

Student Outcomes Committee of the Board (Hybrid), February 1st, 2024 at 12:30 PM, Room L1-13

(1) Public Session

(a) Introductions (I)

(b) Approval of the Minutes of January 4, 2024 (A)

Jan 4 2024 SOC Meeting Minutes.pdf

(c) Divisional Plan Update (I)

Guest: Dr. Vance Gray, Associate Provost of Academic Affairs and Workforce Development

(d) Accounting Associate of Applied Science Academic Program Review (A)

Guests: Dr. Amy Birge-Caracappa, Director of Assessment / Elizabeth Gordon, Assessment and Evaluation Coordinator / Arielle Norment, Dean of Business and Technology / Ruqayyah T. Archie, Department Chair for Business Administration, Assistant Professor of Accounting

Accounting APR 23-24 Executive Summary for SOC 1-25-2024 (1).pdf

(e) New Business

**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

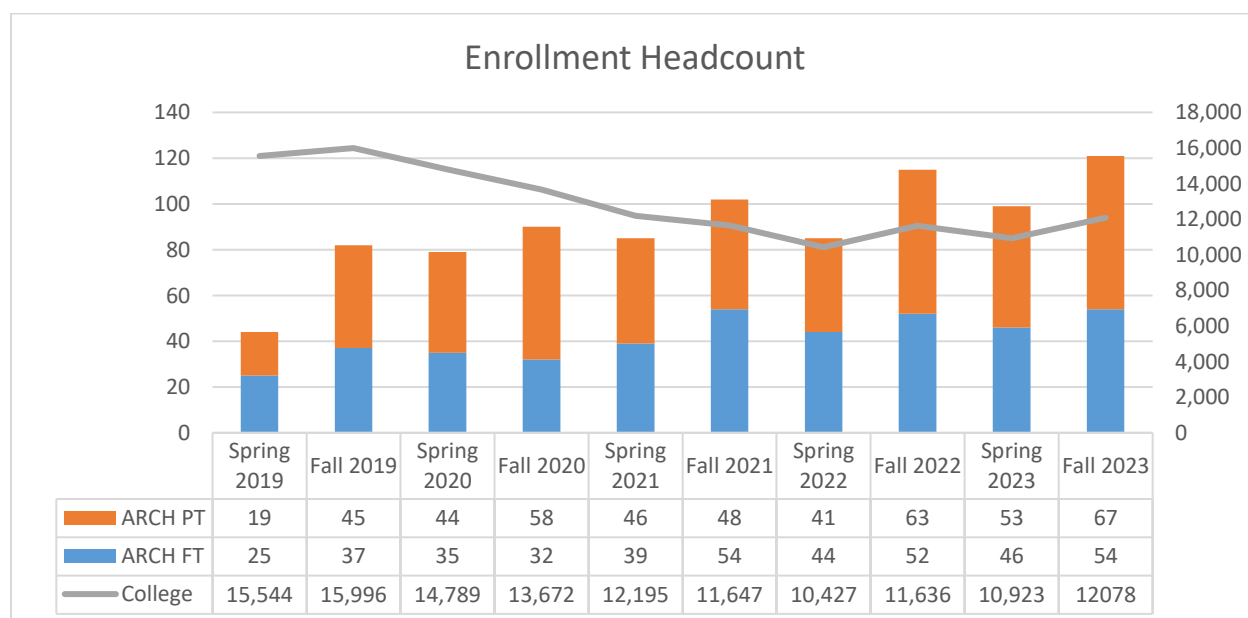
A. Program Context

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

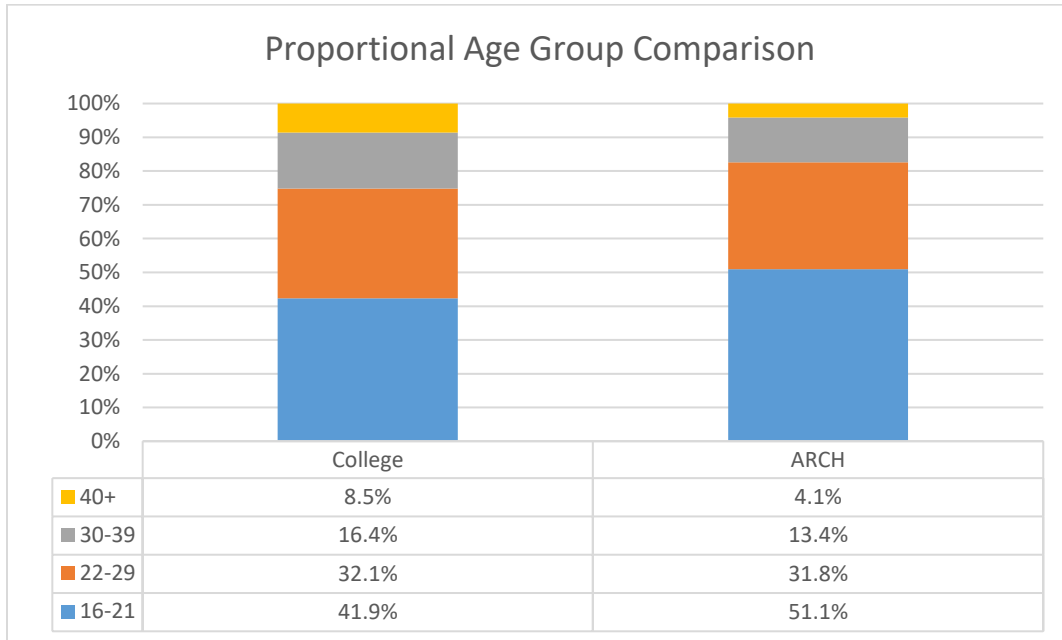
1. Over the period studied, Architecture program enrollment increased by 168.9% from 45 students in Spring 2019 to 121 students by Fall 2023.
2. On average, the Architecture program enrolled a higher proportion of full-time students (46.7%) than the College overall (30.4%).



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%).

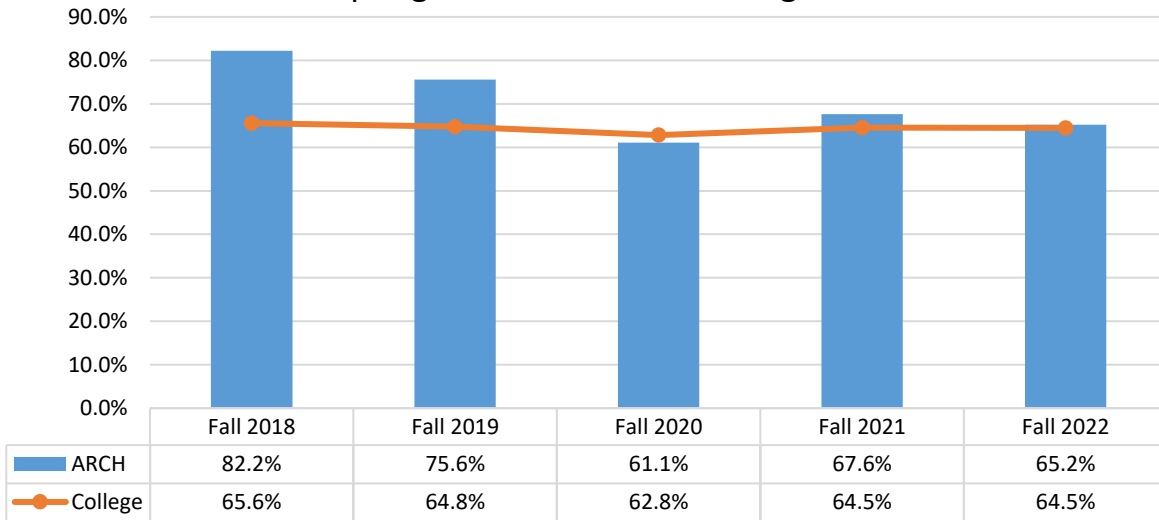
4. On average, the program enrolled a smaller proportion of students identifying as female (45.7%) than did the College overall (66.5%).
5. The ARCH program enrolled a larger proportion of students ages 16-21 (51.1%) than did the College overall (41.9%).



Retention

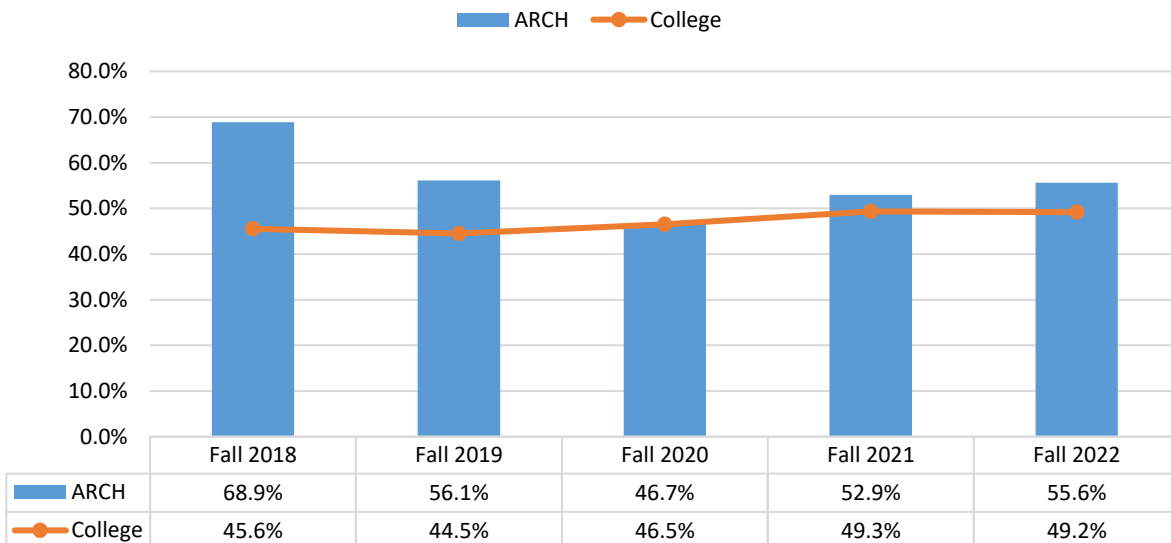
6. **Fall to Spring:** The program averaged a higher proportion of students who re-enrolled to the same program for the Spring semester following a given Fall semester (64.8%) than did the College overall (61.1%).

Fall to Spring: Returned to Same Program + Graduated



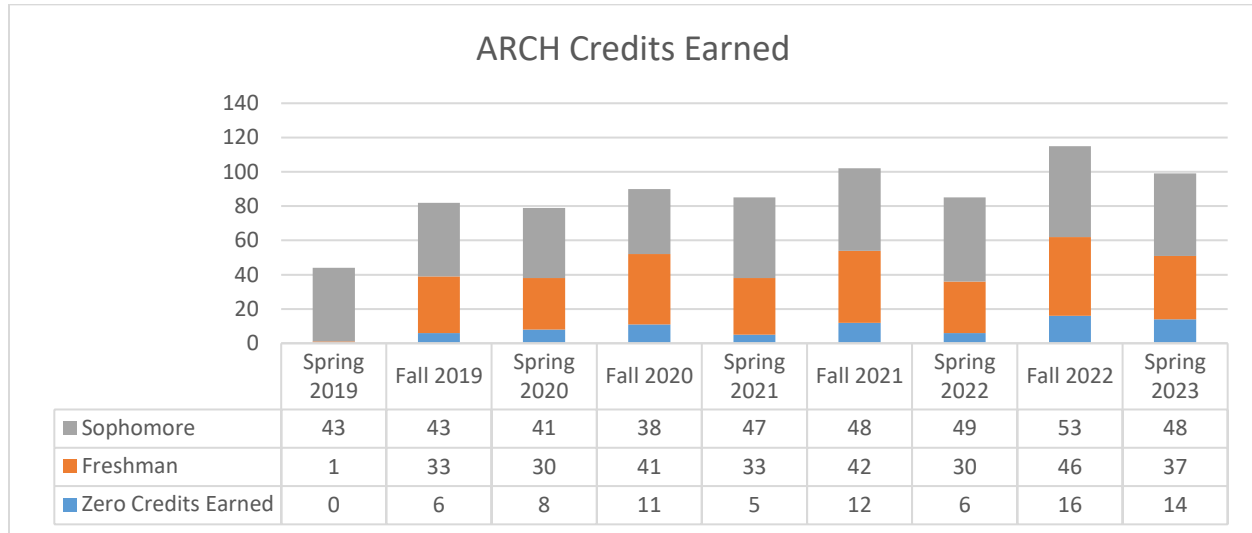
7. **Fall to Fall:** Over the period studied, the proportions of Architecture students who were retained from the indicated year to the next decreased from 47.8% in Fall 2018 to a low of 34.9% in Fall 2019, then rose back to 47.8% in Fall 2021.
8. The proportions of students falling into the combined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

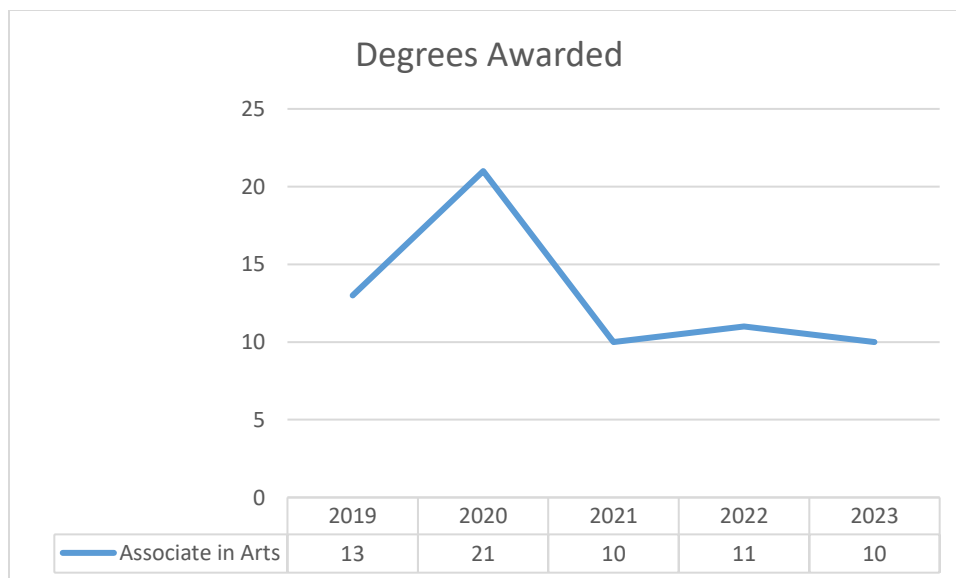


Success and Graduation

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%

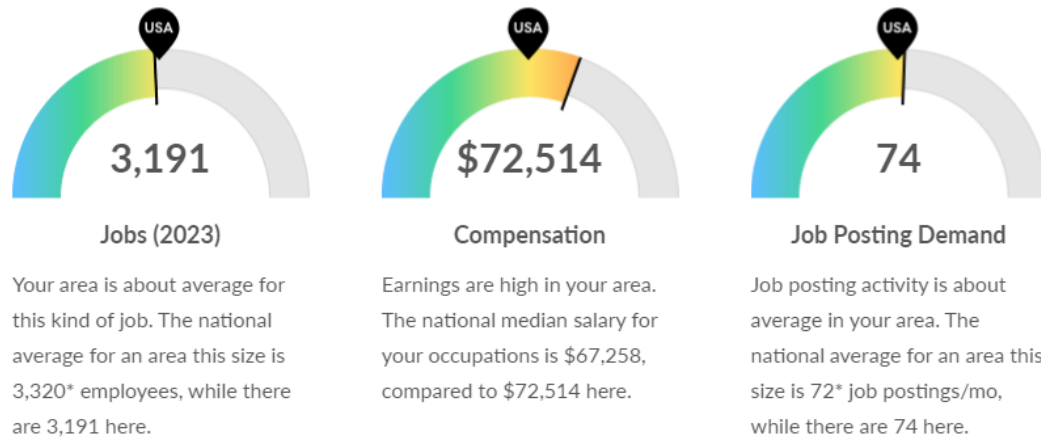
17. Program faculty work closely with their university counterparts to prepare students for success in the university setting.
18. Architecture faculty have designed a curriculum that reflects the rigor of university work while addressing issues that might explain why students did not choose to enroll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

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.

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

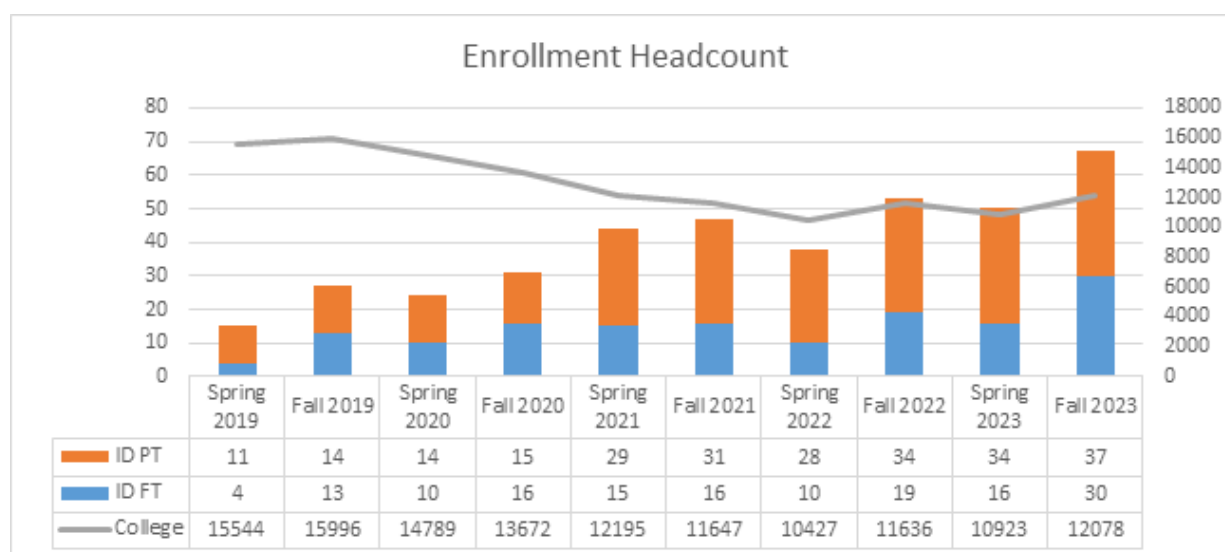
A. Program Context

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%).

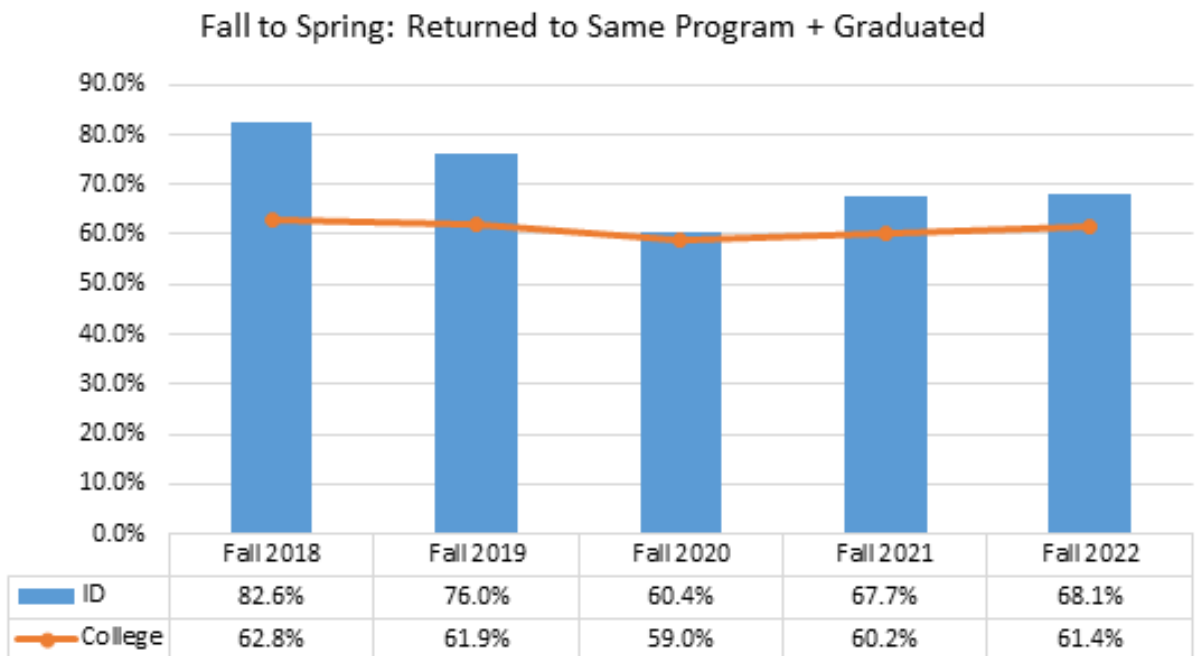


3. During the period studied, the program enrolled a lower proportion of students identifying as students of color (63.3%) than did the College overall (77.6%), and a higher proportion of students identifying as White females (33.1%) than the College's overall average of the same group (14.3%).

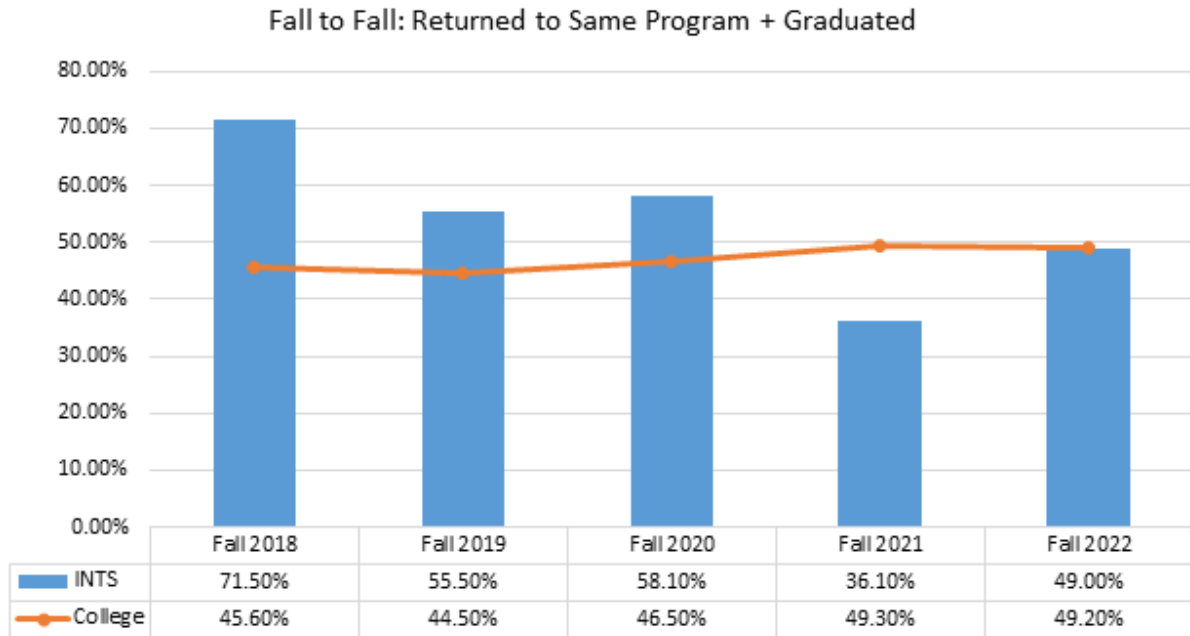
4. On average, the program enrolled a much higher proportion of students identifying as female (90.4%) than did the College overall (66.5%).
5. The ID program enrolled a larger proportion of students ages 16-21 (51.1%) than did the College overall (41.9%).

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%).

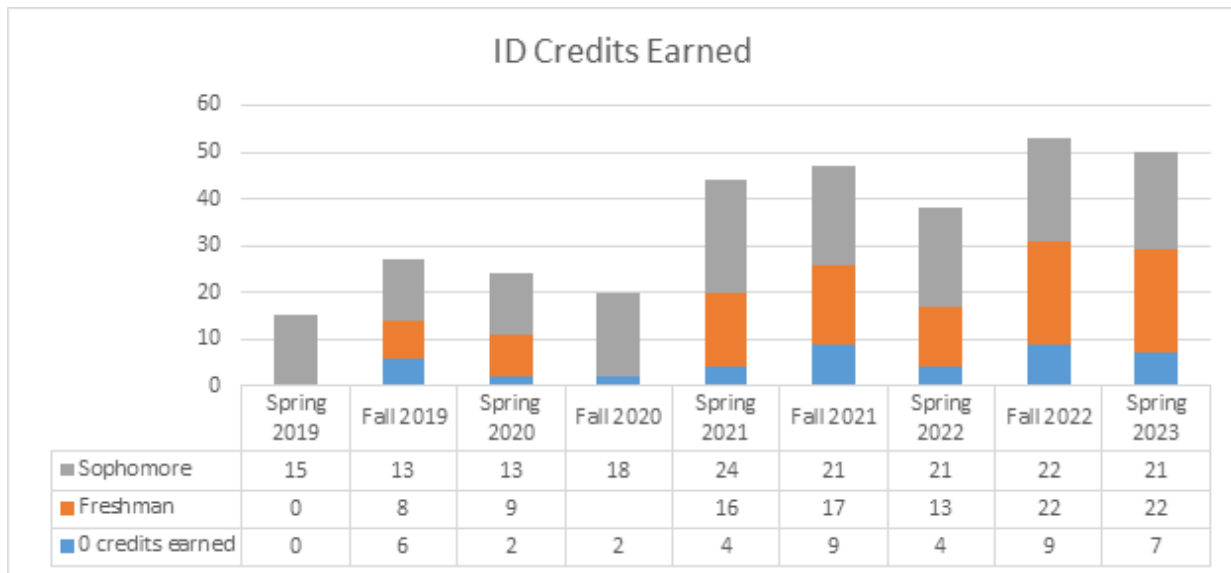


7. **Fall to Fall:** Over the period studied, the proportions of Interior Design students who were retained from the indicated year to the next increased from 28.6% in Fall 2018 to a high of 48.4% in Fall 2020, then fell to 41.5% by Fall 2022.
8. The proportion of ID students who graduated between the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

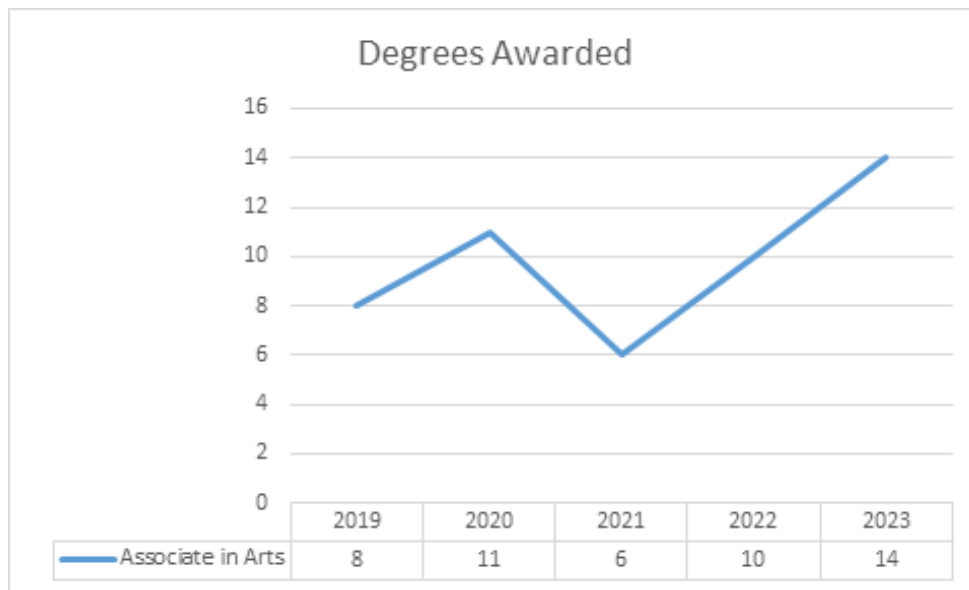


Success and Graduation

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%

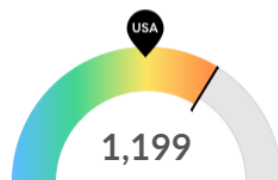
17. Program faculty work closely with their university counterparts to prepare students for success in the university setting.
18. Interior Design faculty have designed a curriculum that reflects the rigor of university work while addressing issues that might explain why students did not choose to enroll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

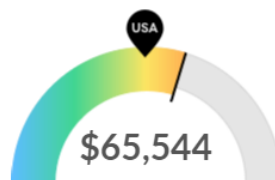
Workforce Development

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



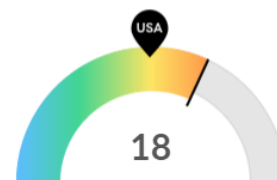
Jobs (2023)

Your area is a hotspot for this kind of job. The national average for an area this size is 737* employees, while there are 1,199 here.



Compensation

Earnings are about average in your area. The national median salary for Interior Designers is \$61,589, compared to \$65,544 here.



Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 12* job postings/mo, while there are 18 here.

*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.

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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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D. Action Items

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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.

Supplemental Data for Student Outcomes Committee

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

Graduation

Definitions

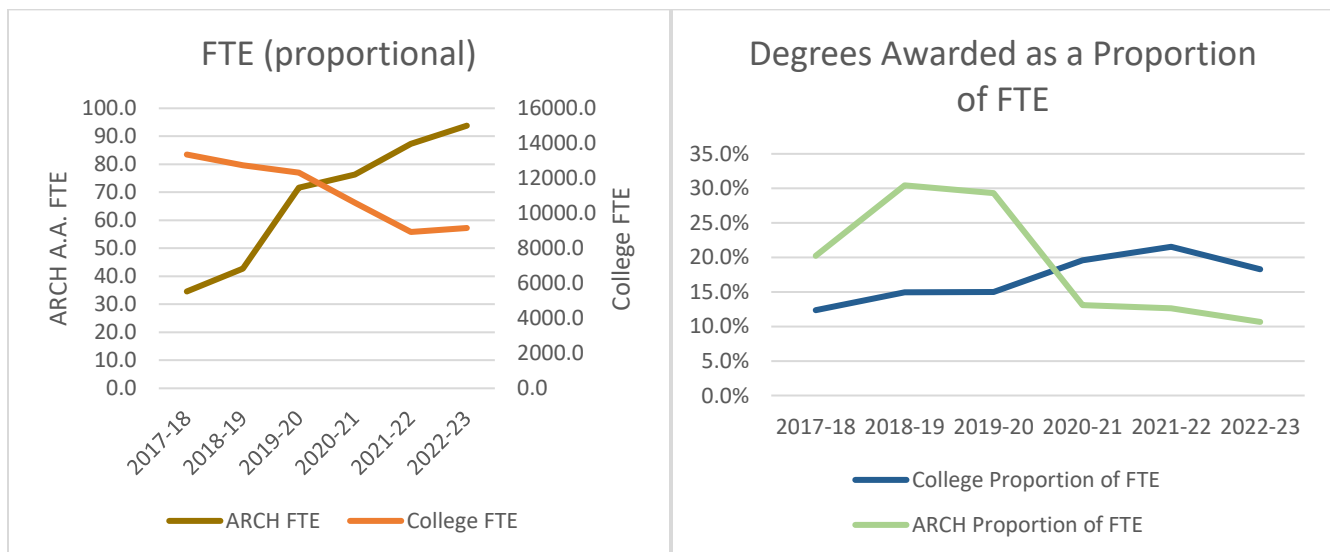
- **Headcount:** unduplicated count of the number of students enrolled during a period of time
- **FTE:** Full-time equivalent; calculated as the total number of credit hours attempted during a semester, divided by 12 (the minimum number of credits attempted during a semester for a student to be considered 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

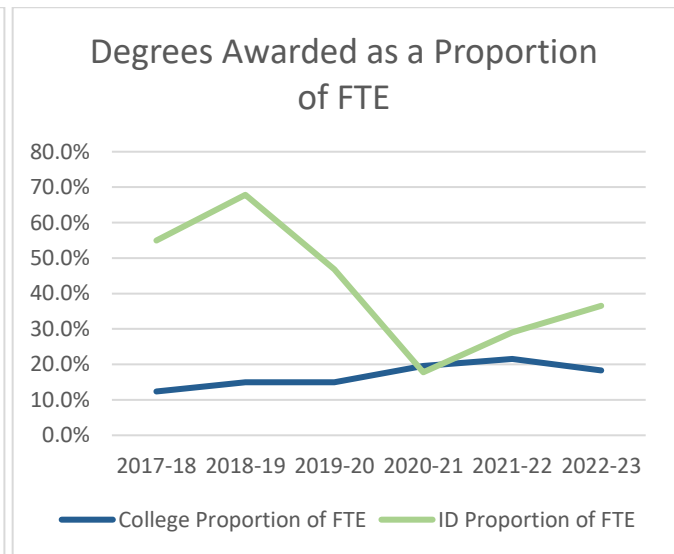
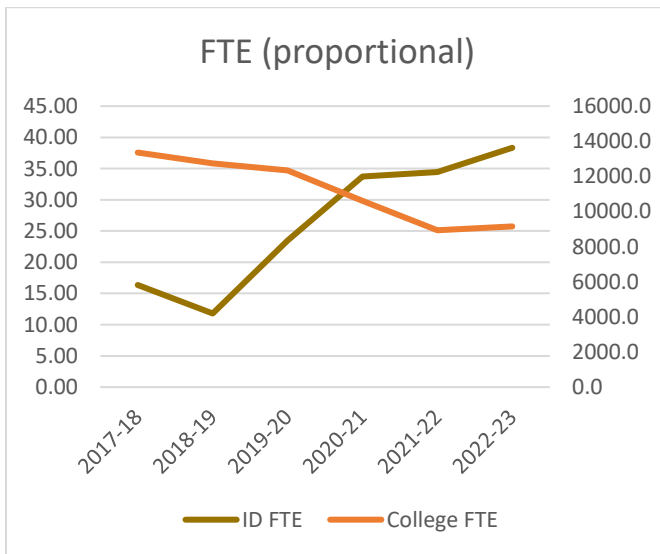


Interior Design A.A.

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 Dashboard¹.
- **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%

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

Community College *of* Philadelphia

Academic Program Review: Accounting A.A.S.

Authors: Ruqayyah Archie, Dawn Sinnott, Elizabeth Gordon, Amy Birge-Caracappa

Spring 2024

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1. Executive Summary

A. Program Context

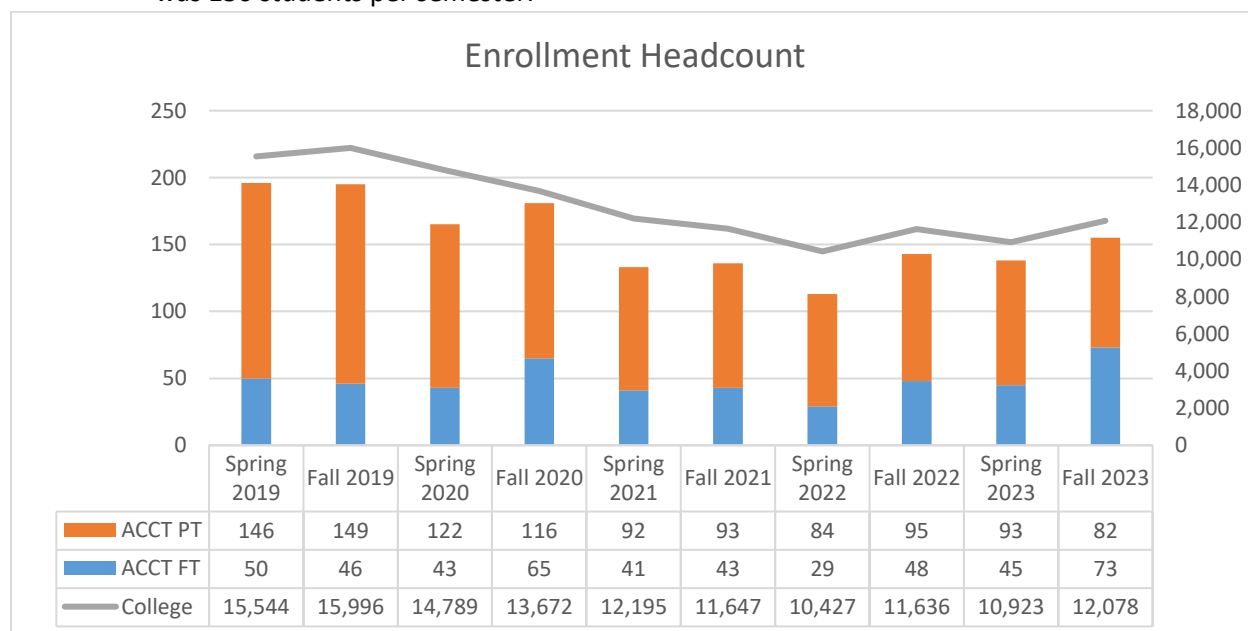
Since the previous audit, the Accounting program has seen growth in enrollment following a dip during the COVID-19 pandemic. In Spring 2021, the program revised its entry requirements and aligned general education courses in the program sequence. Core courses ACCT 101 and ACCT 102 were also updated so that the content better reflects the concepts and skills that are used commercially and required to pass the Certified Public Accountant (CPA) exam. The Accounting program serves students in a number of ways outside of the classroom, including a partnership with Campaign for Working Families (CWF) to provide opportunities for students to earn their IRS Advanced Tax Preparer certification and become Tax Associate Interns, supporting struggling students by offering them assistance on the course content, referring them to the Learning Lab and other College resources that help alleviate personal issues and allow students to focus on their studies. Accounting students have obtained positions at various accounting firms, including Baker Tilly, PricewaterhouseCoopers, Deloitte, and Kreischer Miller. Students have also found employment within the accounting departments of companies such as Comcast, Philadelphia Gas Works, Aramark, and Exelon. Several students have reported starting off in entry-level positions and moving up to higher ranking positions within a year or two.

B. Key Findings

Enrollment and Demographics

Enrollment

1. The average enrollment in the Accounting AAS program between Spring 2019 and Fall 2023 was 156 students per semester.



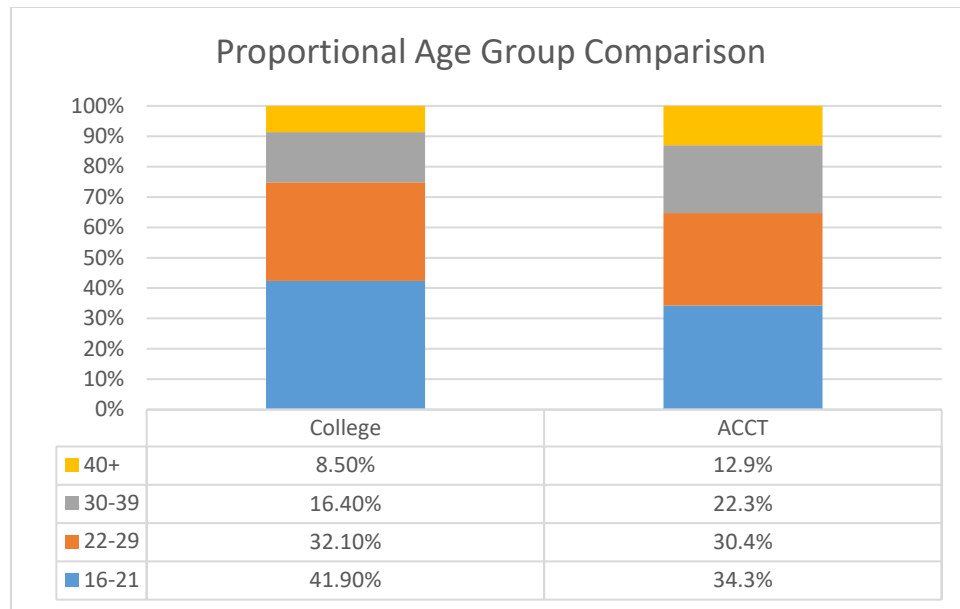
2. On average, the Accounting program (ACCT) enrolled a comparable proportion of full-time students (31.2%) to that of the College overall (30.4%).

Demographics

3. Over the period studied, the Accounting program enrolled a smaller average proportion of students identifying as Black females (17.9%) than the College's overall (30.4%).
4. The program enrolled a larger average proportion of students identifying as Asian females (14.7%) than the College's overall (5.9%).

ACCT		Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Amer Indian or Alaskan Native	Female	0.5%	0.5%	0.0%	0.0%	0.0%	0.7%	0.9%	0.0%	0.0%	0.0%	0.3%
	Male	0.0%	0.0%	0.0%	0.6%	0.8%	0.7%	0.9%	0.7%	0.7%	0.6%	0.5%
Asian	Female	13.3%	13.8%	14.5%	13.8%	15.8%	16.2%	19.5%	14.7%	15.9%	9.7%	14.7%
	Male	7.7%	5.1%	5.5%	5.0%	6.0%	8.1%	9.7%	8.4%	8.0%	10.3%	7.4%
Black	Female	17.9%	16.4%	18.2%	17.7%	16.5%	19.9%	15.0%	17.5%	18.1%	21.9%	17.9%
	Male	10.7%	17.4%	10.3%	10.5%	9.0%	12.5%	10.6%	13.3%	20.3%	13.5%	12.8%
	Unknown	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.1%
Hispanic	Female	11.7%	7.7%	10.3%	10.5%	9.8%	7.4%	6.2%	11.9%	10.1%	12.9%	9.8%
	Male	5.6%	7.2%	4.8%	5.0%	4.5%	3.7%	3.5%	5.6%	4.3%	9.0%	5.3%
Multi-Racial	Female	0.0%	0.5%	0.6%	1.1%	1.5%	1.5%	2.7%	1.4%	0.7%	0.0%	1.0%
	Male	1.0%	2.1%	1.8%	1.1%	0.8%	1.5%	0.9%	1.4%	1.4%	0.6%	1.3%
Other/Unknown	Female	0.5%	0.5%	2.4%	3.9%	3.0%	0.7%	0.0%	0.7%	1.4%	3.2%	1.6%
	Male	3.1%	2.1%	1.8%	2.2%	0.8%	0.7%	0.9%	0.7%	1.4%	0.0%	1.4%
	Unknown	0.5%	0.0%	0.0%	0.0%	0.8%	0.7%	0.9%	0.0%	0.0%	0.0%	0.3%
Pacific Islander	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.1%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.1%
White	Female	15.3%	13.8%	17.6%	17.7%	18.8%	16.2%	19.5%	15.4%	7.2%	7.1%	14.9%
	Male	12.2%	12.3%	12.1%	11.0%	12.0%	9.6%	8.0%	7.0%	9.4%	9.0%	10.3%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.7%	0.7%	0.6%	0.3%

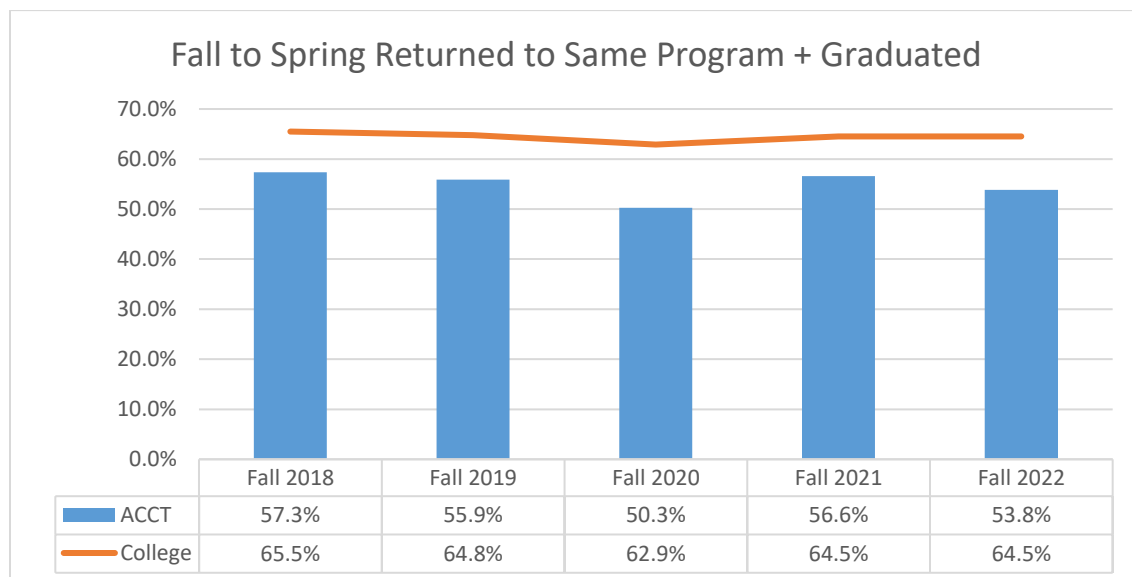
5. The program enrolled a larger proportion of students between 22 and 39 years of age (52.7%) than the overall College average (48.5%).



Retention

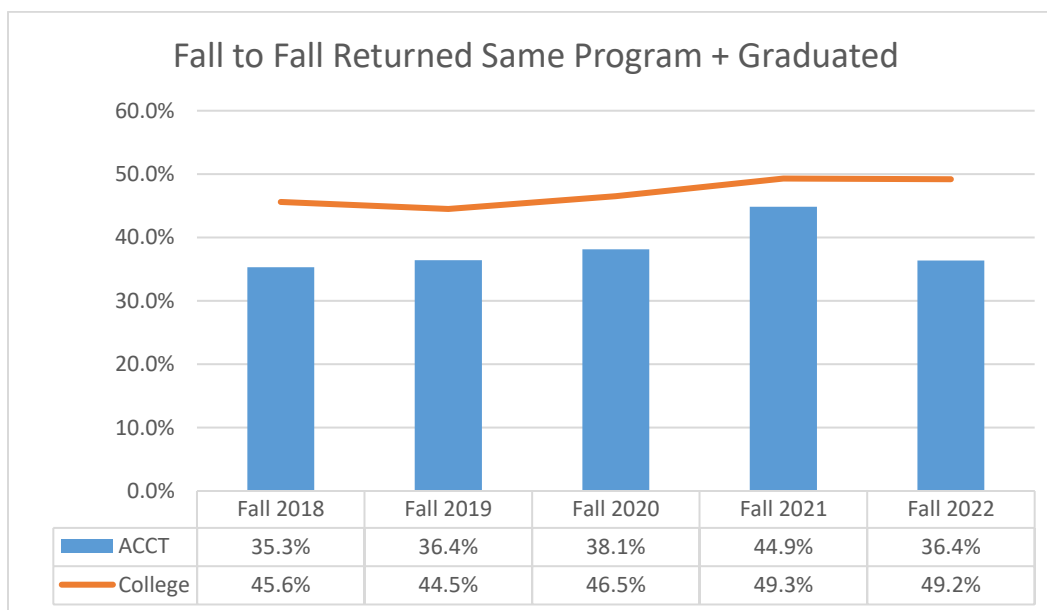
Fall to Spring

6. Over the period studied, the proportion of Accounting students who returned to the same program from one semester to the next (52.6%) was lower than that of the College overall (61.1%).
7. The Program's average proportion of students who returned to a different program from one semester to the next (13.7%) was higher than that of the College overall (3.9%).



Fall to Fall

8. Between Fall 2018 and Fall 2022, the proportion of Accounting students who returned to the same program from one year to the next (30.1%) was lower than that of the College overall (35.1%).
9. The Program's average proportion of students who returned to a different program from one year to the next (16.8%) was higher than that of the College overall (6.7%).

**Success and Graduation**

10. Over the period studied, the Accounting program awarded a total of 75 A.A.S. degrees.

Transfer

11. The transfer data studied include students whose first semester at CCP was between 2015-2021 and whose last CCP major was Accounting.
12. Over the period studied, 33.3% of program graduates transferred to another institution.
13. Of the 116 students who transferred, 50% left before earning 12 credits.

Advisory Committee

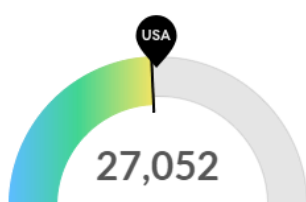
14. The program has developed a strong advisory committee that works with faculty to identify the industry changes and how they impact the curriculum. The advisory committee is made up of various industry professionals, including accounting faculty from some of the college's transfer partners. The committee has discussed best practices for preparing students to take the CPA exam and to gain skills related to data analytics. The courses and curriculum within the program are updated based on the recommendations of the faculty and the advisory committee.

Assessment

15. Assessments are current and include a detailed assessment plan documenting assessment practices for each core accounting course supporting program PLOs. The plan indicates that assessment data includes direct assessment, from multiple measures, to be collected each semester, and will be reviewed by faculty. Each year's assessment summary includes an action plan for improvement and evidence of improvement indicating strong faculty support and participation.

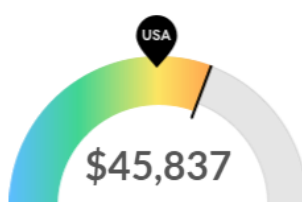
Workforce Development

Average Job Posting Demand Over an Average Supply of Regional Jobs



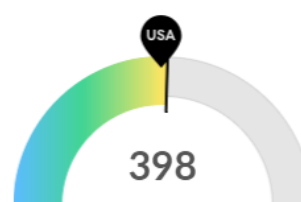
Jobs (2023)

Your area is about average for this kind of job. The national average for an area this size is 28,200* employees, while there are 27,052 here.



Compensation

Earnings are high in your area. The national median salary for your occupations is \$43,338, compared to \$45,837 here.



Job Posting Demand

Job posting activity is about average in your area. The national average for an area this size is 386* job postings/mo, while there are 398 here.

*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.

Professions included in Workforce Development query:

- Bookkeeping, Accounting, and Auditing Clerks (43-3031)
- Payroll and Timekeeping Clerks (43-3051)
- Billing and Posting Clerks (43-3021)
- Tellers (43-3071)

Cost

16. The Accounting program now offers students first-day, which gives students access to course materials at the start of the course. The cost of the textbook is now included in tuition, eliminating the need for students to purchase the course materials.

B. Response to Prior APR (2019)

Enrollment and Demographics

1. Explore the reasons peer Accounting AAS program completions are growing. Assess and apply appropriate tactics.

Program Response: Peer Accounting AAS programs exist at Bucks, Delaware, and Montgomery County Community Colleges. In recent years, the COVID-19 pandemic had an impact on graduation, enrollment, and retention numbers in higher education institutions across the globe. With the onset of the pandemic in March of 2020, the number of graduates from Bucks, Delaware, and Montgomery County Community Colleges increased, while the number of graduates from CCP decreased. All peer programs maintained fairly the same number of graduates in 2021, with the exception of Bucks County Community College, experiencing a 57% decrease in the number of graduates. Analysis of peer Accounting AAS programs, Delaware and Montgomery County Community Colleges shows that these programs do not include higher-level accounting courses in their curriculum such as Auditing, Intermediate Accounting, Nonprofit Accounting, and Advanced Accounting. On the other hand, Bucks County and CCP offer these higher-level courses and eliminate courses such as Professional Bookkeeping and Payroll Accounting, making the programs more rigorous than their peers. The program will continue to monitor the number of graduates at peer institutions along with the courses that are offered in each program. Continuous discussions with faculty and advisory committee members will help the program to determine which courses are appropriate and necessary for students to enter the accounting workforce or transfer to a four-year institution.

Retention

2. Investigate reasons students depart from the Program within the first twelve credits. Apply appropriate remediation.

Program Response: The majority of students who departed from the College prior to earning twelve credits cited personal finances or other personal situations as the reason for their departure. Students have been referred to the College's Single Stop, where they provide resources such as food, health insurance, legal aid, childcare, and cash or other subsidies. These resources help students manage and overcome personal and financial barriers that might keep them from continuing their education. The program works to inform students about the services that Single Stop offers in BUSL 101, which is one of the first courses that students take within the Accounting major. Additionally, students are directed to the Financial Aid office if they are experiencing financial difficulties that are keeping them from paying tuition and continuing with their studies.

3. Survey faculty and staff in the Business, Entrepreneurship, and Law Pathway and across the College about their perceptions of students' goals and work and transfer options. Correct misconceptions if found.

Program Response: Accounting faculty perceive that 50% of Accounting majors transfer to a four-year program while the other 50% of accounting majors enter the workforce. This conclusion is based on feedback provided from students in the classroom and students that faculty have advised

throughout the program. Faculty have noted that they tailor their lessons to include workforce practices as well as textbook and technical skills that will allow students to be successful whether they transfer to a four-year program or enter the workforce. Real world scenarios are also presented to students to give them hands-on learning experiences that can be applied in the workforce.

The program will survey additional staff and faculty across the BEL Pathway and the College to determine their perceptions of students' goals and work and transfer options. Knowing the perceptions of staff and faculty will help to correct any misconceptions and in turn make changes to how we advise students and tailor curricula and course lessons to coincide with student's goals.

4. Survey students on their post-graduation transfer or work goals. Inform faculty per recommendation #3, above.

Program Response: Most Accounting majors plan to transfer to a four-year college or university to complete a bachelor's degree and subsequently take the Certified Public Accountant examination. While most students have the goal of transferring to another institution, a number of students seek employment in the accounting field upon graduation from the College. Students can obtain positions such as accounts payable clerk, staff accountant, accounting coordinator, and audit associate upon completion of their degree. Some students will enter the workforce as well as continue their education upon completion of their degree. These students note the need to gain employment as soon as possible to be able to afford to continue their education. An alumni survey shows that 31.6% of Accounting major graduates are not enrolled in another college or university and have no plans to continue their education. Another 31.6% are not enrolled in a college or university, but they plan to continue their education in the future.

5. Review the BUSL 101 curriculum to ensure that students are correctly being informed of their work and transfer options. Correct if necessary.

Program Response: BUSL 101 was updated in 2021 to add new activities that focus on academic and career professionalism, exploration of popular careers and employers in the Philadelphia region; business literacy; and leadership (of both self and others). The course provides career and transfer planning, and provides students with an understanding of business careers, including accounting. Students learn about their work and transfer options through assignments in the course along with visits from the college's Career Connections, Counselors, and Advisors. Academic Success assignments help students to improve their chances of achieving academic/career success and to minimize the possibility of making poor choices, such as taking unnecessary courses, progressing through college without a career goal, or leaving school due to difficult external circumstances. Students will also complete Business Career Exploration assignments where they use Career Connections and online resources about popular business careers by exploring early-career or entry-level positions offered by local firms. BUSL 101 appropriately informs students of their work and transfer options in the Accounting field.

6. Implement an education campaign to all internal stakeholders to ensure students are being correctly informed of their work and transfer options.

Program Response: Since the 2019 program review, the program has met with the College's Admissions Department, Advising, Counseling, and Transfer offices to discuss the transfer options that are available to Accounting majors. Currently, there are opportunities to transfer the AAS in

Accounting degree to accounting bachelor programs at Rosemont College, Peirce College, Lincoln University, Eastern University, Wilmington University, Chestnut Hill College, and LaSalle University. Students may also transfer to institutions such as Rutgers University, Wilmington University, Alvernia University, or Cheyney University. The AAS in Accounting would transfer to other broader programs, including Business Administration, Finance, Management, or Liberal Studies. A large majority of the College's graduates transfer to Temple University, however, our AAS in Accounting degree does not provide a direct transfer, causing students to lose credits. In this case, students should choose Business—General or Business—Accelerated as their major to ensure that they receive credit for all of their coursework. We have worked along with internal stakeholders to ensure that students are aware of their options as early as possible in order to make appropriate decisions regarding their major course of study. There has been a continuous effort to streamline the process of informing students of their options, including discussions in BUSL 101 and in the initial admissions process.

The department has worked with Career Connections and faculty to make students aware of internship and workforce opportunities. Representatives from Career Connections have been invited into classrooms to discuss the opportunities that are available to students and encourage the use of Handshake, an online recruiting platform. Students have found these presentations to be helpful because many of them were not familiar with the resources that Career Connections offers, and they have been able to ask questions to help them along the way. When internship or job postings become available, faculty are encouraged to post in their course announcements in Canvas and the Pride Portal, making students aware of the opportunities that are available.

This requires an ongoing effort as transfer agreements change and the workforce continues to grow, change, and develop. The department will continue to meet with internal stakeholders to ensure that students receive the appropriate and necessary guidance related to workforce and transfer options.

7. Utilize information gathered from students and faculty to create and implement a plan to meet the three- and five-year retention goals set by the Division and Program.

	3 Year		5 Year	
Headcount	310	60**	350	100***
	# increase/ decrease*	% increase/ decrease	# increase/ decrease	% increase/ decrease
Returned to Same Program	132	42.45%	175	50%
Returned to Different Program	60	19.42%	35	10%
Graduated	29	9.45%	70	20%
Did Not Persist	89	28.68%	70	20%

*Increase in Returned to Same and Graduated. Decrease Returned to Different and Did Not Persist.

Notes: The former Dean of Business and Technology arrived at the numbers above using an undocumented process. The Office of Assessment and Evaluation adds the following to provide clarity to this recommendation from the prior APR:

** A headcount of 310 represented an overall increase of 60 students for the 3-year goal based on the baseline of 250 students at the time of this table's generation.

*** A headcount of 350 represented an overall increase of 100 students for the 5-year goal based on the baseline of 250 students at the time of this table's generation.

Program Response: The program has developed a plan for meeting retention goals and recruiting new students. The COVID-19 pandemic had an impact on enrollment and retention numbers for colleges and universities across the globe. Many students opted out of taking online courses with the idea of returning to campus when it was safe to do so. Unfortunately, a few weeks turned into well over a year, decreasing retention numbers. As we started to move away from the height of the pandemic, steps were taken to improve retention as well as increase enrollment numbers; however, it is expected that it will take some time to increase enrollment, given the impact of the pandemic. Faculty will revise and guide students each semester to determine what courses they have remaining and assist them with selecting courses and registering for classes if necessary. The program has offered more on-campus sections of ACCT 101 and ACCT 102, which are the core Accounting courses that serve as prerequisites for more advanced courses. Students have been surveyed to determine what their preferences are in terms of course modality and days and times for face-to-face courses. Faculty will post announcements in the Canvas courses to remind students to register and provide them with the dates that registration becomes available each semester.

The division holds orientation events as well as open house events for prospective and new students. These events allow students to become familiar with the various resources that the College offers and provide them with information on who to contact for certain issues that they might encounter. Students are also provided with information on the various majors that the division offers and gives them an opportunity to ask any questions they may have on the program of their choice. Faculty and the department head will continue to correspond with high school CTE programs to inform them of the programs that we offer and recruit high school students to the College. Additionally, the program will seek college fairs and other community events to increase awareness of the Accounting program at the College.

8. Ensure all instructors are using Starfish early warning system. Conduct or request professional development if not.

Program Response: While there are faculty members who use Starfish to communicate with students who are performing well and those in need of intervention, not all faculty are regularly utilizing Starfish. Roughly 57% of both full-time and part-time accounting faculty have used or are currently using Starfish to keep students abreast of their progress throughout their Accounting courses. Faculty have noted that they often don't receive responses from students, which is the primary reason why some faculty have stopped using the tool. Faculty have been provided with the Starfish guide as well as the schedule for providing feedback during the Fall 2023 pilot. Faculty have also been provided with the training schedules for first-time Starfish users and refresher training for anyone who has used Starfish in the past. The department recognizes that Starfish is an effective tool for providing feedback to students and will continue to encourage faculty to utilize this resource as a means to track and communicate student progress.

Workforce Development

9. Survey alumni regarding career placement.

Program Response: An alumni survey was conducted for students who graduated 2018-2022. This study revealed that 35.3% of accounting majors are employed in a job that is related to their major. Alumni obtained positions in organizations such as PricewaterhouseCoopers, the Philadelphia Orchestra, and CultureWorks of Greater Philadelphia, with job titles including accounts payable clerk, accounting coordinator, staff accountant, and audit associate. Of the alumni surveyed, 36.4% felt that their education at Community College of Philadelphia prepared them for their present employment. A large majority of students are working in full-time positions, and 60% of Accounting alumni reported that they did not have a change in employment status since graduating from the College.

The department will continue to conduct alumni surveys to keep up-to-date information on career placement for alumni. This will help to appropriately direct current students and create partnerships with employers throughout the Philadelphia area. We will continue to work with Career Connections to place students in internships while they are completing their studies and assist them with finding employment upon graduation. The department will also make efforts to discuss job requirements with local employers and members of the advisory board to ensure that students are learning the necessary knowledge and skills to join the accounting workforce & successfully pass the CPA exam.

Assessment

10. Analyze the assessment for Accounting 101 in light of the fact that students in that course meet the benchmark for the assessment but a large number of students fail or withdraw from the course. If appropriate, make changes based on the analysis.

Program Response: Accounting 101 was revised in 2022 to better reflect the concepts and skills that are being taught and assessed in the classroom. With this revision, the course description and course learning objectives have been updated to meet current accounting practices and ensure that students are developing the skills and knowledge that will allow them to be successful in their advanced accounting courses and the accounting workforce. Along with the course revision, faculty updated the assessment problems that are used to evaluate student performance in ACCT 101. For many students, ACCT 101 is their first accounting course, and the concepts can be overwhelming, often causing students to fail or withdraw from the course. Additionally, students have withdrawn from the course due to issues obtaining the textbook. The department updated the textbook in Fall 2021 and now offers first-day, giving students access to course materials at the start of the course. The cost of the textbook is now included in tuition, eliminating the need for students to purchase the course materials.

In Fall 2018 prior to these changes only 63% of students who completed ACCT 101 were successful earning a grade of C or better. However, as of Fall 2022, following these changes, 70% of students who completed ACCT 101 successfully passed with a grade of C or better. We also have a designated accounting tutor available to support students in the Learning Lab.

The department will continue to analyze the assessment for ACCT 101 to determine if there are still issues with students failing and withdrawing from the course since implementing the course revision, textbook update, first day, and updated assessment problems. This information will help faculty to determine what teaching methods can be implemented into the face-to-face and online

classroom to decrease the number of unsuccessful students, determining the necessary updates to the curriculum, and the selection of assessment problems.

C. 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*	N	% increase	N	% increase
195	155	Low range	163	5.2%	180	10.4%	197	9.4%
		High range	204	31.6%	252	23.5%	300	19.0%

*Increase from Fall 2023 headcount

** "Low range" projections reflect expected growth given few to no successful enrollment interventions; "High range" projections reflect expected growth if planned interventions are successful.

Person responsible: Admissions and Enrollment Management in collaboration with Dean and Department Head

Timeline: Fall 2025 through Fall 2029

Program Growth

2. Given that all courses do not run each semester, develop a schedule of courses that will give students additional opportunity to plan their degree path.

Person responsible: Department Head, Department Coordinator with College support

Timeline: Spring 2024 through Spring 2025

3. In response to key changes in the industry, increase data analytics content in higher-level Accounting courses.

Person responsible: Department Head, Curriculum Development, Department Coordinator with College support

Timeline: Spring 2024 through Spring 2025

Student Success

4. Work with the Learning Lab to increase the number of accounting tutors

Person responsible: Department Head, Learning Lab, Department Coordinator with College support

Timeline: Spring 2024 through Spring 2025

Assessment

5. Update program learning outcome language in the first two PLOs. Since 2015, the College has been eliminating “demonstrate an understanding” in course and program learning outcome language. Consider alternatives such as “Prepare financial statements according to Generally Accepted Accounting Principles (GAAP), prepare journal entries, and complete the accounting cycle using computerized general ledger software” and “Apply managerial and cost accounting concepts in . . .”.

Person responsible: Department Head, Department Coordinator, Dean, Curriculum Development

Timeline: Spring 2024 through Spring 2025

6. Track the progress of ACCT 201, ACCT 202, and ACCT 203 with the new textbooks to determine if the courses require further updating.

Person responsible: Department Head, Department Coordinator, and DCAFs

Timeline: Spring 2024 through Fall 2025

Workforce Development

7. Reestablish ties with the National Association of Black Accountants to get students engaged within the accounting community.

Person responsible: Department Head, Department Coordinator with College support including Student Life/Development

Timeline: Spring 2024 through Fall 2025

D. Narrative

The Accounting program prepares students to enter the workforce or transfer to a four-year institution upon completion. The program provides students with training in accounting theory and generally accepted accounting principles (GAAP) that allow them to manage a company's financial information as well as make financial decisions based on the financial data. Students graduating with an AAS in Accounting will possess knowledge and skills related to financial accounting, managerial accounting, tax accounting, cost accounting, auditing, and non-profit accounting. These skills will allow them to enter the workforce upon graduation and thrive in various business settings. For students who desire to continue their education, there are a number of colleges and universities that will accept most and in some instances all of their academic credits when transferring to a four-year institution.

The Accounting program partners with Campaign for Working Families (CWF) to provide opportunities for students to become Tax Associate Interns. Students who work with CWF go through an intensive bootcamp, become IRS certified, and on average volunteer/intern over 100 hours from the months of January through April each year. Students help prepare low-income families' taxes for free and gain applicable skills to the accounting field. This is an opportunity for students to start a career in accounting while they are enrolled in the accounting program. Students who are enrolled in the Accounting program have the opportunity to join the National Association of Black Accountants (NABA) and obtain internships with the Campaign for Working Families (CWF). The program will continue their partnerships with CWF as well as explore other accounting organizations in the area that can be beneficial for students.

The faculty consists of three full-time faculty and five part-time faculty. All faculty have extensive industry experience, including accounting management, owning and operating accounting firms, and serving as director of taxation. In addition, a number of faculty hold Certified Public Accountant designations as well as various other designations such as Certified Management Accountant and Certified Fraud Examiner. Faculty within the department often keep in contact with students who have graduated and either immediately entered the workforce or went on to attend a four-year college or university. Students have obtained positions at various accounting firms, including Baker Tilly, PricewaterhouseCoopers, Deloitte, and Kreischer Miller. Not only have students reported working for accounting firms, but they have also found employment within the accounting departments of companies such as Comcast, Philadelphia Gas Works, Aramark, and Exelon. A number of students have reported starting off in entry-level positions and moving up to higher ranking positions within a year or two.

The program tracks student progress through course grades and assessment results that determine whether or not students are meeting the learning outcomes in each course. Faculty develop assessment problems and/or exercises that are assigned in each course to determine if students are successfully achieving the course learning outcomes. Assessment data is then used to create an action plan for making changes to instruction, adopting additional course materials, or making changes to textbooks and other resources. Student learning is assessed each semester for each course section taught. Once assessment data is compiled, the department meets to

review the assessment results and propose changes that can be made to improve student success, as evidenced by meeting the benchmarks for each of the course learning objectives. The department will identify the parties that are responsible for making the necessary changes, and in some instances, a plan for making the changes will also be developed. Each semester, previous changes are discussed and reassessed to close the loop and ensure that the changes have successfully improved student learning. If the changes have not been effective, faculty will discuss alternatives and continue to assess the changes that are made from one semester to the next.

Faculty support struggling students by offering them assistance on the course content, referring them to the Learning Lab, or referring them to the Center on Disability. The Learning Lab has a designated tutor for accounting courses who is familiar with the content of each course. Faculty often use Starfish to alert both students who are struggling and students who are performing well, allowing students to know where they stand in the course and what they need to do to improve their overall grade in the course. In the event that a student is having issues outside of the classroom, faculty will direct students to College resources such as Single Stop or Office of Collegiate Recovery. These resources provide financial assistance, food, and addiction recovery services that can help alleviate personal issues and allow students to focus on their studies.

There are two key industry changes that the Accounting program will focus on in the next year. These changes include the transition into the “new” Certified Public Accountant examination and integrating data analytics for accounting into the current curriculum. Beginning January 2024, the current CPA examination will be revamped to better serve the evolving role of CPAs. The new CPA licensure and CPA Exam model is a Core + Discipline model where the model starts with a core in accounting, auditing, and tax. All candidates must complete the core part of the exam; then each candidate must choose from one of three disciplines, 1) business analysis and reporting, 2) information systems and control, and 3) tax compliance and planning. In addition, technology knowledge and skills will be tested in all sections of the exam. The accounting profession is now demanding data analytics skills in the workforce to handle the increasing amount of data that is available to address accounting questions. With this change in the profession, it will be necessary to expound upon data analytics in a current accounting course.

The program has developed a strong advisory committee that works with faculty to identify industry changes and how they impact the curriculum. The advisory committee is made up of various industry professionals, including accounting faculty from some of the College’s transfer partners. The committee has discussed best practices for preparing students to take the CPA exam and to gain skills related to data analytics. The courses and curriculum within the program are updated based on the recommendations of the faculty and the advisory committee. In 2022, the Financial Accounting and Managerial Accounting courses were revised to reflect the current industry and the expected learning outcomes. The program will continue to update courses to ensure that students are prepared to work in the ever-changing accounting field.