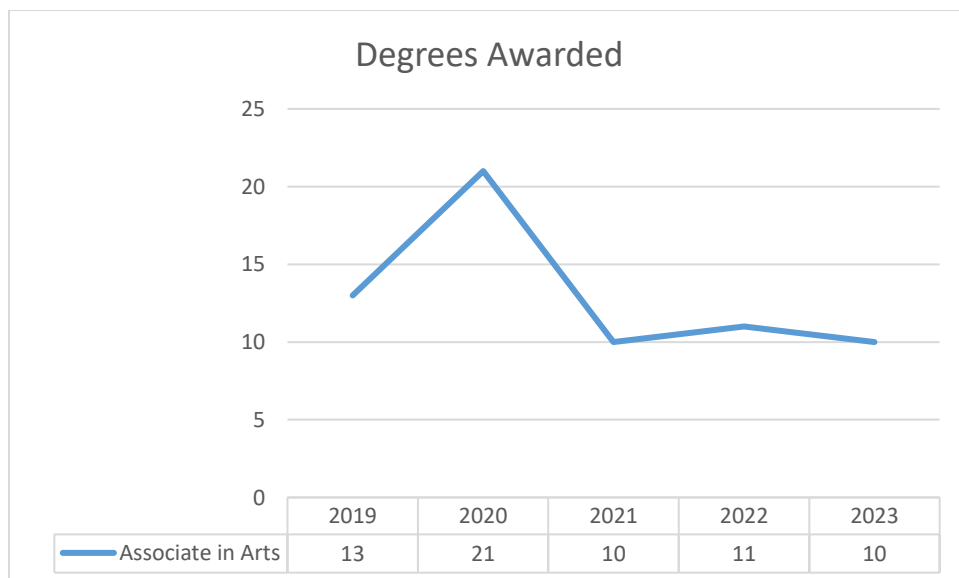


## Success and Graduation

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.

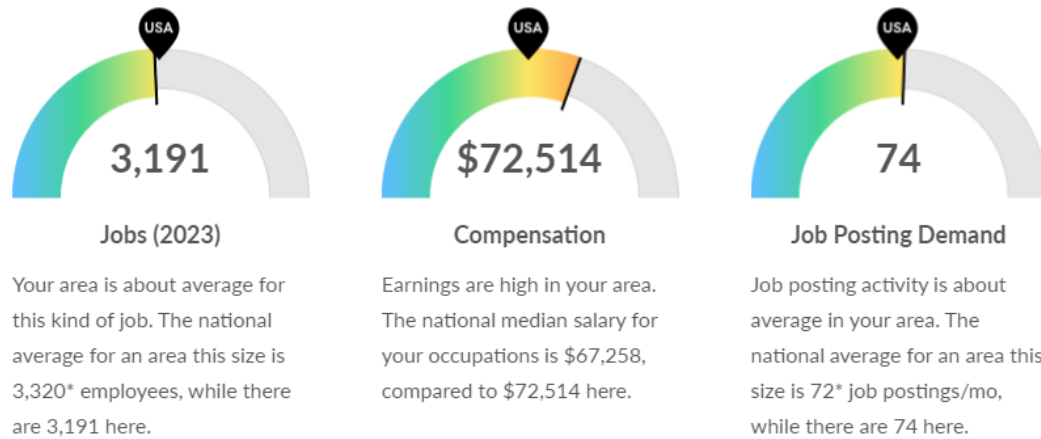
## Assessment

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.*<sup>1</sup>

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.

---

<sup>1</sup> <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 <sup>1</sup>	N	% increase <sup>2</sup>	N	% increase <sup>3</sup>
82	121	Low range <sup>4</sup>	145	19.83%	172	18.62%	198	15.12%
		High range	156	28.93%	192	23.08%	229	19.27%

<sup>1</sup>Increase from Fall 2022 headcount

<sup>2</sup>Increase from Fall 2024 projection

<sup>3</sup>Increase from Fall 2026 projection

<sup>4</sup>"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

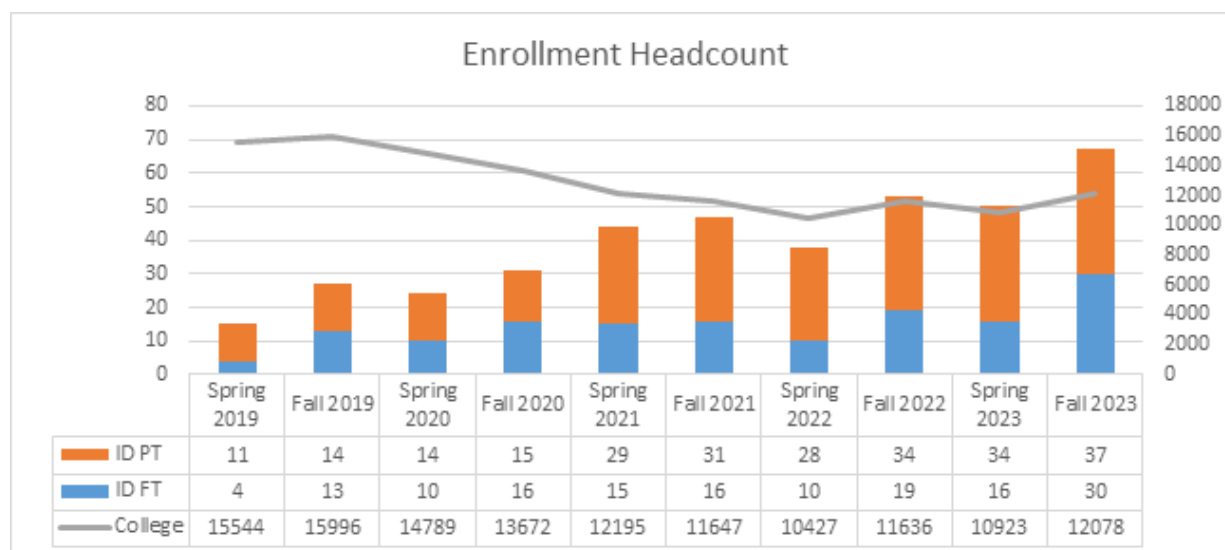
## A. Program Context

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%).

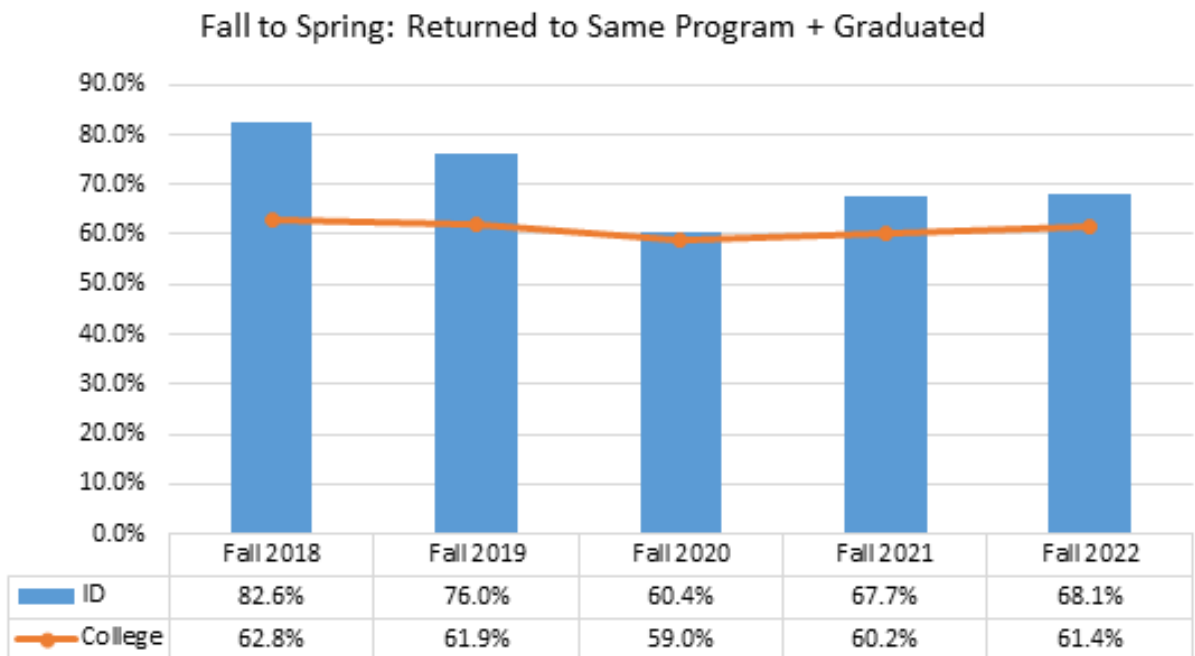


3. During the period studied, the program enrolled a lower proportion of students identifying as students of color (63.3%) than did the College overall (77.6%), and a higher proportion of students identifying as White females (33.1%) than the College's overall average of the same group (14.3%).

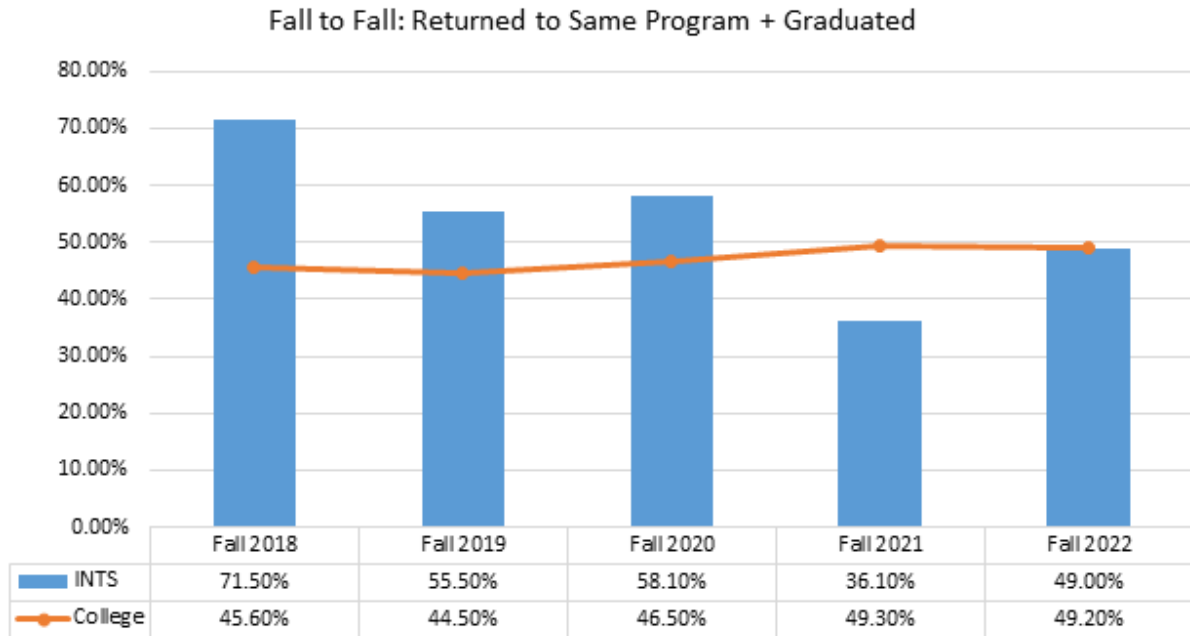
4. On average, the program enrolled a much higher proportion of students identifying as female (90.4%) than did the College overall (66.5%).
5. The ID program enrolled a larger proportion of students ages 16-21 (51.1%) than did the College overall (41.9%).

### 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%).

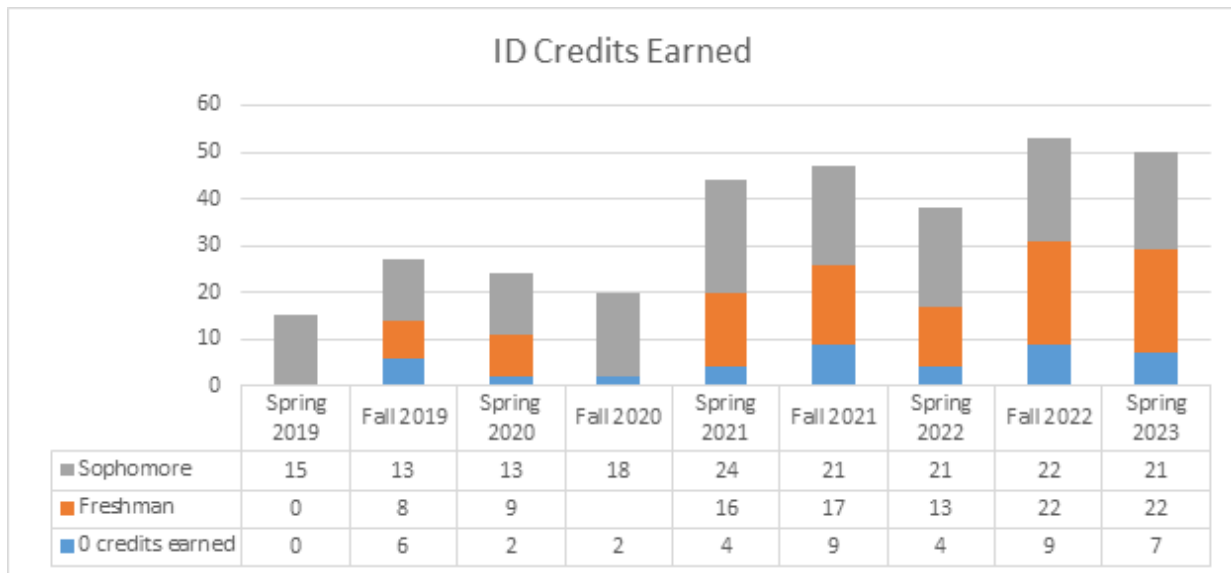


7. **Fall to Fall:** Over the period studied, the proportions of Interior Design students who were retained from the indicated year to the next increased from 28.6% in Fall 2018 to a high of 48.4% in Fall 2020, then fell to 41.5% by Fall 2022.
8. The proportion of ID students who graduated between the 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%.

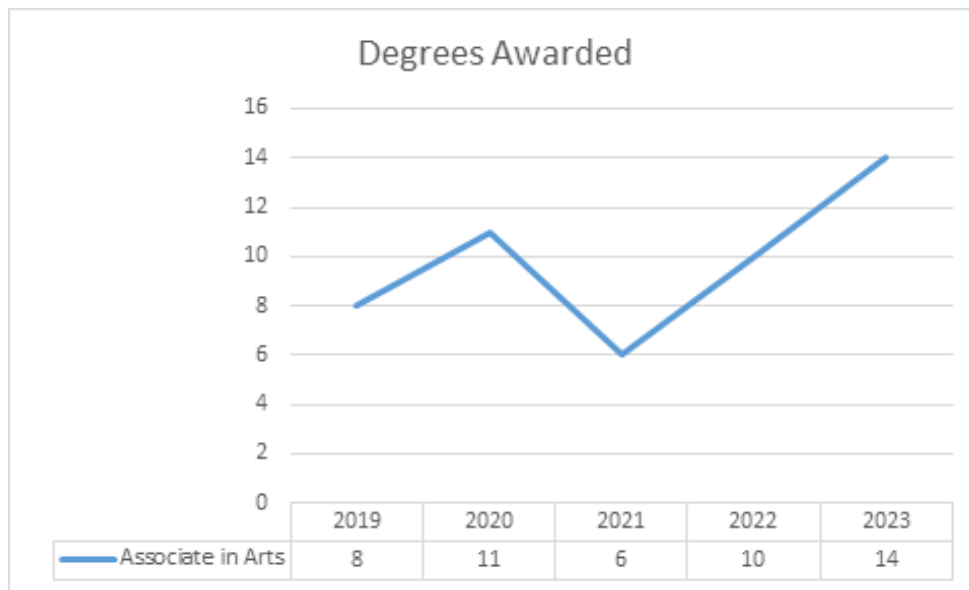


### Success and Graduation

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	
<b>College-Wide Graduates</b>	3007	58.2%	2162	41.8%
<b>ID Graduates</b>	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.	
<b>College-Wide Graduates</b>	892	29.7%	2115	70.3%
<b>ID Graduates</b>	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)
<b>Earned 0-11 credits</b>	6	22.2%
<b>Earned 12-23 credits</b>	2	7.4%
<b>Earned 24-44 credits</b>	4	14.8%
<b>Earned 45 or more credits</b>	15	55.6%

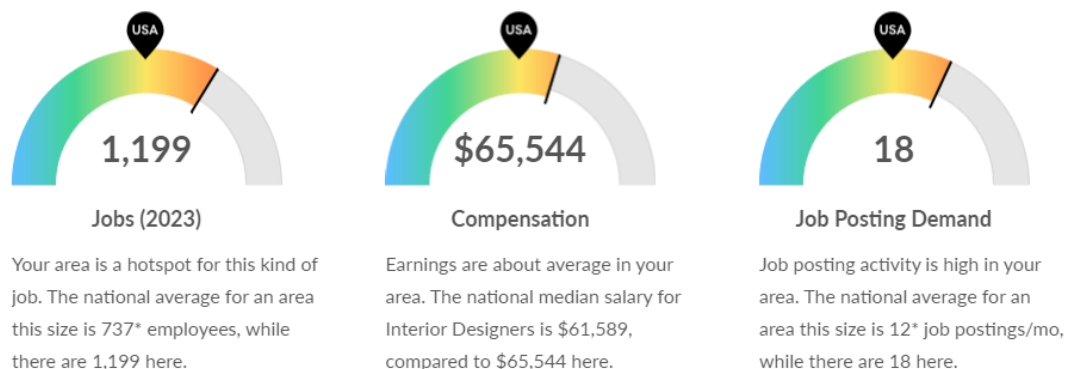
17. Program faculty work closely with their university counterparts to prepare students for success in the university setting.
18. Interior Design faculty have designed a curriculum that reflects the rigor of university work while addressing issues that might explain why students did not choose to enroll 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:

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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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Benchmarks			Fall 2025 Projection		Fall 2027 Projection		Fall 2029 Projection	
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27	67	Low range <sup>4</sup>	80	19.40%	100	25.00%	119	19.00%
		High range	98	46.27%	132	34.69%	165	25.00%

<sup>1</sup>Increase from Fall 2022 headcount

<sup>2</sup>Increase from Fall 2024 projection

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<sup>4</sup>"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.

## Supplemental Data for Student Outcomes Committee

Compiled by Lizzie Gordon, Assessment and Evaluation Coordinator and Dr. Eric Shannon, Director, Institutional Research

### Graduation

#### Definitions

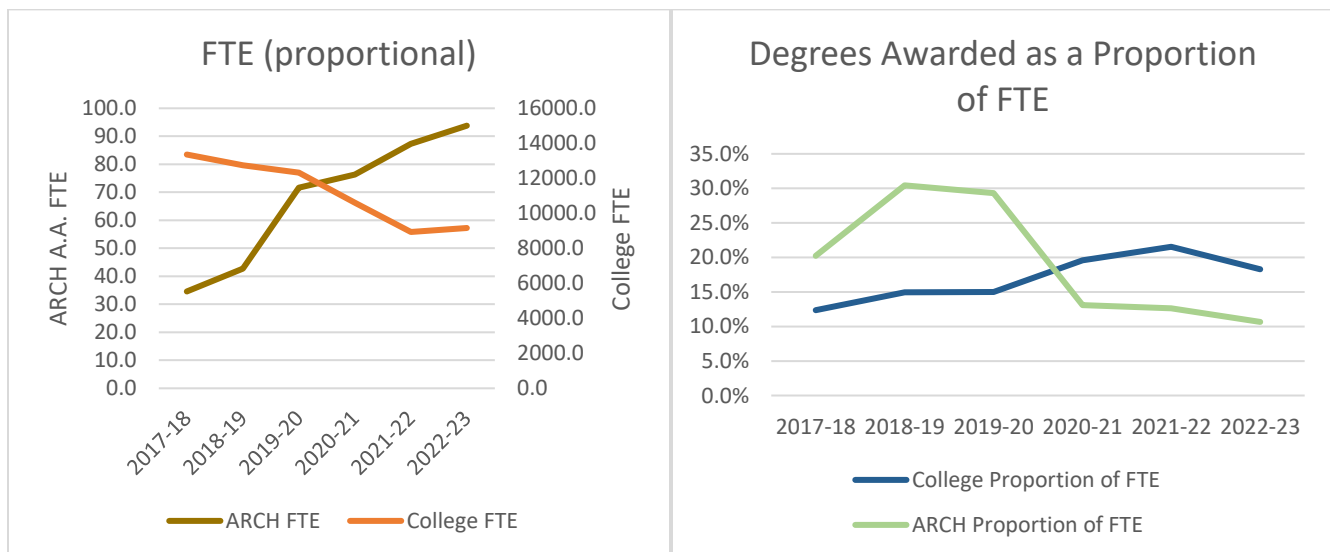
- **Headcount:** unduplicated count of the number of students enrolled during a period of time
- **FTE:** Full-time equivalent; calculated as the total number of credit hours attempted during a semester, divided by 12 (the minimum number of credits attempted during a semester for a student to be considered attending full time). Represents a count of students as if all students were attending full time, allowing for direct comparisons between different populations of students.
- **Degrees awarded:** count of the number of degrees awarded to students during a period.
- **Degrees as Proportion of FTE:** Number of degrees awarded divided by FTE. An annual snapshot of the proportion of full-time equivalent students who completed a degree program during a period.

#### Architecture A.A.

Academic Year		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	AVG
College	Headcount	24,443	23,134	22,166	19,265	16,565	16,761	20,389
	FTE	13357.3	12738.9	12330.5	10608.2	8932.6	9158.3	11,188
	Degrees Awarded	1651	1903	1847	2075	1924	1674	1,846
	Degrees as Proportion of FTE	12.4%	14.9%	15.0%	19.6%	21.5%	18.3%	16.9%
Arch	Headcount	52	58	116	128	129	148	105
	FTE	34.6	42.7	71.6	76.3	87.3	93.8	68
	Degrees Awarded	7	13	21	10	11	10	12
	Degrees as Proportion of FTE	20.2%	30.4%	29.3%	13.1%	12.6%	10.7%	19.4%

Figure 1

Figure 2

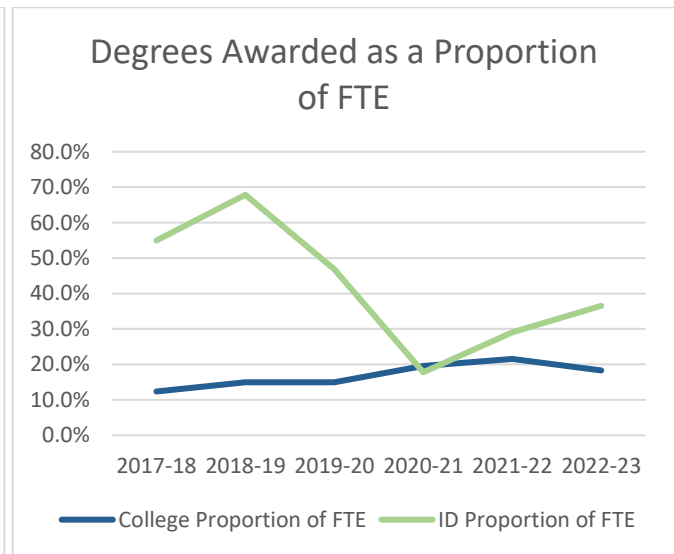
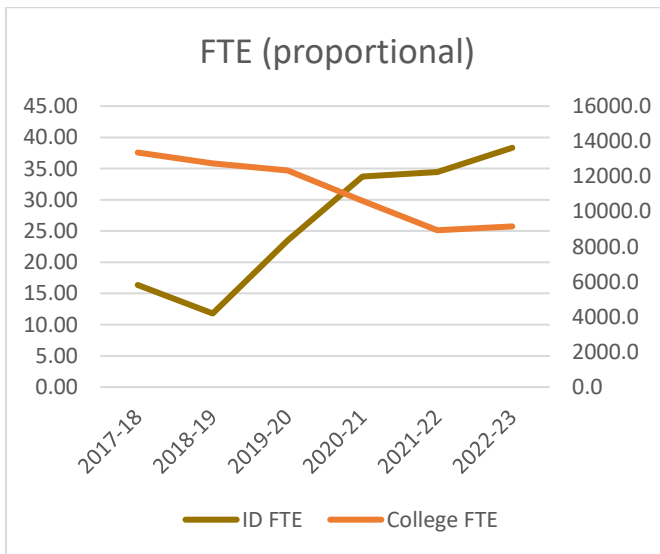


### Interior Design A.A.

Academic Year		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	AVG
College	Headcount	24,443	23,134	22,166	19,265	16,565	16,761	20,389
	FTE	13357.3	12738.9	12330.5	10608.2	8932.6	9158.3	11,188
	Degrees Awarded	1651	1903	1847	2075	1924	1674	1,846
	Degrees as Proportion of FTE	12.4%	14.9%	15.0%	19.6%	21.5%	18.3%	16.9%
ID	Headcount	24	20	37	55	65	78	47
	FTE	16.4	11.8	23.5	33.8	34.5	38.3	26
	Degrees Awarded	9	8	11	6	10	14	10
	Degrees as Proportion of FTE	55.0%	67.8%	46.8%	17.8%	29.0%	36.5%	42.2%

Figure 3

Figure 4



## Transfer

### Definitions

- **Short Cohort:** includes all students whose first semester at CCP was between 2016 and 2021, who have left the College for any reason. This is the cohort of students represented in Academic Program Reviews
- **Long Cohort:** includes all students whose first semester was any time since Spring 2013, who have left the College for any reason. This includes all students documented in the CCP Transfer Dashboard<sup>1</sup>.
- **Transferred:** the number (N) and percentage (%) of students from the initial cohort who left the College in order to transfer to another institution of higher learning, as reported by the National Student Clearinghouse. According to the NSC, if a student has enrolled at any institution other than CCP after first enrolling at the College, they are considered as having transferred.
- **Graduated:** the number (N) and percentage (%) of those students who left the College in order to transfer to another institution, who went on to graduate from that institution, as reported by the National Student Clearinghouse. According to the NSC, if a student has earned any degree from any institution other than CCP after attending CCP for the first time, they are considered as having graduated from a transfer institution.
- **College:** any student at CCP.
- **ARCH:** students whose last declared major at CCP was the Architecture A.A. program.
- **ID:** students whose last declared major at CCP was the Interior Design A.A. program.
- **Enrolled:** any student at the College/in the program who left at any point after enrolling.
- **Grads:** only those students who completed a degree program at CCP before going on to their next institution.

### Architecture A.A.

		Short Cohort				Long Cohort			
		Transferred		Graduated		Transferred		Graduated	
		N	%	N	%	N	%	N	%
College	Enrolled	17727	40.7%	6883	37.5%	33107	39.2%	14561	42.8%
	Grads	3001	58.3%	892	29.5%	5950	61.2%	2654	44.4%
ARCH	Enrolled	54	31.6%	8	14.8%	88	26.9%	22	25.0%
	Grads	18	56.3%	5	27.8%	32	56.1%	15	46.9%

### Interior Design A.A.

		Short Cohort				Long Cohort			
		Transferred		Graduated		Transferred		Graduated	
		N	%	N	%	N	%	N	%
College	Enrolled	17727	40.7%	6883	37.5%	33107	39.2%	14561	42.8%
	Grads	3001	58.3%	892	29.5%	5950	61.2%	2654	44.4%
ID	Enrolled	26	35.6%	8	30.8%	40	24.4%	14	35.0%
	Grads	8	47.1%	2	25.0%	15	45.5%	7	46.7%

<sup>1</sup> <https://public.tableau.com/app/profile/communitycollegeofphiladelphia/viz/CCPTransferDashboard/FINALSTORY>