

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

MEETING MINUTES

**Thursday, February 1, 2024
12:30 p.m.
Hybrid**

**Zoom
&
Library Learning Commons, L1-13
1700 Spring Garden Street
Philadelphia, PA 19130**

Presiding: Ms. Chekemma Fulmore-Townsend

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

**Board
Participants:** Mr. Harold Epps

**College
Members:** Dr. Donald Generals, Dr. Alycia Marshall, Dr. Vance Gray, Dr. Darren
Lipscomb, Dr. Shannon Rooney, Dr. Eric Shannon

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

I. Public Session

a) Introductions (I)

Trustee Fulmore-Townsend opened the meeting by having all attendees introduce themselves. Following the introductions, she noted the presentations from the previous meeting which highlighted strong strategic decision making. Trustee Fulmore-Townsend emphasized that although the board members know a lot about the college, the questions asked mainly stem from curiosity and eagerness to understand what is being presented. Next, Trustee Fulmore-Townsend asked for a motion to approve the minutes from the January 4th meeting. Trustee Patrick Clancy voted 1st in approval, and Trustee Posoff seconded the motion. All were in favor.

Trustee Fulmore-Townsend then turned the meeting over to Dr. Alycia Marshall who shared the Academic & Student Success divisional plan update.

b) Divisional Plan Update (I)

Dr. Marshall began her presentation by explaining the broader college's strategic plan refresh and the Academic and Student Success divisional planning efforts and how they align with the strategic plan and focus. The first part of her discussion highlighted the division's leadership retreat held a year ago which was focused on establishing a collective response to the needs of the city and the college. During the leadership team's retreat, they also worked together to identify and prioritize which goals to focus on aligned with five-year goals for the division and the students. Months following the leadership retreat, there were five divisional planning sessions held for the entire division. At the full divisional sessions, faculty and staff were able to contribute their thoughts regarding the leadership's team draft vision and priorities that were established during the previous retreat. There were also student focus groups during the summer and the fall where students were asked questions regarding what a positive student experience would be, and what academic success represents for them personally. Other divisional meetings that took place this past fall semester consisted of the deans, department heads, directors, faculty and staff where they focused on identifying objectives and action items aligned with the division's goals. For the spring semester, the next step will consist of KPI discussion and the alignment with the strategic plan refresh.

Dr. Marshall then began discussing progress that has been made related to the four areas of focus that were previously discussed during the Board retreat and shared with the academic leadership for Academic and Student success, as well as their individual divisions to ensure alignment. Particularly, for the Academic & Student Success division, the main focuses are programming and students although all areas are important to their division. Because this division is named the Academic and Student Success division, a main focus is students and making sure there is relevancy in the programs. Operations was also an area of focus discussed organically within her division and they were pleased to learn that the shared area focus is a common interest among the entire college community. The Academic & Student Success divisional plan is going to span five years. The vision statement was collectively drafted by the division's academic leadership, (the deans and the associate provost) with feedback from the entire division. The completed statement is: The Academic & Student Success division is a community of learners committed to student success, as demonstrated through equitable and measurable outcomes, innovative practices, relevant curriculum, quality learning, and a rewarding student experience. The division's vision is to be a community of learners committed to student success with DEI integrated throughout the plan, as the College's sixth pillar. The vision statement also highlights a shared focus on curriculum, quality learning/teaching, and encompasses that the division is working as a community to make this happen for students. The first three divisional priorities are focused on retention and completion; career and employment success; and improving the student experience. The fourth

priority is focused on operational efficiencies and the development of faculty and staff to help them continue to grow within their professions and careers. These efforts will inevitably contribute positively to the student experience. As an effort to improve student success and equity at a minority-serving institution, Dr. Marshall emphasized the importance of improving student success and eliminating racial equity gaps, with a focus on high-quality teaching, career placement and career advancement in the workforce. She highlighted the goal of supporting students through program retention, completion and transfer with a focus on student engagement and support. One reason students sometimes don't succeed is because they do not have access to or take advantage of our student support services. Another goal is to increase the number of opportunities for students to have equitable access to challenging intellectual and creative co-curricular experiences. A related topic of discussion that has been taking place at the college is supporting how CCP can be known as a destination for high achieving students that provides more access to challenging learning experiences and meets students where they are on their educational journey. An example of an intellectual and creative co-curricular program is STEM Honors which also provides increased opportunities for student research and publication. Other goals aim to streamline divisional processes, improve the student and employee experience, and to support professional development and growth for faculty and staff. Dr. Marshall also explained the goal of increasing the number of high-quality credit and non-credit programs aligned with workforce requires an inventory of current programming and identification of which programs may no longer be relevant to the City's workforce needs. Trustee Fulmore-Townsend stated that it seems to be a lot of goals being worked on, and asked if there were several goals because of the size of the division. Dr. Marshall stated the goals shared were the broader divisional goals. The Academic & Student Success leadership team worked with faculty and staff within their areas to determine specific objectives aligned with one or more of the goals presented as appropriate for their divisions and departments. Next, they created a list of objectives and action items to help them meet one or more of these goals. As a whole division, everyone is not working on all goals but a few of them as appropriate. Trustee Posoff asked if there was a timeline. Dr. Marshall stated that the division is planning to begin working on the objectives in Fall 2024 through Fall 2029. However, some of the objectives might be met in a year or two. Trustee Posoff asked if the steps being taken were top down. Dr. Marshall stated that each division has a list of objectives with action items that are aligned with proposed KPIs which will be finalized over the next few months. These objectives and action items were designed and agreed upon by the faculty and staff within the departments under the leadership of the deans and associate provost. Trustee Clancy asked if there was a baseline number aligned with goals related to increase. For example, what is the baseline for the goal to increase the number of high-quality credit and non-credit programs? How will we know we are increasing? Dr. Marshall stated there were two parts to that goal. The first part is increasing the number of high-quality credit and non-credit programs aligned with workforce. There are some programs that may not continue exactly as they are because the needs of the college's current student or city population have changed. Additionally, the goal is to ensure that new programs are developed where necessary in new and growing fields to align with the workforce.

Another part of the goal is to take an inventory of current programs as part of our workforce steering committee initiative. Through this effort, the Program and Operations subcommittee is charged with identifying a current, comprehensive list of all college programs as a baseline. Dr. Marshall then stated they are working on KPI's aligned with the goals that also support the institutional direction through the strategic plan refresh conversations. Trustee Posoff asked whether the students involved in the focus group were full-time, part-time, one semester students, or if they were self-declared. Dr. Marshall responded that a majority of the students were full-time, however part-time students also participated.

Dr. Marshall highlighted two goals within the plan that we have already made progress on related to retention and completion. One goal is to eliminate racial equity gaps and the second one is to improve student learning outcomes through high-quality teaching of relevant curriculum. Dr. Marshall stated most of the college's student population is Black, and non-Hispanic, and that there is also a growing Hispanic population. In contrast, the college's full-time faculty demographics are majority white, and non-Hispanic, and do not directly represent the college's student population. As a part of a DEI effort, steps have been taken to diversify the college's faculty organically by recruiting faculty who are high performing and would contribute significantly to the college's mission. Having faculty that look like our students can help to contribute to their progress and overall success. Dr. Marshall shared a slide that listed the departments and disciplines currently recruiting within the college, which presents an organic opportunity to diversify faculty across all divisions. She shared an Education Trust article that has also been shared with the faculty recruitment committees which highlights the importance of faculty diversity. The article written by Gabrielle Amman Montague, and Lauren Lana, explains the role faculty diversity plays in college completion and how it impacts a student's sense of belonging, retention, and persistence. Trustee Epps asked if the numbers presented were a representation of the total number of openings. She informed him that the chart shown was a representation of the departments and the divisions and explained that some departments are searching for multiple faculty members. Trustee McPherson asked how broad the college is recruiting. Dr. Marshall assured her that she would explain the recruitment process later in the presentation. Trustee Epps asked what impact are the performance, goals, and objectives putting on the college? Because we are searching for so many faculty members, is there an undue burden on the college with many classes that cannot be taught due to lack of faculty? Are there negative implications because of having ten to twenty openings? Dr. Marshall explained that a lot of the faculty hiring are replacements for faculty who have left. Many of the classes are currently being taught by part-time faculty. Due to the recent increase of new students, more full-time faculty are needed, particularly in areas such as English and Foundational Math. Currently, those roles are filled by visiting lecturers and adjunct faculty. An analysis was done that examines enrollment and then assesses whether new full-time faculty are needed for specific departments. Since the pandemic, there have been several faculty members who have left, or retired and new faculty hasn't been hired to replace them. Dr. Marshall explained that filling roles with adjunct professors as an only option is not always ideal. For instance, full-

time faculty members may have more time to possibly help with developing curriculum. Dr. Marshall shared that collectively, adjunct faculty teaching at the college were more diverse than faculty teaching full-time. Trustee McPherson asked how people were being enticed to teach at the college. Dr. Marshall shared that the job posting included the Academic and Student Success vision statement which tells a story about the college drawing the type of faculty interested in joining a community of educators at a minority serving institution. The posting also states our interest in having a faculty hire who shares a common goal of wanting to eliminate racial equity gaps in an effort to improve student success. There was also a change in the preferred qualifications. One of those qualifications is now that the faculty candidate has demonstrated experience in addressing equity gaps. Other new faculty preferred qualifications include experience working with diverse student populations and candidates who are bilingual. These efforts are all being done to secure a diverse pool of candidates. Trustee Epps asked how CCP compares to the rest of the community college competitors in Pennsylvania for drawing in candidates. Dr. Marshall stated that the college has competitive benefits but wasn't certain of how salaries compared with vacancies in other counties. Trustee Epps clarified his question by asking if there was a faculty shortage in the system. Dr. Marshall stated that there is a shortage with regards to certain disciplines. There certainly are areas where we have a hard time filling positions such as biology, the sciences, and math. However, there is not a shortage in the English area. Dr. Marshall then responded to Trustee McPherson's question regarding how recruitment is done in collaboration with HR. She explained that the HR department has a list of diverse resources where they list the postings. Faculty have also been encouraged to be partners through the process by leveraging their professional networks to recruit qualified candidates.

Leila Lawrence also works with the HR department and does anti-bias training for all faculty search committees, enabling the college to set the stage for an equitable review of applications and process. Trustee Clancy referenced the closing of Cabrini college and other small Catholic universities and asked if the faculty at those colleges who might be looking for a job within the next two years have been targeted for hiring at the college. Dr. Marshall shared that there have been several faculty candidates from Cabrini applying for current faculty openings. Trustee McPherson stated the search should be geographically wider beyond Philadelphia and look at other locations for diverse faculty including Alumni Associations of HBCUs. Dr. Marshall stated that professional networks have been suggested to HR for faculty recruitment outreach effort, such as the Black Nurses Association. Faculty placement ads have also been listed in Diverse Jobs, HBCU Connect, Higher Eds Jobs, Diversity Digest and Hispanics in Higher Ed. She stated that Lisa Hutcherson and her HR team have done a great job in supporting the division with this effort.

Dr. Marshall shared with the Board that there has been a professional learning session with all department heads around the importance of diversity, and why it's important to think about diversity in faculty hiring. Trustee Posoff asked if faculty were excited about the changes. Dean Arielle Norment shared that the division is very excited to have new faculty teaching at the college. There are a few faculty members who have

been disconnected from the latest practices within their respective fields. This new pool of applicants has more current professional skills and experience and can bring new ideas to the departments and disciplines. Trustee McPherson asked if there has been any pushback from current faculty members with regards to the DEI efforts being promoted for the faculty searches. Dr. Marshall stated she hasn't heard anything negative regarding the DEI efforts.

Dr. Generals echoed Trustee McPherson's sentiments and shared that the DEI movement is coming at us hard and strong. He mentioned the Ivy League presidents who were fired due to their support of DEI. Currently, Erica James at University of Pennsylvania is under siege for her DEI support. The support of DEI is taking a downturn, and it is a matter of time before it gets to this level. Trustee Posoff stated she has been in different meetings in various industries for companies that are both profit and non-profit where DEI related advice was shared to be mindful of the language used in messaging, and how the initiatives are framed. Trustee Posoff asked if the messaging for the faculty recruitment has gone through City Council. Dr. Generals responded that the conversation hasn't taken place prior to what has been hitting the forefront as of late. The advice he has received from AACC and ACCT is to do the work and put less emphasis on the language because that is when you get targeted. Trustee Posoff stated the Board must make sure the college is doing it right. They're going after venture firms that are only investing in Black women with a lawsuit, and that's their mission. For the Board, it is a governance question to make sure communication is done correctly.

Trustee Epps asked a question about customer satisfaction and wanted to know how the college gets feedback from our students about their assessment of the quality of education that they are getting. Dr. Marshall responded that there is a Stop Out survey that is administered. Dr. Shannon Rooney asked if he was referring to the classroom experience, which is measured on a division-by-division basis at the end of each semester. Dr. Marshall explained that each student fills out a student evaluation for each class that specifically provides a student's feedback on their faculty anonymously. Dr. Epps asked what information Dr. Generals and the leadership team see regarding the student's level of satisfaction when it comes to faculty in the classroom. Dr. Generals explained that the information received from the feedback survey is not directly used in their evaluation, but it can be looked at as a factor and provides necessary feedback for continuous improvement. The validity and reliability are questionable because a student passing will love their teacher, but if a student is not passing, the survey might be completed differently. For that reason, the survey makes it tough to directly assess the overall quality of teaching as a single data point.

Dr. Eric Shannon explained there are two related surveys conducted by institutional research. One is done each summer for students who have left the college asking them about their experience, and why they left the college. There is also an alumni satisfaction survey for students who are about to graduate. These students are often satisfied for the most part, as reflected in their surveys. But of course, there's the selection bias. The Stop Out surveys are for students who could come back and for

some reason they did not. This is the third year the survey has been conducted and the results have not been negative. The results of the Stop Out survey results for not returning to the college have had a range of responses related to external issues such as career changes, little time to go to school, and home life changes. Trustee McPherson stated that the caliber of students is being questioned suggesting they are less qualified than students in other institutions. For this reason, CCP needs to stay on top of celebrating excellence of its students. Even students of color, who went to the best medical schools, are sometimes considered less qualified. Trustee Posoff stated that she recently attended a meeting with the head of KPMG who informed her they are reaching out to community colleges to find pipelines due to accounting being a growing field. Trustee McPherson stated that articles and op-eds related to the benefits of what makes CCP a great institution should aggressively be promoted.

Dr. Marshall continued her presentation regarding divisional strategies that were shared with the department heads at a meeting to ensure they had a strong, diverse pool of qualified individuals that would be hired. In addition, there has been department head professional development which has not been done prior. Dr. Gray led the implementation of this starting last summer, holding a monthly onboarding department head session. Dr. Marshall shared an example of an onboarding topic “leading with a DEIA lens (diversity, equity, inclusion, and anti-racism)” which was facilitated by Dr. Kellie McCants-Price on October 6th. Dr. McCants-Price is a full-time, tenured professor of psychology, and a chief diversity officer at Anne Arundel Community College. She talked with the department heads from a faculty perspective about how to address equity gaps and the importance of inclusivity in the classroom. That onboarding workshop recharged the effort around faculty hiring and the development of an inclusive syllabi. Dr. Marshall shared that a new faculty onboarding process was implemented this year that allows new faculty one course release dedicated to professional development to support excellence in teaching. In that time, they're meeting and participating in a professional learning opportunity to improve their teaching abilities and set them up for success as a new full-time faculty member. New faculty will also be completing a special project. In closing, Dr. Marshall also shared information regarding an accreditation visit that took place on January 25th-January 26th for Diagnostic Medical Imaging. The team included a Dean from Catawba Valley Community College (North Carolina) and a senior faculty member from Lone Star College in Texas. They met with faculty, students, administrators, clinical preceptors and they visited two of our clinical sites. They were thoroughly impressed with our students and faculty. The senior faculty member from Lone Star shared he had conducted 200 accreditation visits and wished our students were there at each of his visits because of their enthusiasm and positive feedback regarding the program. A second accreditation visit was for the American Bar Association (ABA). During the visit, the faculty members were told they could teach actual law school professors a thing or two. The ABA visitors also stated that our college's program should be marketed better to spread the news about the merits of the program.

Dr. Marshall also shared that the college's nursing NCLEX pass rates were 86.58% for 2023 which was up from 80%. In addition, 96% of our students and 100% of our Post Baccalaureate students have passed the NCLEX on the first attempt. Trustee Epps asked if there was a protocol to show appreciation for positive outcomes. Dr. Rooney stated we could internally post on the college monitors. There has been discussion regarding ways to cross promote. Dr. Rooney stated that the deans can reach out to her regarding the promotion of good news and kudos. Trustee McPherson stated that she would like information such as those things shared to be done externally, because it speaks to the caliber of students who attend CCP.

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

Dean Arielle Norment began the Accounting Associate of Applied Science APR discussion by sharing changes that have been implemented to improve enrollment, recruitment, and overall student satisfaction within the accounting program. She introduced Dr. Amy Birge - Caracappa, the Director of Assessment, Lizzie Gordon, the Assessment and Evaluation Coordinator, and Ruqayyah T. Archie, the Department Chair for Business Administration/Accounting Professor who would be sharing information during the meeting. Ms. Ruqayyah T. Archie opened the presentation by sharing the college's enrollment, and the average enrollment in the accounting program between spring 2018 and fall 2023, which was 156 students per semester. On average, the Accounting program (ACCT) enrolled a comparable proportion of full-time students (31.2%) to that of the College overall (30.4%).

Dr. Amy Birge - Caracappa shared a few notable pieces of data related to the program's enrollment. A larger proportion of the students identify as Asian females than the college overall. A larger proportion of students are between the ages of 22 and 39, which is a little more than the college. Over the period of 2019 to 2023, the accounting program enrolled a smaller proportion of students identifying as Black females (17.9% in the accounting program, as opposed to 30.4% for the college). The program is taking some steps towards increasing the enrollment of Black females. Ms. Archie shared that the department has been working on reestablishing a relationship with the National Association of Black Accountants on campus. The department is also working with the college recruiting specialists at Crusher Miller, one of the local tax and accounting firms that has a commitment to diversity, equity, and inclusion. The department is also focused on hiring diverse faculty to serve the diverse population of our students. There is also a Black female teaching various courses throughout the program. Dr. Birge – Caracappa shared data regarding transfer and graduation. Among the students in the cohort from 2015 to 2021, about 33.3% of students in the program transferred to another institution. Of those 116 students that transferred, about 50% left before earning 12 credits at CCP, which is comparable to the college numbers. Over the period of study in the program, there were a total of 75 Accounting Associate of Applied Science degrees awarded. Dean Arielle Norment shared information about retention semester by semester over the period studied. The data shows that 52.6% of students in the accounting program were returning to the same program. The program average of students who returned to a different program

for most of the college system index was about 13.7%, which is higher than the college overall average of 3.9% currently. The program's proportion of students who returned to a different program from one year to the next was 16.8%, which is higher than that of the college overall. Dean Norment stated that the department was not shocked by the increase in numbers. The accounting program is very rigorous. Some students think they want to pursue an accounting degree and once they dive into the accounting program, they decide it's not for them. As a result, the department developed a seamless pathway for students. Students who initially pursue the accounting degree can easily transfer directly into the college's Business General program. The students can keep all of their credits and then graduate with a Business General degree. The department realized that of the numbers of students transferring from one program to another, 70% of the total amount of students are transferring to the Business General program. The intention has been to ensure that the department is retaining the students in the college by developing that pathway to transfer directly into the other program and capturing those students for a successful outcome without losing time or credits.

Trustee Posoff asked if there was a reason behind the low numbers of Black women enrolling in the accounting program. Is it because of how the program is marketed? Dean Norment stated there were a few different theories based on anecdotal evidence. One is because many students don't see many Black female accountants in the workplace. As Professor Archie previously shared, the department is aiming to hire more Black female accounting faculty into the program. There is also a variety of business programs and options available for students within the program. We are also working to have a general business leadership track in the accounting program, so the Black female students have options to go in a different direction. Examples include the college's Fashion Merchandising and Marketing program. The department wants to showcase Black female accountants from within and externally from the college to support those efforts.

Trustee Epps stated to Trustee Fulmore-Townsend that the story for him regarding the program is better told with context. For instance, what is the 10-year picture? Are the number of students or graduates improving or reducing? Trustee Posoff shared that during a presentation while attending a KPMG meeting, the head of DEI informed her they were going into high schools to promote accounting. Trustee Posoff remarked that accounting should be promoted as an opportunity because it is a global profession.

Dean Norment explained that in addition to focusing on DEI hires, the department is establishing information sessions, which will reach the high schools. They will provide information sessions that focus on the scope of business programs offered at the college. They will answer questions such as which business track or which business degree is ideal and best aligned with student interests. The department is working in conjunction with the admissions department, as well as the recruitment office, to ensure the department can offer the information sessions as an effort to introduce accounting early. Ms. Archie shared information about the accounting

program partnership with the Campaign for Working Families to provide experiential learning for students. The students become tax associate interns and go through an intensive bootcamp. They obtain an IRS advanced tax preparer certificate, and they volunteer or intern over 100 hours through the month of the fifth tax season from January through April each year. Students within the program prepare low-income family's tax returns for free as they gain the skills that are necessary in the accounting field. This opportunity allows students to start a career in accounting while they're enrolled in their accounting courses. For this tax season, there were 15 to 20 tax associate intern positions available with the Campaign for Working Families. Students from surrounding colleges and universities, including Temple University, University of Pennsylvania, and Drexel University are interviewed for these intern positions. Seven of these positions were filled by students from CCP. Ms. Archie shared slides of students who shared their thoughts on the experience.

Dean Norment highlighted a few of the college full-time faculty who are currently teaching within the program. Faculty within the program are certified professional accountants and hold additional national certifications. Many provide services outside of the college. Two of the program's faculty are currently involved with the National Association of Black Accountants and were members of the previous Philadelphia chapter that no longer exists. The college is still connected with Temple University, and it is believed that the Philadelphia chapter is attempting to come back. By the upcoming fall semester 2024, the department is also trying to bring a student chapter to the college campus for the National Association of Black Accountants. There are also some additional affiliations with the Campaign for Working Families, as well as AICPA, the American Institute of Public Accountants. One of the department's faculty members is established on YouTube and his lectures can complement the learning that is occurring within the classroom, tutoring, and other support services that are available on campus which support student learning in the program.

Trustee Epps stated it would be helpful to know where faculty members' degrees were from because the Board and leadership team are all two degrees separated from one another. He explained that information would be great to know when it comes to building a pipeline. Ms. Archie pulled up the information online and stated that both of Barry Johnson's degrees are from Temple University. Ms. Archie's MBA degree in accounting is from Alvernia, her MS in accounting is from Strayer University, and her MS in Science of Instruction is from Drexel University.

Trustee Epps stated that Philadelphia has the highest retention rate of its first citizens than any place in the country. For the most part, people are born here and die here. The reality is that the college educates Philadelphians. There needs to be more connectivity for interns, coops, and students.

Dean Norment explained there is an advisory board being established for the accounting degree program with individuals who are working not only in the field, but locally here within the Philadelphia area. The advisory board helps to inform the program's curriculum to ensure that what is being taught is relevant to the skills and

the knowledge necessary to be successful within the field. The advisory committee members assist with promoting the program, and informs the department of any internships, externships, apprenticeships, or general opportunities related to experiential learning for the students.

Trustee Epps asked if Foundation Board members are integrated within the strategy of intentionally including them in advisory boards where their skill sets may match up. Dr. General responded no. It happens, but it's not intentional and we probably should make it more intentional. Trustee Epps responded that people who are meant to serve get turned off when they're not called upon. He shared that when he moves around the city, people always say, let me know how I can be helpful to CCP. The advisory boards are one of those ways. The board and college have to be intentional about who is let into the ecosystem. Trustee Posoff asked Dean Norment to explain what a CTE coach does. Dean Norment explained that the CTE career support coach in the Division of Business and Technology does the overall tracking of student placement, while they're enrolled within the program, and then upon graduation.

Ms. Archie began to share information regarding the accounting job market outlook. There are roughly 27,000 jobs within the accounting field, including bookkeeping, accounting, auditing clerks, payroll and timekeeping clerks, billing and posting clerks and tellers. The median salary for these jobs is roughly \$45,837, which is higher than the national median salary. The job posting activity is about average with 398 job postings per month. According to alumni discussions and surveys, alumni have obtained positions in organizations such as PricewaterhouseCoopers, the Philadelphia Orchestra, and Culture Works of Greater Philadelphia. Some of the job titles include accounts payable clerks, accounting coordinators, staff AP accountant, and associate audit associates. Several students have reported starting off in entry level positions and moving up to higher banking positions within a year or two. The department heads have recently been in contact with recruiters from PricewaterhouseCoopers, Deloitte and Armanino accounting firms with the hopes of increasing our presence on campus and providing students and faculty with insight into the current skills and knowledge that are necessary in today's accounting workforce. Trustee Epps stated that there needs to be aspirational facts given regarding positions and salary. Dean Norment explained that salary and career tracks are discussed in BSL 101, which is the department's first year experience course in business. The instructor provides different trajectories based on the different business programs that are offered at the college. Trustee Clancy asked whether the associate degree level will be more attractive than the bachelor's degree level, because at the bachelor's degree level, the salary would be more but maybe there's more opportunity at the associate's level. He also asked what the department was hearing about AI and the impact on accounting. Ms. Archie replied that there hasn't been much discussion in terms of AI. The department hasn't had their advisory meeting yet, for the semester. When the meeting was last held, AI wasn't prominent at that point. Trustee Epps responded to Trustee Clancy that 98% of the listed jobs presented will be replaced by technology. Trustee Ireland stated that the lower-level jobs will be replaced by AI, but not immediately.

Dr. Birge – Caracappa shared the enrollment increase recommendation. This is a program that recovered from a dip due to COVID, but now the program is growing, and it is believed the program can continue to grow. Ms. Archie stated that one of the remaining action items for the program is to develop a schedule of courses that will give students additional opportunity to plan ahead and successfully complete their degree path.

The department is currently developing a set schedule of courses from one semester to the next, so that students can register for courses and schedule accordingly in response to key changes in the industry, increased data analytics content and a higher level of accounting courses. The program is looking to increase the number of accounting tutors to be able to adapt to the different schedules of students, including face to face and virtual tutoring sessions.

Trustee Fulmore-Townsend thanked the guests and asked Dr. Marshall her thoughts regarding the accounting program. Dr. Marshall stated that accounting has a strong program and was pleased with how they've been able to maintain their enrollment numbers post COVID as they head back up to pre COVID numbers. Although it is an A.A.S degree, many of the of the program's students transfer. In some ways, the program is more rigorous than similar programs at other institutions. They maintain rigor ensuring that their programs and courses are adequately preparing students for the field. The program is also making efforts around diversifying the faculty and student demographics for historically underrepresented groups. Dr. Marshall made a recommendation to approve the program. Trustee Posoff asked if new accounting faculty hires were among the faculty hiring numbers discussed earlier. Dr. Marshall informed her that the accounting faculty is not currently on the list. Trustee Posoff asked for clarification on the recommendation and the number of years. Dr. Marshall clarified that the program should be approved for the next 5 years. Trustee Fulmore-Townsend agreed with Dr. Marshall and asked to have a motion from a Board member to approve the accounting APR and approve the program for another five years. Trustee McPherson moved to approve, and Trustee Clancy seconded. The motion was unanimously approved.

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

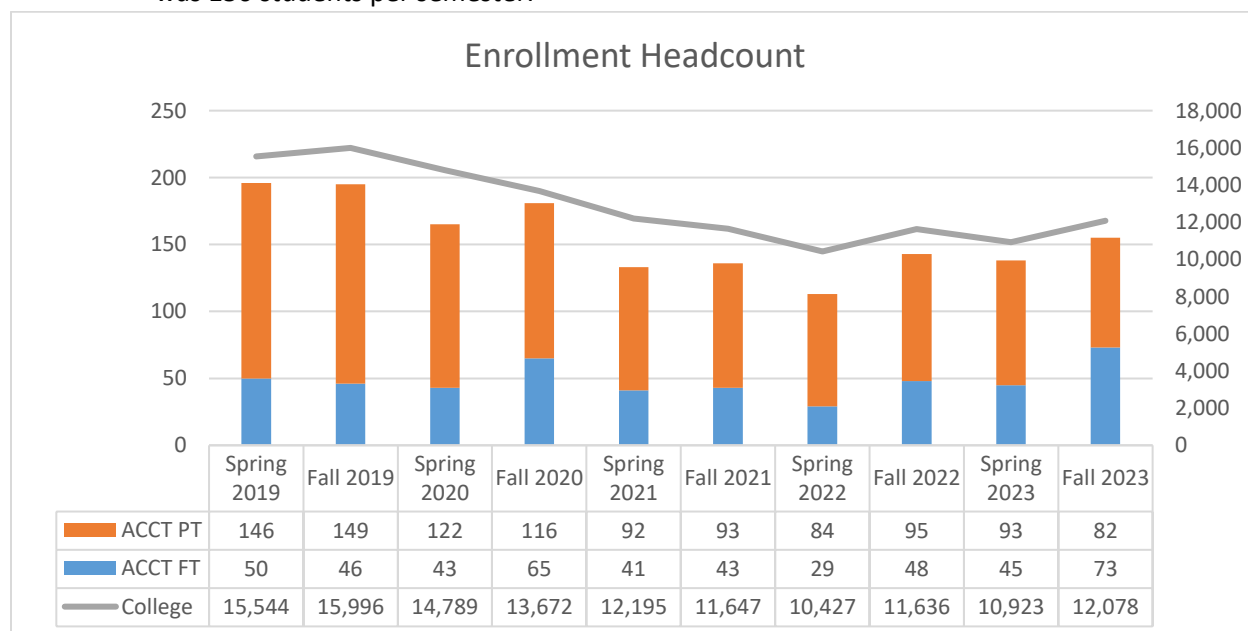
Since the previous audit, the Accounting program has seen growth in enrollment following a dip during the COVID-19 pandemic. In Spring 2021, the program revised its entry requirements and aligned general education courses in the program sequence. Core courses ACCT 101 and ACCT 102 were also updated so 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.



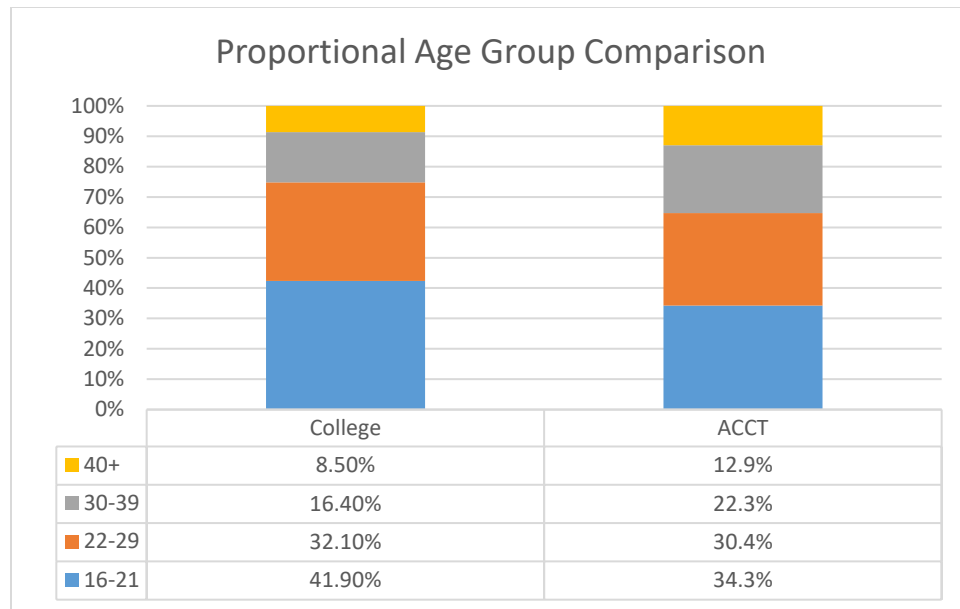
2. On average, the Accounting program (ACCT) enrolled a comparable proportion of full-time students (31.2%) to that of the College overall (30.4%).

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%

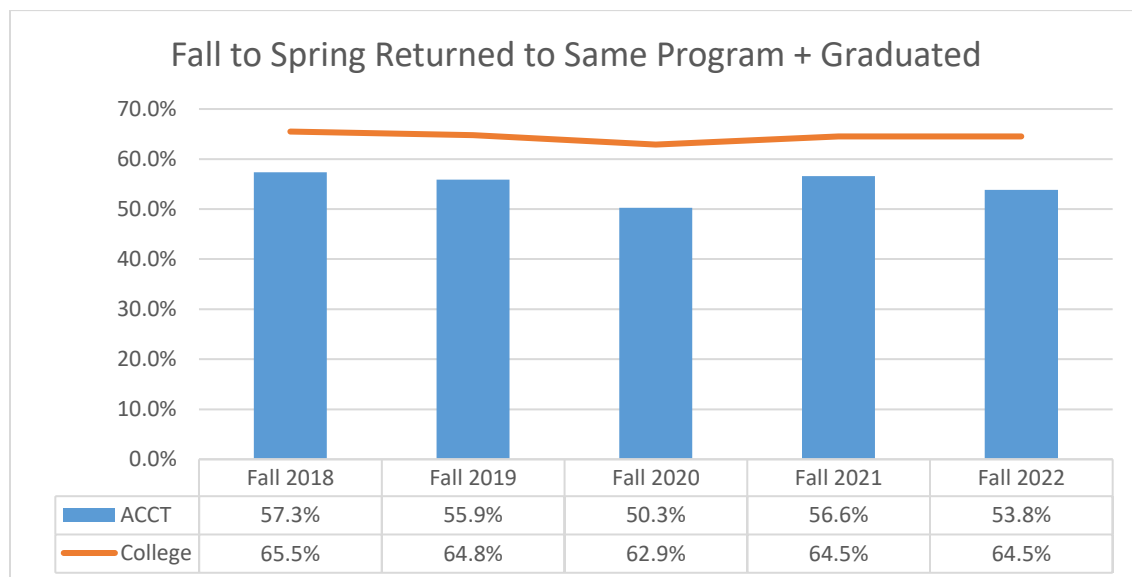
5. The program enrolled a larger proportion of students between 22 and 39 years of age (52.7%) than the overall College average (48.5%).



Retention

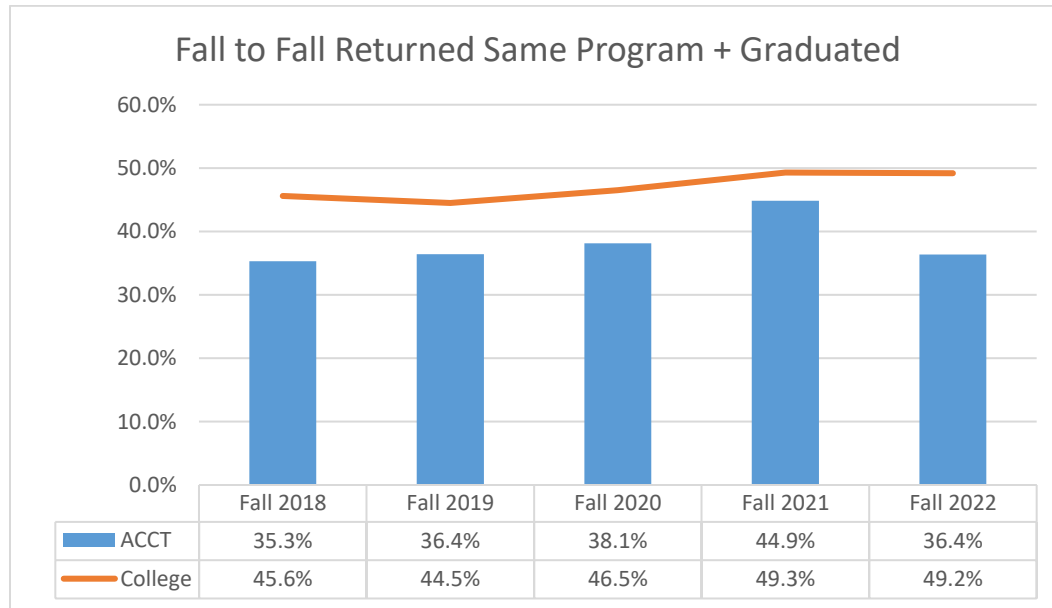
Fall to Spring

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

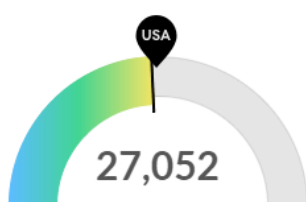
14. The program has developed a strong advisory committee that works with faculty to identify the industry changes and how they impact the curriculum. The advisory committee is made up of various industry professionals, including accounting faculty from some of the college's transfer partners. The committee 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.

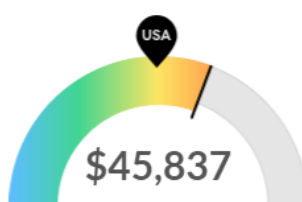
Workforce Development

Average Job Posting Demand Over an Average Supply of Regional Jobs



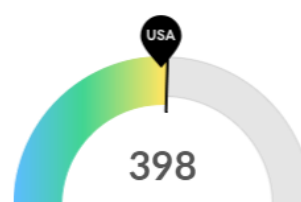
Jobs (2023)

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.