

Meeting Book - Student Outcomes Committee of the Board (Hybrid), May 2nd at 12:30 PM

I. Executive Session

II. Public Session

(a) Introductions (I)

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

SOC Meeting Minutes 4.4.24_FINAL.pdf

12:45pm -
1:15pm

(c) Digital Medical Imaging Associate in Applied Science Program Review (A)

Guests: Dr. Vishal Shah, Dean of Math, Science and Health Careers; Rebecca Peterson, Diagnostic Medical Imaging Program Director, Curriculum Coordinator, Associate Professor; Michelle Datillo, Department Head, Allied Health; Dr. Shannon Rooney, Vice President, Enrollment Management & Strategic Communications; Dr. Amy Birge-Caracappa, Director of Assessment; Elizabeth Gordon, Assessment Manager

DMI APR 23-24 ES for SOC 4-19-2024.pdf

1:15pm -
1:45pm

(d) Theater Associate in Arts Program Review (A)

Guests: Dr. Lisa Sanders, Dean of Liberal Studies; Quinn Eli, Assistant Professor, Department of English, Program Coordinator for Theater; Dr. Massah Nuni, English Department Head and Assistant Professor; Dr. Amy Birge-Caracappa, Director of Assessment; Elizabeth Gordon, Assessment Manager

Theater APR 23-24_Executive Summary for SOC.pdf

(e) New Business

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

MEETING MINUTES

**Thursday, April 4, 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
- Board Participants:** Mr. Harold Epps
- College Members:** Dr. Donald Generals, Dr. Alycia Marshall, Dr. Mellissia Zanjani, Dr. David Thomas, Danielle Liautaud-Watkins
- Guests:** Dr. Judith Gay, Consultant to the Board of Trustees
Dr. Lisa Sanders, Dean of Liberal Studies
Dr. Amy Birge-Caracappa, Director of Assessment
Elizabeth Gordon, Assessment and Evaluation Coordinator
Brian Morrison, Associate Professor, ASL/English Interpreting

I. Public Session

- (a) Introductions (I)
- (b) Approval of the Minutes March 14, 2024 (A)
- Trustee Fulmore-Townsend asked for a motion to approve the minutes from the March 14th meeting. She voted 1st in approval, and Trustee Clancy seconded the motion. All were in favor.
- (c) American Sign Language/English Interpreting A.A.S. Program (A)

Dr. Marshall opened by sharing introductory remarks about the American Sign Language (ASL) program APR. The ASL program experienced a few challenges due to COVID-19, primarily because American Sign Language is a 3D language that was difficult to communicate remotely. Since then, there have been several interventions to support student

success and improve outcomes regarding graduation and transfer. The faculty has also been working very closely with developing relationships with four-year partners. Dean Lisa Sanders, Dean of Liberal Studies shared with the Board that the program targets and manifests DEIB (Diversity, Equity, Inclusion, Belonging), which includes the Deaf and hard-of-hearing community. Through the program's offerings and leadership, that community has been brought into the mainstream in a way that historically they haven't been. The students who complete the program emerge as leaders in the ASL community, able to bring people together.

Brian Morrison, Associate Professor and Program Coordinator of American Sign Language and English Interpreting, spoke next. He has been with the College for 14 years and has been teaching interpreting for close to 25 years. Per Mr. Morrison, the ASL program supports the broader College's mission by working to get enrolled students to graduate with an Associate in Applied Science or with a Post-Baccalaureate certificate. These graduates possess both a bilingual and bicultural fluency that enables them to work in the field as sign language interpreters.

Dr. Amy Birge-Caracappa, Director of Assessment, stated that the ASL program has seen a growth in enrollment since the pandemic. Growth within the program is tracking for a population of students who already have Bachelor's degrees. Initially, the program displayed a shift in its demographics, with a larger-than-the-College-average proportion of students who identify as white females, and a smaller proportion of students identifying as Black females. However, those numbers have changed over time. The proportion of white females has gone down from 73.7% in spring 2018 to 28.5% in fall 2023, and the percentage of Black females has increased from 10.5% to 26.9% in that same time. The program also enrolls a larger-than-average proportion of students over 30 years of age, almost 50%, than the College average overall, which is about 25%. Mr. Morrison explained that the program demographics mirror the national statistics of growth. The ASL industry overall is a white female-driven profession.

As a three-dimensional language, ASL goes beyond being a language that is learned in a classroom learning environment, to being one that also requires students to observe and learn within a cultural and linguistic community. Mr. Morrison explained that since the pandemic, there has been a growing need for interpreting agencies to fulfill requests for online jobs. When Trustee Posoff asked if the jobs were full-time jobs or event jobs, Mr. Morrison informed the Board that interpreters typically work as independent contractors. Trustee Posoff also inquired whether students are taught business skills. Mr. Morrison stated the weekly internship classes may cover various topics such as accounting. However, business courses are not offered. Additionally, Mr. Morrison shared those students are paired with one-on-one deaf and interpreter mentors with whom they share the same demographic background. The students and the mentors collaborate on projects. Mentors are also provided guidance on cultural competence and understanding intersectionality. The mentorship opportunities are covered by Perkins funding.

Currently, Mr. Morrison is working with an interpreting agency, Deaf Hearing Communication Center, and the state chapter of the National Interpreter Organization on a

pilot program that will begin in June. The collaborative plan will provide a professional onboarding experience, partnering prospective students with interpreters. The program has also increased mock interpreting opportunities.

Additionally, the ASL program has worked with the Pennsylvania Department of Education's training and special education department and the Pennsylvania Training and Technical Assistance Network. Students from the College were invited along with other interpreting programs in the state, such as Bloomsburg, Mount Aloysius, and Community College of Allegheny County to have real-world interpreting experiences and receive feedback on their skills from a group of instructors.

Dr. Birge-Caracappa explained that the ASL program is not designed for students to transfer, because it is an Associate in Applied Science degree program. However, the program has articulation agreements with both St. Joseph's University and Bloomsburg University. There are also potential online Bachelor of Arts programs in development that our graduates can transfer into. Dr. Birge-Caracappa stated that 38.5% of ASL-INT program graduates transferred to another institution, as compared to 44.4% of Associate in Applied Science graduates at the College, and 58.2% for the College overall. When CCP's graduates complete their studies at their transfer institution, 40% of the ASL INT graduate from their transfer institution, as compared to 35.2% of Associate in Applied Science graduates overall, and 29.7% for the College overall.

Mr. Morrison discussed prior audit recommendations, which included examining data about students who depart with fewer than 24 credits.

The program is small and functions similarly to a cohort, with classes offered in the fall and companion courses offered in the spring. The deaf ASL professor teaches students in the program for a year prior to Mr. Morrison teaching those students the following year. Due to the program's small size, if students don't return to the College due to e.g., their work schedule or family matters, the number of students in the program is impacted.

The College has begun outreach efforts with universities within the state to connect with prospective ASL students. Some of those universities include Temple University, where ASL is a minor; Villanova University; and West Chester University, where ASL is a minor. An interpreting program at Camden County Community College ended a year or two ago, although the ASL program is still offered; Mr. Morrison stated there could also be an opportunity to recruit students from Camden County Community College, as currently there are no interpreting training programs in South Jersey.

Mr. Morrison shared efforts regarding a recommendation about constructing a plan to achieve opportunity and achievement across race, ethnicity, gender, and age. He mentioned how mentorship offered through the program works toward this goal. There will also be mini-workshops with presentations focused on communities such as Black and LGBTQ deaf and ASL interpreters to increase student outcomes and experiences. Students are also encouraged to volunteer with groups such as the Philadelphia chapter of the Black Deaf

advocates, a West Chester-based organization called DeafCAN! that works with deaf immigrants for whom ASL might not be their first language.

Prior to offering post-Baccalaureate certificates, the college only offered the Associate in Applied Science. Now, the college offers the two certificates and prepares students for the National Interpreting Organization exams. Post Baccalaureate I is an ASL set of courses, and Post Baccalaureate II is an interpreting portion of the program. Both are only available to those with a previous bachelor's degree, as the exam requires.

With regards to the recommendation to increase graduation and program completion, Mr. Morrison highlighted the success of the mentorship program, which provides students with mentors during both the fall and spring. He stated that the interpreter training program offered at the College is one of the oldest programs in the country. For the last 18 years, he has been the President for two of the main national organizations for Interpreter Education: one membership-based for instructors and educators, and the other an accreditation organization for interpreting programs. While presiding, he has worked diligently to keep his network informed of the College's progress in the field.

- Trustee Epps inquired about whether there were industry dollars in the ASL field. Mr. Morrison informed him that there are not many grants in the field. However, the program does qualify for a Perkins grant that funds program development, course development, and mentors. Funds have also been used to buy equipment for the dedicated ASL interpreting computer lab and software updates.

Mr. Morrison discussed another program recommendation suggesting that they work with an advisory committee. There will be a meeting in June to begin working on the revitalization of the advisory committee, with representatives from local interpreting agencies, state government, school districts, and community organizations, such as the Office of the Deaf and Hard of Hearing, and the Black Death Advocates organization. The ASL community is small, and as a result, Mr. Morrison has access to a lot of the advisory board members and their respective organizations outside of a formal annual meeting.

The final ASL program recommendation was to determine the ideal size of the program based on course offerings, physical/space constraints, and class size restrictions, and to create an action plan to achieve that size. The program feels that the ideal size would be 60-65 students. The program has been designed to operate very much on a cohort-like structure and offer courses on a staggered schedule. The ASL and interpreting students are held to a high standard to ensure a positive impact on Deaf individuals' lives. Mr. Morrison has an interpreting agency that specializes in theatrical performing arts, which contracts interpreters to provide services for the performing arts as a DEI issue, and requests have been increasing. Philly is one of the most accessible cities in terms of ASL interpreting.

- Trustee Posoff asked how much an interpreter makes in an hour. Mr. Morrison explained that hourly rate ranges from \$40 to \$80 as an independent contractor. The rate varies by different types of work. Trustee Posoff encouraged more workshops around business structure.
- Trustee Fulmore-Townsend stated that the program was on the right trajectory and praised its commitment to DEIB and having a diverse set of options. Its catering to

- differently abled students in the community in an intentional way is excellently reflected.
- Trustee Posoff asked how faculty members were teaching within the college's program. Dr. Marshall informed her that the number of full-time faculty is small, in alignment with program enrollment. If the program can be built and grow substantially, the College could invest in hiring a few more faculty members. Trustee Posoff suggested that Mr. Morrison create a resource guide for the department to institutionalize his knowledge, process, and ecosystem.

Trustee Fulmore-Townsend moved a vote to approve the American Sign Language/English Interpreting A.A.S. program for five years. Trustee Clancy seconded. All were in favor.

Dr. Marshall shared a few events happening in the Academic and Student Success division.

- There was a Technology Expo on campus in the Great Hall. The expo focused on ways to intentionally integrate Virtual Reality into the College's curriculum.
- CCP created an articulation agreement allowing Lincoln University students interested in nursing to come to the College for a Post-Baccalaureate Associate in Applied Science in Nursing.
- This month is STEM Month, and the following events will be taking place:
 - o Student Posters – What Have Science Students Been Studying? | April 1–12, 9 a.m. to 9 p.m. | NERC, First Floor and West Building. There will be topical and research-based posters created by students on display.
 - o Creating Your Path to Medical School | April 4, 4 to 5 p.m. Students from the Drexel University College of Medicine will discuss their path to medical school in this virtual session and provide insight into how you can prepare for your journey to becoming a doctor.
 - o Women in Technology | April 5, 10 a.m. to 12:30 p.m. | Center for Business and Industry, Room C2-28. Students can learn about professionals in a variety of careers, how they're contributing to their fields, and what career options are available to them.
 - o Alumni Panel Discussion | April 6, 11 a.m. to 12 p.m. There will be panels with alumni from science, technology and health care programs as they discuss their days as CCP students and their current careers.
 - o Personal Training Proficiency Certificate Information Sessions | April 10, 10 to 11 a.m. | West Building, Room W3-36. Students will learn how to create individualized exercise plans and how to interact with clients for their career, a second job or to start their own business.
- A Student Art Exhibit took place in the Rotunda in the Mint Building.
- There is an on-campus theater production entitled *Glass Slippers*, “a Cinderella story for the social media age,” opening April 16th. The writer, Quinn Eli, also CCP faculty, was nominated for a Pulitzer.

The meeting adjourned.

Community College *of* Philadelphia

Academic Program Review: Diagnostic Medical Imaging A.A.S.

Authors: Rebecca Peterson, M.S. Ed., R.T.(R)(ARRT), Elizabeth Gordon, Amy Birge-Caracappa

Spring 2024

Table of Contents

Academic Program Review Checklist for Externally Accredited Programs..... 3

1. Executive Summary..... 3

 A. Key Findings 3

 B. Prior APR 9

 C. Action Items 9

 D. Narrative 11

Appendix C 13

 Enrollment, Persistence, Retention, Graduation, Credentialing Exam Pass Rate Data and Job
 Placement 2019-2024 13

Academic Program Review Checklist for Externally Accredited Programs

CCP's APR Section	External Accreditation Source Document	Supplemental Information Required (Yes/No)
Findings		Yes
Recommendations	Self-Study pp. 1, 6, 16, 29	Yes
Program Analysis	Self-Study pp. 1, 6, 10, 15, 23, 29	No
Statement of Mission Alignment		Yes
History and Revision to Curriculum (since the last review)		Yes
Learning Outcomes and Assessment	Self-Study pp. 29-33	No
Program Faculty	Self-Study pp. 9-15	No
Future Directions of the Program/Field		Yes
Expenditures and Resources	Self-Study pp. 6-8	Yes

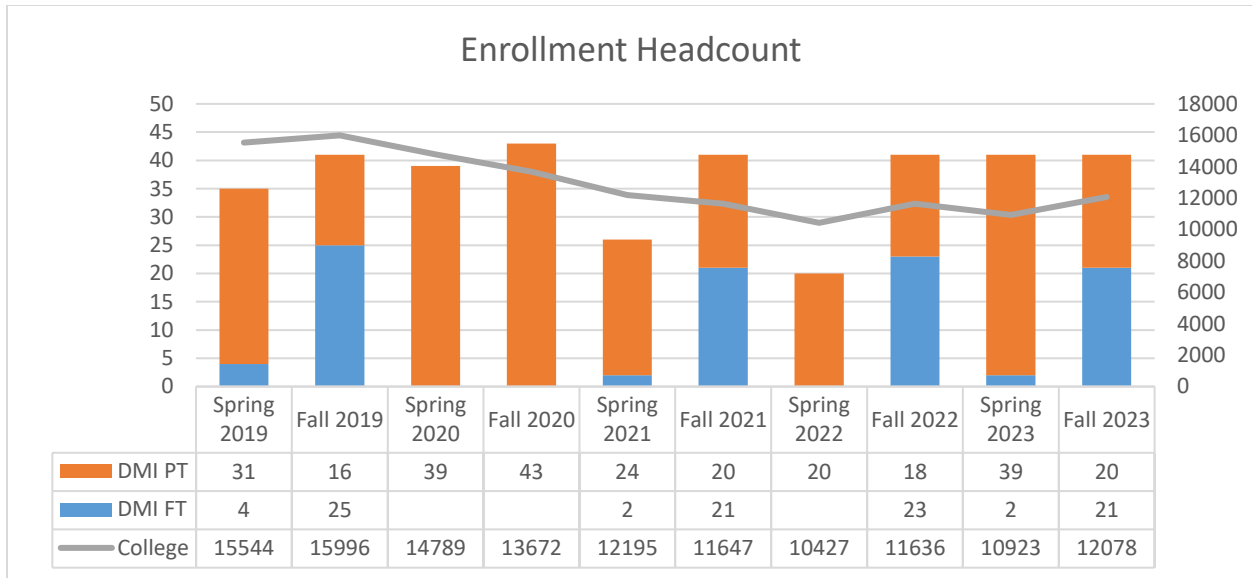
1. Executive Summary

The Diagnostic Medical Imaging AAS is a 24-month radiography program that has existed since 1974. Technologists certified and registered in radiography can be employed by hospitals, outpatient clinics, urgent care centers, and mobile imaging companies. They take x-rays of the body for interpretation and diagnosis by Radiologists. The College's AAS program in Diagnostic Medical Imaging is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

A. Key Findings

Enrollment and Demographics

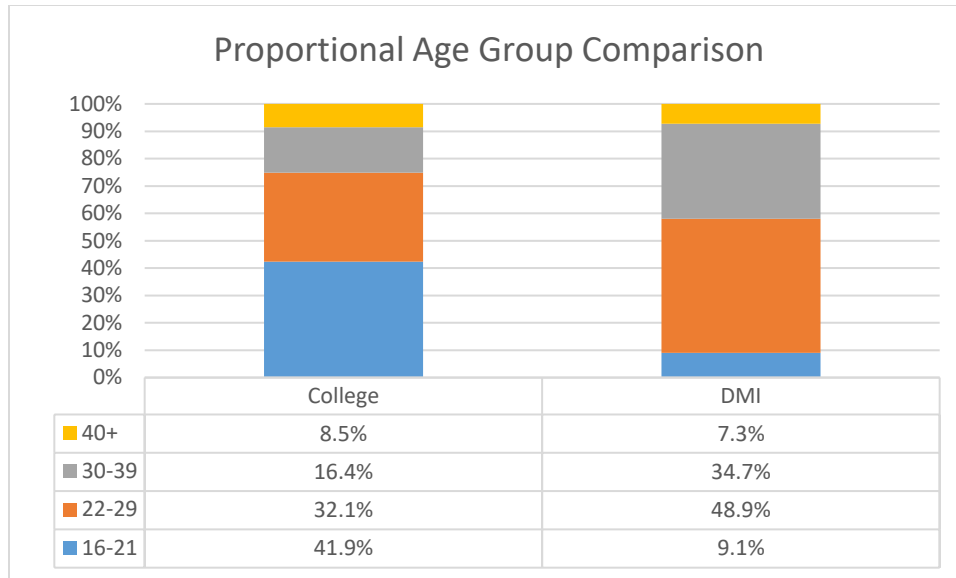
1. The DMI program is a cohort-based select program.
2. The students apply in late fall, and acceptance letters are sent to a maximum of 24 students each spring.
3. The program's total capacity allows for 24 students each year; however, the primary clinical affiliates determine the final number based on staffing, equipment, procedure volume, and manager approval.
4. Due to the impact of COVID-19, no class was admitted in 2020 (class of 2022).
5. Average enrollment in the DMI AAS between Spring 2019 and Fall 2023 was 36.8.
6. For more information, please see Appendix C: Enrollment, persistence, retention, graduation, credentialing exam pass rate data, and job placement, 2019-2024. The Appendix provides granular information of the enrollment for each of the cohorts for the last five years.
7. On average, DMI enrolled a smaller average proportion of full-time students (24.4%) than that of the College overall (30.4%).



8. In the period studied, the average percentage of students who identify as Asian females (10.1%) is nearly twice that of the College (5.9%), and the average percentage of those who identify as White females (39.9%) is nearly three times that of the College (14.3%).
9. The average percentage of students who identify as Black females (9.0%) is less than one-third that of the College (30.4%).

DMI		Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Asian	Female	2.9%	4.9%	5.1%	4.7%	7.7%	12.2%	15.0%	17.1%	17.1%	14.6%	10.1%
	Male	8.6%	7.3%	7.7%	7.0%	7.7%	4.9%	0.0%	0.0%	0.0%	2.4%	4.6%
Black	Female	11.4%	12.2%	12.8%	11.6%	15.4%	9.8%	0.0%	2.4%	4.9%	9.8%	9.0%
	Male	5.7%	2.4%	2.6%	2.3%	0.0%	0.0%	0.0%	2.4%	2.4%	4.9%	2.3%
Hispanic	Female	8.6%	9.8%	10.3%	9.3%	15.4%	17.1%	20.0%	14.6%	14.6%	12.2%	13.2%
	Male	0.0%	2.4%	2.6%	4.7%	3.8%	4.9%	5.0%	4.9%	2.4%	4.9%	3.6%
Multi-Racial	Female	0.0%	0.0%	0.0%	2.3%	0.0%	2.4%	5.0%	0.0%	0.0%	2.4%	1.2%
	Male	0.0%	2.4%	2.6%	2.3%	3.8%	4.9%	5.0%	2.4%	2.4%	0.0%	2.6%
White	Female	45.7%	43.9%	41.0%	39.5%	30.8%	31.7%	35.0%	43.9%	43.9%	43.9%	39.9%
	Male	17.1%	14.6%	15.4%	16.3%	15.4%	12.2%	15.0%	12.2%	12.2%	4.9%	13.5%

10. The program enrolled a larger average proportion of students over 21 years of age (90.9%) than the overall College average (57%).

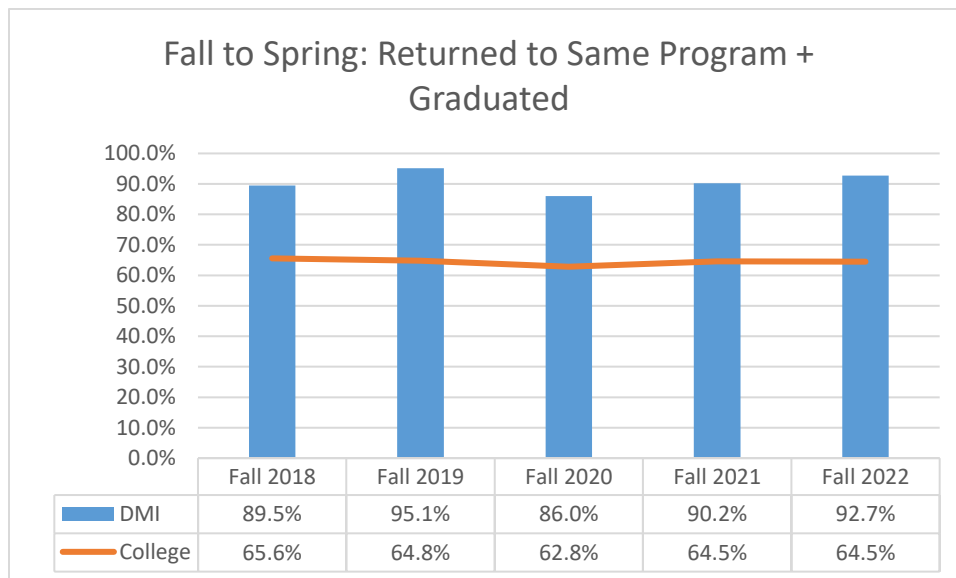


11. The program’s accreditor, the Joint Review Committee on Education in Radiologic Technology (JRCERT), requires the DMI program to use student recruitment and admissions practices that are nondiscriminatory and consistent with published policies.

Retention

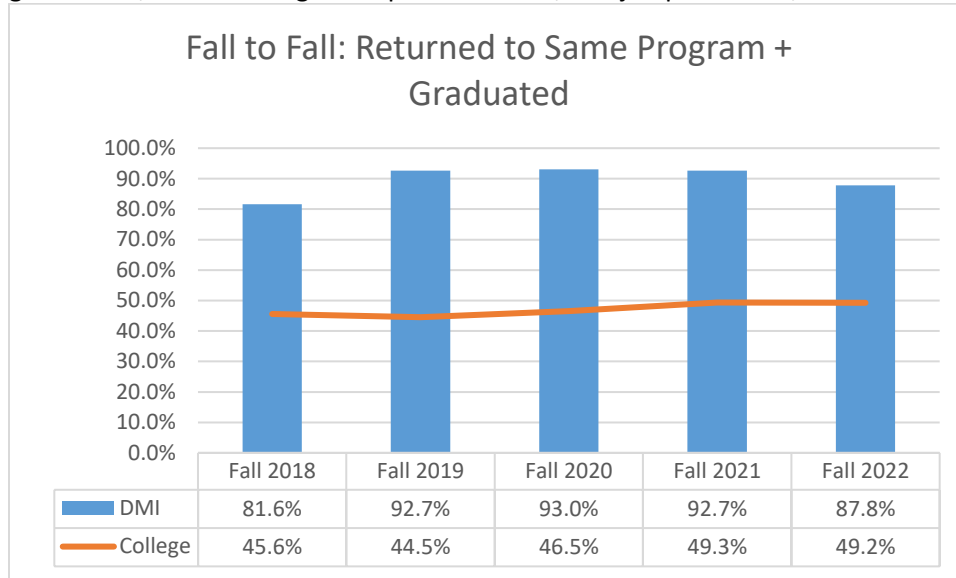
Fall to Spring:

12. Over the period studied, the proportion of DMI students who returned to the same program from one semester to the next (75.4%) was higher than that of the College overall (61.1%).
13. The program's average proportion of students who returned to a different program from one semester to the next (1.0%) was lower than the College overall (3.9%).



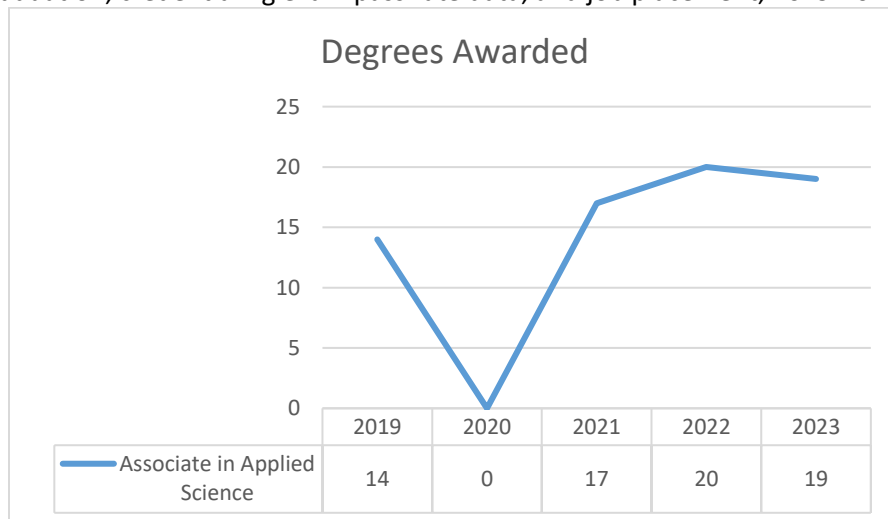
Fall to Fall:

- 14. Between Fall 2018 and Fall 2022, the proportion of DMI students who returned to the same program from one year to the next (76.2%) was higher than that of the College overall (35.1%).
- 15. The program's average proportion of students who returned to a different program from one year to the next (5.9%) was lower than that of the College overall (6.7%).
- 16. For more information, please see Appendix C: Enrollment, persistence, retention, graduation, credentialing exam pass rate data, and job placement, 2019-2024.



Success and Graduation

- 17. For the past twenty years, the program has maintained a 100% credentialing examination pass rate on the first attempt.
- 18. The program has maintained a 100% job placement rate since 2018.
- 19. From Spring 2019 to Fall 2023, 100% of students enrolled in DMI were in good standing.
- 20. Over the period studied, the DMI program awarded 70 AAS degrees.
- 21. For more information, please see Appendix C: Enrollment, persistence, retention, graduation, credentialing exam pass rate data, and job placement, 2019-2024.



Transfer

22. The Diagnostic Medical Imaging AAS degree is a workforce aligned program and is not designed for transfer.
23. The transfer data studied include students whose first semester at CCP was between Spring 2016 and Fall 2021 and whose last CCP major was DMI.
24. Over the period studied, 18% of DMI program graduates transferred to another institution, which is lower than the percentage of students who transferred from AAS degrees at the College (44.4%).

Advisory Committee

25. The DMI advisory committee consists of JRCERT recognized clinical preceptors from all clinical affiliates, clinical site managers (communities of interest), DMI program faculty, the MSHC dean, and the Allied Health department head.
26. Communities of interest represented by clinical preceptors and clinical site managers include Bryn Mawr Hospital, Children's Hospital of Philadelphia, Corporal Michael J. Crescenz VA Medical Center, Jefferson Frankford Hospital, Jefferson Torresdale Hospital, Lankenau Medical Center, Main Line Health Broomall, Paoli Hospital, Penn Medicine Rittenhouse, Penn Presbyterian Medical Center, Pennsylvania Hospital, and Riddle Hospital.

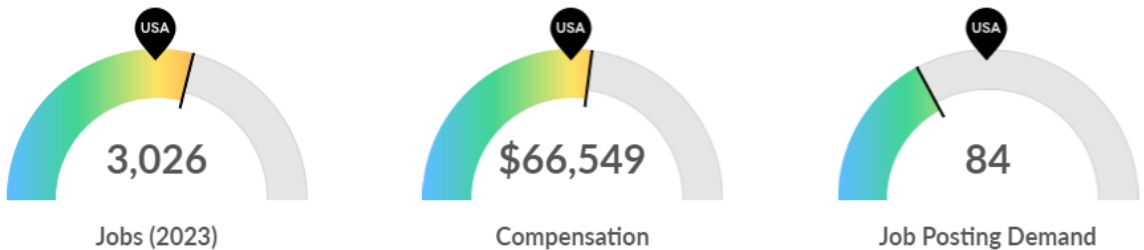
Assessment (Self-Study, p. 31)

27. The DMI program has a systematic assessment plan that facilitates ongoing program improvement.
28. The program incorporates a systematic approach to evaluating program goals, student learning outcomes, and programmatic effectiveness data, including completion rate, credentialing exam pass rate, and job placement rate.
29. The program's current assessment plan includes goals in relation to clinical competency, communication, critical thinking, and professionalism.
30. The program's assessment plan contains a minimum of two student learning outcomes per goal, two assessment tools per student learning outcome, benchmarks for each assessment method to determine level of achievement, and timeframes for data collection.
31. The program's assessment plan has an additional goal in relation to professionalism and assesses graduate and employer satisfaction.
32. All benchmarks have been met thus far for the current assessment cycle, and the program does not have any action plans in place.
33. Assessment results have been analyzed at the end of each semester/term and regularly discussed at faculty and advisory committee meetings.
34. Data collected during the fall semester is discussed during the January faculty and advisory committee meetings.
35. Data collected during the spring semester is discussed during the May faculty meeting and August/September advisory committee meeting.
36. Data collected during the summer terms is discussed at both August/September meetings.

Workforce Development

37. Economic outlook data were obtained from Lightcast (EMSI) for Radiologic Technologists and Technicians in the Philadelphia metro area:

Light Job Posting Demand Over a Deep Supply of Regional Jobs



Your area is a hotspot for this kind of job. The national average for an area this size is 2,431* employees, while there are 3,026 here.

Earnings are about average in your area. The national median salary for Radiologic Technologists and Technicians is \$65,146, compared to \$66,549 here.

Job posting activity is low in your area. The national average for an area this size is 139* job postings/mo, while there are 84 here.

*National average values are derived by taking the national value for Radiologic Technologists and Technicians 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.

38. Within the region, Community College of Philadelphia held 21.1% of market share for relevant academic programs in 2022 (the most recent year for which data are available).

Completions by Institution

Institution	Completions (2022)	Growth % YOY (2022)	Market Share (2022)	IPEDES Tuition & Fees (2022)	Completions Trend (2018-2022)
Community College of Philadelphia	19	11.8%	21.1%	\$8,688	
Bucks County Community College	17	Insf. Data	18.9%	\$9,184	
Gwynedd Mercy University	17	183.3%	18.9%	\$37,791	
Montgomery County Community College	13	-35.0%	14.4%	\$10,650	
Harcum College	12	-7.7%	13.3%	\$28,240	
Holy Family University	12	-7.7%	13.3%	\$32,558	

Cost

39. The DMI program is a state-of-the art program. The institution upgraded the laboratory in 2021, and the facility now houses energized x-ray machines.

40. As a select program that requires specialized supplies, student memberships, contracted services, faculty travel to and from clinical sites, specialized lab equipment, maintenance,

repairs, and software to support student learning and student success, the DMI program's direct cost per FTE is greater than that of the Division or the College.

41. The program has received over \$600,000 worth of Perkins Grant funded items since March 2016 for capital expenditures.

B. Prior APR

Recommendations from Prior Audit (2018) and Program Response:

There were no recommendations in the 2018 Diagnostic Medical Imaging APR.

C. Action Items

The Office of Assessment and Evaluation (OAE) makes the following recommendations for the program.

Enrollment and Demographics

1. **Enrollment growth is not recommended:** For degree programs with limited capacity due to requirements set by external accreditors and limited availability of clinical space, the OAE does not recommend increases in enrollment.
2. **Continue to address disparities in equity measures,** including the disproportionate percentage of students in the program who identify as Black females (9.0%) as compared to the College (30.4%), with emphasis on factors that affect students before they apply to the program, e.g., Kaplan exam prep, advising for general education degree requirements, and tutoring.

Persons responsible: Division of Math, Science, and Health Careers with College support

Timeline: Fall 2025 through Fall 2029

Curriculum

3. Analyze regional employment needs, enrollment patterns, and College resources and look for opportunities develop credentials in related areas, such as bone densitometry, cardiac interventional radiography, computer tomography, magnetic resonance imaging, mammography, radiologist assistant, vascular interventional radiography, and vascular sonography.

Persons responsible: Program Coordinator and Department Head, with College support

Timeline: Fall 2025-Fall 2030

Note: The action items listed below are the DMI program's self-identified concerns and plans for addressing them, organized by standard, as written in the program's self-study report. The Standard Two concern is more recent. They are presented here as documentation of the program's ongoing plans for continuous improvement, not as recommendations from OAE.

Standard One: Accountability, Fair Practices, and Public Information

Concern: The program currently has three separate webpages providing information. These include the academic offerings page, the College catalog page, and the intake process page. The academic offerings page is an admissions/marketing page. The College catalog page is an annual contract with students and recognized as the program's "webpage". It is one long page with a considerable amount of information that may be more easily accessible with the addition of navigation tabs. The intake process page includes program admissions information.

Plan: The Program Director will work with the marketing department to combine the three pages and augment a program webpage that is more easily navigated. (Self-Study, p. 1)

Standard Two: Institutional Commitment and Resources

Concern: Trauma, mobile, and surgical radiographic imaging are part of the DMI curriculum. The program has two energized mobile units and one energized surgical C-arm. However, the DMI lab does not allow for true simulation of interdisciplinary activities. Examples include driving the mobile radiographic unit into an ICU room for a chest x-ray, trauma imaging of the abdomen while respiratory therapy is bagging a patient, or surgical C-arm manipulation and imaging in an operating room/sterile environment. The program and College would benefit greatly from a pace that would allow activities like this for all healthcare disciplines.

Standard Four: Curriculum and Academic Practices

Concern: The program could strengthen the way it meets Standard Four by implementing additional innovative approaches to curriculum delivery methods such as service learning and/or interprofessional development.

Plan: Program faculty, the advisory committee, and Health Care Pathway Community members will discuss ideas and implementation for additional innovative approaches to curriculum delivery methods such as service learning and/or interprofessional development. (Self-Study, p 16)

Standard Six: Programmatic Effectiveness and Assessment: Using Data for Sustained Improvement

Concern: The Community College of Philadelphia currently uses AEFIS for course student learning outcome data compilation, however the system was not integrated with programmatic accreditation in mind. With the exception of eValue providing detailed data reports, the Diagnostic Medical Imaging Program compiles programmatic assessment data separately with antiquated methods such as Microsoft Excel. An assessment platform that allows for data compilation and comparison relevant to programmatic accreditation assessment plans including program effectiveness data would strengthen the way the program meets Standard Six.

Plan: The College is implementing a new assessment platform, and the Diagnostic Medical Imaging Program will be part of the pilot.

D. Narrative

The Diagnostic Medical Imaging AAS is a 24-month radiography program that has existed since 1974. Technologists certified and registered in radiography can be employed by hospitals, outpatient clinics, urgent care centers, and mobile imaging companies. They take x-rays of the body for interpretation and diagnosis by Radiologists. Radiologic Technologists make up the third-largest group of health care professionals in the nation. There are over 350,000 registered technologists in the United States, and the majority of them are credentialed in radiography (over 320,000).

The DMI program provides students with the means to complete all academic and clinical requirements for American Registry of Radiologic Technologists (ARRT) certification and registration with a combination of classroom, laboratory, and clinical experiences. Students learn how to perform radiographic and fluoroscopic procedures, demonstrate quality patient care, apply appropriate radiation protection practices, communicate effectively as a healthcare professional, think critically in various patient and procedural situations, and demonstrate professionalism both in the clinical setting and when delivering patient care. Upon completion of all degree requirements, DMI students are eligible to sit for the American Registry of Radiologic Technologists' (ARRT's) Radiography examination.

Trauma, mobile, and surgical radiographic imaging are part of the DMI curriculum. The program has two energized mobile units and one energized surgical C-arm. However, the DMI lab does not allow for true simulation of interdisciplinary activities. Examples include driving the mobile radiographic unit into an ICU room for a chest x-ray, trauma imaging of the abdomen while respiratory therapy is bagging a patient, or surgical C-arm manipulation and imaging in an operating room/sterile environment. The program and College would benefit greatly from a space that would allow activities like this for all healthcare disciplines.

The curriculum consists of eight consecutive semesters (24 months, including summer sessions) combining classroom and laboratory components at the College with clinical education courses at an area affiliate hospital. Clinical education begins during the second semester and continues through the final term (seven clinical courses). During clinical education, the student is supervised by College faculty and clinical staff while interacting with patients in the radiology departments of the program clinical affiliates.

The DMI program provides timely and supportive academic and clinical advisement to students enrolled in the program in accordance with JRCERT accreditation requirements. The three full-time DMI faculty serve as advisors for current program students. During the semester advising sessions, students are provided with their mid-semester progress and a program advising form is completed. Faculty also provide students with upcoming course registration information and assure students are on track with completion of all DMI degree requirements. Although the mid-semester course grades are included on the advising form, the Clinical Coordinator and Clinical Faculty are responsible for separate clinical advisement. During each clinical education course, faculty complete mid-semester progress notes for each assigned student.

In addition to the regularly scheduled academic and clinical advisement, faculty use Starfish Connect regularly. Students may be flagged for concerns such as missed assignments, low exam scores, or attendance. Faculty can view student tracking in Starfish for all DMI courses at any time for advising purposes. The DMI faculty have an open line of communication with each other and the students to foster student success and improve program completion rates. Since DMI courses are only offered once per year, each cohort spends a significant amount of time together and with DMI faculty, which contributes to regular communication and support.

The DMI program provides a valuable pathway into the medical imaging field with many opportunities for future advancement. Technologists certified in radiography can pursue multiple post-primary ARRT credentials such as bone densitometry, cardiac interventional radiography, computed tomography, magnetic resonance imaging, mammography, radiologist assistant, vascular interventional radiography, and vascular sonography. Major health organizations in the Philadelphia area benefit from DMI program graduates. Many DMI program alumni are working in radiology departments throughout the city of Philadelphia and its surrounding suburbs.

The DMI program has strong program effectiveness outcomes, including a one hundred percent credentialing examination pass rate on the first attempt for the past twenty years (since 2004) and a one hundred percent job placement rate since 2018. These outcomes and high program standards contribute to the program's support from its clinical affiliates and reputation in the city of Philadelphia and surrounding communities.

Appendix C

Enrollment, Persistence, Retention, Graduation, Credentialing Exam Pass Rate Data and Job Placement 2019-2024

The DMI program is a cohort based select program. Students apply in late Fall and acceptance letters are sent to a maximum of 24 students each spring. The program's total recognized capacity allows for 24 students each year; however, the primary clinical affiliates determine the final number based on staffing, equipment, procedure volume, and manager approval. This number dropped after 2019, but the program added four new primary clinical affiliates in 2023 which has allowed for maximum acceptance in 2023 and 2024. No new students can enroll into the program outside of this cycle. This allows for tracking of every student accepted into the program and provides the most granular picture of student progress to graduation, credential exam performance and job placement rate. Table 1 shows the progress of each cohort since 2018 (graduating class of 2020 begin date). The data for annual cohorts are also reported to the JRCERT as part of the program's annual report (PAR).

Due to the impact of COVID-19, no class was admitted in 2020 (class of 2022).

Of the 67 students total who started the program in 2018, 2019, and 2021, 56 of these students graduated from the program. This is 83.6% graduation. Five students dropped out of the program for personal reasons. Per JRCERT guidelines, these students are not counted in graduation rates, and hence the reported graduation rate is 90.3% (56/62). All students passed their credentialing exam (100%) from these cohorts. Job placement rates are 100% for students choosing to find employment post-graduation.

For the post COVID-19 pandemic cohort currently enrolled (class of 2025), the program has seen an increase in the number of students withdrawing from the program due to personal reasons.

Class of 2020 7/10/18 – 10/20/20	Accepted Spring	Begin/Late Summer Year 1	Fall Semester Year 1	Spring Semester Year 1	Early Summer Year 1	Late Summer Year 2	Fall Semester Year 2	Spring Semester Year 2	End/Early Summer Year 2
	2018	2018	2018	2019	2019	2019	2019	2020	2020
	23	22 1 changed mind before start	22	20 1 W (personal) 1 D (academic)	17 1 W (personal) 2 D (academic)	17	17	17	17 Fall 2020 due to COVID
Students graduated later than anticipated due to the COVID-19 pandemic disruption									
PCR* = 17/20 (85%)									
Job Placement Rate = 16/16 (100%) 1 student continued education in MRI and was not actively seeking employment									
Credentialing Exam Pass Rate = 17/17 (100%)									
Class of 2021 7/9/19 – 11/15/21	Accepted Spring	Begin/Late Summer Year 1	Fall Semester Year 1	Spring Semester Year 1	Early Summer Year 1	Late Summer Year 2	Fall Semester Year 2	Spring Semester Year 2	End/Early Summer Year 2
	2019	2019	2019	2020	2020	2020	2020	2021	2021
	24	24	24	22 1 W (personal) 1 D (academic)	20 1 W (personal) 1 D (academic)	20	20	20	20 Fall 2021 due to COVID
Students graduated later than anticipated due to the COVID-19 pandemic disruption									
PCR* = 20/22 (90.9%)									
Job Placement Rate = 18/18 (100%) 2 not actively seeking employment									
Credentialing Exam Pass Rate = 20/20 (100%)									
Class of 2022 July 2020- June 2022	Accepted Spring	Begin/Late Summer Year 1	Fall Semester Year 1	Spring Semester Year 1	Early Summer Year 1	Late Summer Year 2	Fall Semester Year 2	Spring Semester Year 2	End/Early Summer Year 2
	2020	2020	2020	2021	2021	2021	2021	2022	2022
	21	0	0	0	0	0	0	0	0
Could not begin a new cohort in late summer 2020 because of program total capacity and extended program length for the Class of 2020. Seats were held until July 2021 start.									
PCR* = N/A									
Job Placement Rate = N/A									
Credentialing Exam Pass Rate = N/A									
Class of 2023 7/13/21 – 7/3/23	Accepted Spring	Begin/Late Summer Year 1	Fall Semester Year 1	Spring Semester Year 1	Early Summer Year 1	Late Summer Year 2	Fall Semester Year 2	Spring Semester Year 2	End/Early Summer Year 2
	2021	2021	2021	2022	2022	2022	2022	2023	2023
	21	21	21	20 1 D (academic)	19 1 W (personal)	19	19	19	19
PCR* = 95% (19/20)									
Job Placement Rate = 18/18 (100%) 1 continuing education in Medical Dosimetry and not actively seeking employment									

Credentialing Exam Pass Rate = 19/19 (100%)									
	Accepted Spring	Begin/Late Summer Year 1	Fall Semester Year 1	Spring Semester Year 1	Early Summer Year 1	Late Summer Year 2	Fall Semester Year 2	Spring Semester Year 2	End/Early Summer Year 2
Class of 2024 7/12/22 – 7/1/24	2022	2022	2022	2023	2023	2023	2023	2024	2024
	22	22	22	21 1 D (academic)	19 1 W (personal) 1 D (nonacademic)	19	19	19	
PCR* = N/A Job Placement Rate = N/A Credentialing Exam Pass Rate = N/A									
Class of 2025 7/11/23 – 6/30/25	Accepted Spring	Begin/Late Summer Year 1	Fall Semester Year 1	Spring Semester Year 1	Early Summer Year 1	Late Summer Year 2	Fall Semester Year 2	Spring Semester Year 2	End/Early Summer Year 2
	2023	2023	2023	2024	2024	2024	2024	2025	2025
	24	22 1 changed mind 1 criminal record	21 1 D (academic)	16 3 W (personal) 2 D (academic)					
PCR* = N/A Job Placement Rate = N/A Credentialing Exam Pass Rate = N/A									
Class of 2026 7/9/24 – 6/29/26	Accepted Spring	Begin/Late Summer Year 1	Fall Semester Year 1	Spring Semester Year 1	Early Summer Year 1	Late Summer Year 2	Fall Semester Year 2	Spring Semester Year 2	End/Early Summer Year 2
	2024	2024	2024	2025	2025	2025	2025	2026	2026
	24								
PCR* = N/A Job Placement Rate = N/A Credentialing Exam Pass Rate = N/A									

Term # count indicates total at the start of the term. Notes of W or D indicate end or prior semester status impacting term start #'s.

***JRCERT Program Completion Rate (PCR)** is defined as the number of students who complete the program within the stated program length. The program specifies the entry point (e.g., required orientation date, final drop/add date, final date to drop with 100% tuition refund, official class roster date, etc.) used in calculating the program's completion rate. When calculating the total number of students enrolled in the program (denominator), programs need not consider students who attrite due to nonacademic reasons such as: 1) financial, medical/mental health, or family reasons, 2) military deployment, 3) a change in major/course of study, and/or 4) other reasons an institution may classify as a nonacademic withdrawal.

Community College *of* Philadelphia

Academic Program Review: Theater A.A.

Authors: Quinn Eli, Elizabeth Gordon, Amy Birge-Caracappa

Spring 2024

Table of Contents

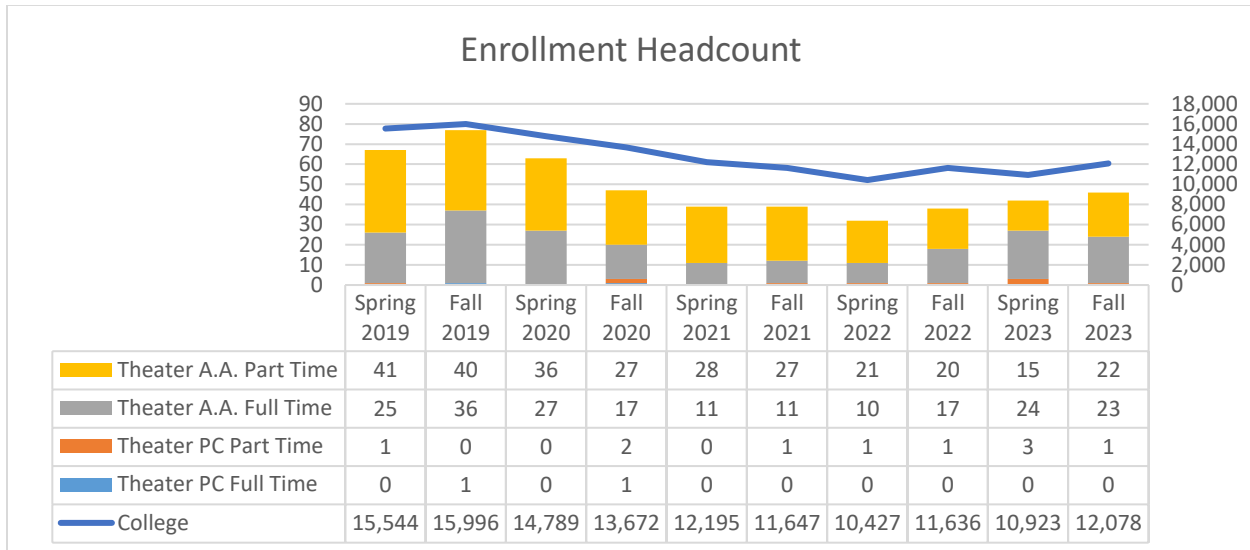
1. Executive Summary.....	3
A. Key Findings	3
B. Prior Audit.....	7
C. Action Items.....	10
D. Narrative	10

1. Executive Summary

A. Key Findings

Enrollment and Demographics

1. Average enrollment in the Theater program, Acting PC, and Technical Theater PC between Spring 2019 and Fall 2023 was 49.
2. On average, Theater enrolled a larger average proportion of full-time students (40.6%) than that of the College overall (30.4%).



*Headcount is unduplicated, so PC students are only reported here if the certificate is listed as their primary major.

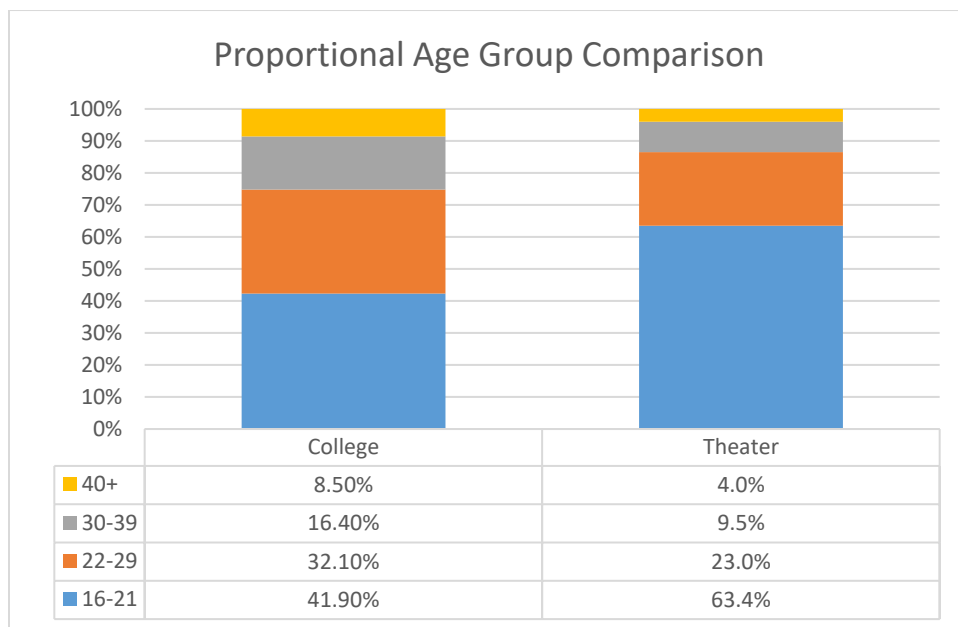
3. On average, Theater enrolled a comparable percentage of students identifying as Black females (30.8%) as the College overall (30.4%) and a higher percentage of students identifying as Black males (24.4%) as the College overall (12.5%).
4. On average, Theater enrolled a lower percentage of students who identify as Asian (3.7%), than the College overall (10.7%).
5. On average, Theater enrolled a comparable percentage of students who identify as Hispanic (15.9%) as the College overall (16.7%).
6. On average, Theater enrolled a lower percentage of students who identify as White (14.6%) than the College overall (22.4%).

Theater		Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Asian	Female	1.5%	1.3%	1.6%	0.0%	0.0%	0.0%	3.1%	5.3%	4.8%	8.7%	2.6%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	3.1%	2.6%	2.4%	0.0%	1.1%
Black	Female	34.3%	33.8%	33.3%	34.0%	46.2%	33.3%	21.9%	26.3%	19.0%	26.1%	30.8%
	Male	20.9%	27.3%	23.8%	29.8%	17.9%	25.6%	28.1%	18.4%	28.6%	23.9%	24.4%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	0.2%
Hispanic	Female	9.0%	9.1%	6.3%	6.4%	7.7%	7.7%	9.4%	7.9%	9.5%	10.9%	8.4%
	Male	7.5%	3.9%	4.8%	6.4%	5.1%	7.7%	9.4%	10.5%	9.5%	8.7%	7.3%

	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	0.2%
Multi-Racial	Female	0.0%	3.9%	4.8%	4.3%	2.6%	5.1%	0.0%	2.6%	2.4%	2.2%	2.8%
	Male	6.0%	2.6%	6.3%	2.1%	2.6%	7.7%	9.4%	7.9%	7.1%	2.2%	5.4%
Other/Unknown	Female	1.5%	2.6%	3.2%	2.1%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
	Male	0.0%	0.0%	0.0%	2.1%	2.6%	0.0%	0.0%	0.0%	0.0%	4.3%	0.9%
White	Female	7.5%	3.9%	4.8%	4.3%	7.7%	7.7%	9.4%	7.9%	4.8%	2.2%	6.0%
	Male	11.9%	11.7%	11.1%	8.5%	5.1%	2.6%	6.3%	7.9%	9.5%	4.3%	7.9%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	2.4%	2.2%	0.7%

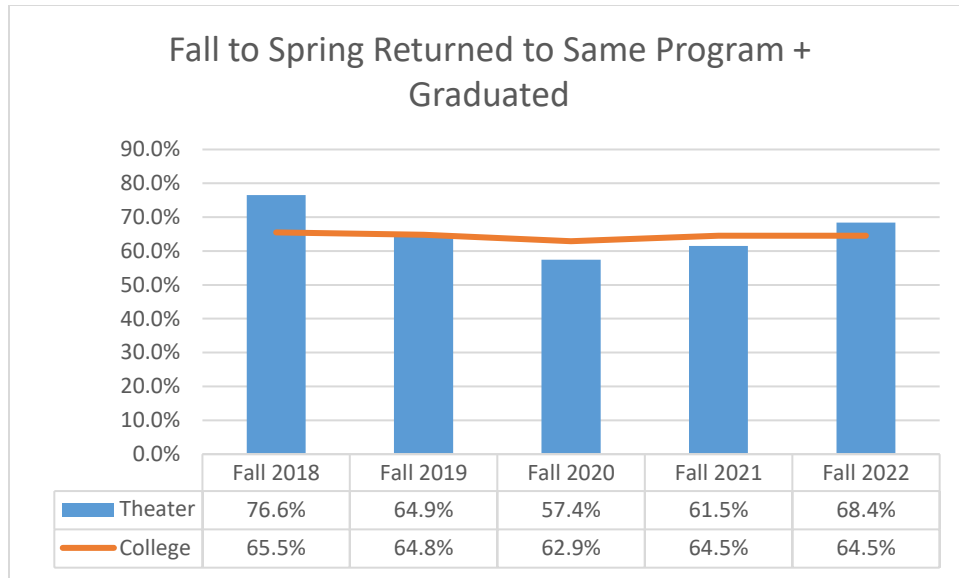
*Percentages are for all three programs combined.

- The program enrolled a larger average proportion of students under 30 years of age (86.4%) than the overall College average (74%).



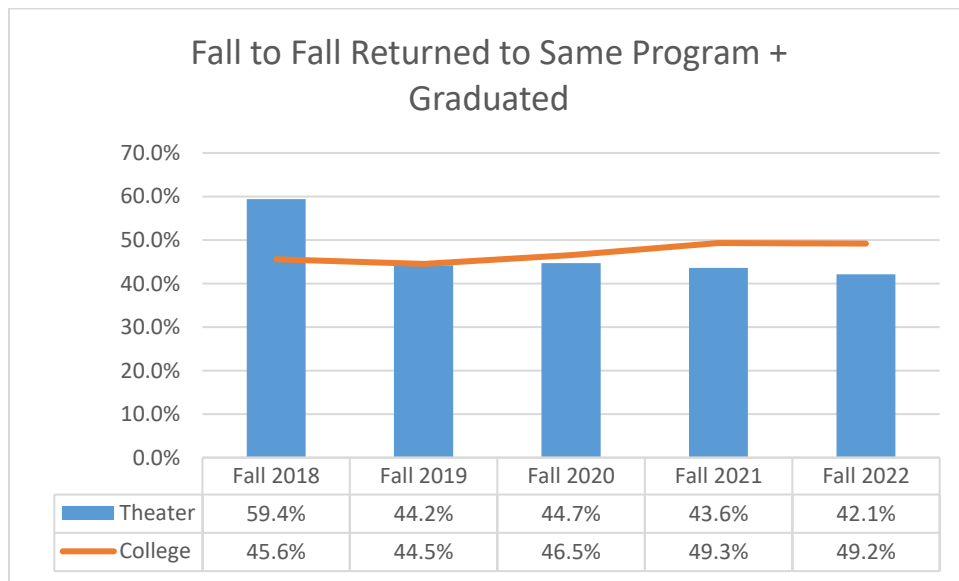
**Retention
Fall to Spring**

- Between Fall 2018 and Spring 2023, the proportion of Theater students who returned to the same program from one semester to the next (63.5%) was higher than that of the College overall (61.1%).
- The program's average proportion of students who returned to a different program from one semester to the next (2.1%) was lower than that of the College overall (3.9%).



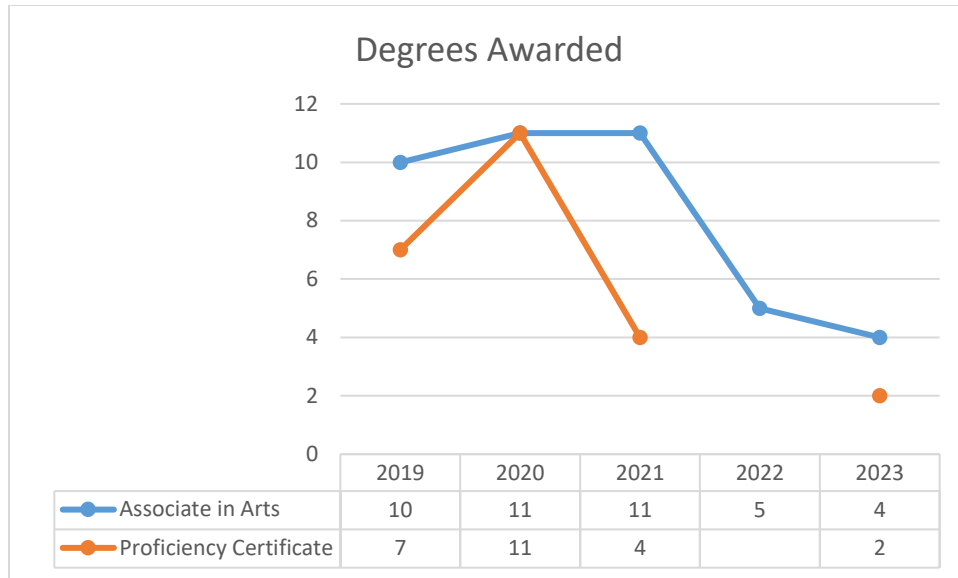
Fall to Fall

8. Between Fall 2018 and Fall 2022, the proportion of Theater students who returned to the same program from one year to the next (35.4%) was comparable to 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 (3.2%) was lower than that of the College overall (6.7%).



Success and Graduation

10. Over the period studied, the Theater program awarded 41 AA degrees and 24 Proficiency Certificates.



Transfer

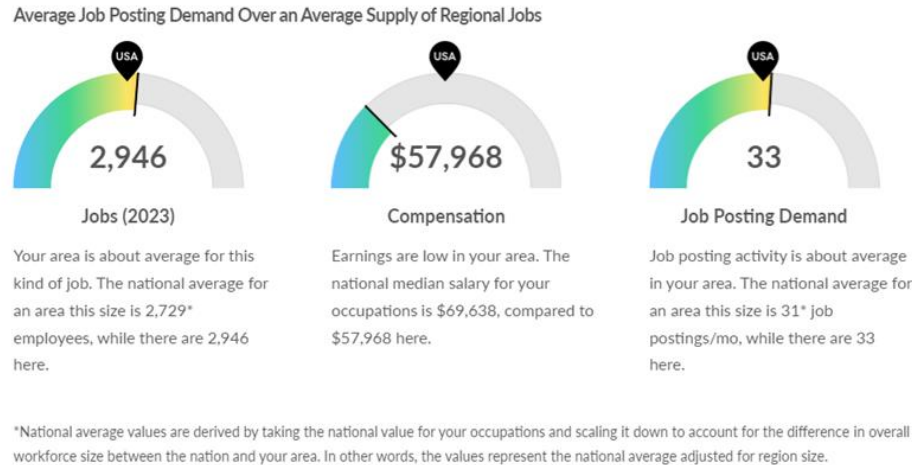
- 11. The transfer data studied include students whose first semester at CCP was between Spring 2016 and Fall 2021 and whose last CCP major was Theater.
- 11. Over the period studied, 51.9% of Theater graduates transferred to another institution, compared to 60.8% of AA graduates at the College.
- 12. Of the 14 Theater program graduates who transferred to another institution during the period studied, 8 of them (57.1%) went on to graduate from that institution, compared with 33.6% of graduates college-wide and 30.4% of graduates of A.A. programs overall.

Assessment

- 12. The Theater AA degree has seven program learning outcomes (PLOs).
- 13. Theater faculty have been using AEFIS for data collection since Fall 2020.
- 14. All PLOs are assessed every two years, with course assessment data collected every semester the course runs.
- 15. Theater faculty reviews assessment data and develops action plans and continuous improvement measures regularly.
- 16. The program created an action plan to improve assessment results for PLO #3 in Fall 2022, and the PLO met or exceeded the 80% benchmark in Fall 2022 and Spring 2023 as well as PLOs #2 and 7.

Workforce Development

- 17. Lightcast economic modeling data for the following occupations:
 - Set and Exhibit Designers (27-1027)
 - Actors (27-2011)
 - Producers and Directors (27-2012)
 - Entertainers and Performers, Sports and Related Workers, All Other (27-2099)
 - Sound Engineering Technicians (27-4014)



Cost

18. Cost per FTE for Theater is comparable the Division of Liberal Studies and the College overall.
19. Over the period studied, the program ran an average of 33.5 sections of its required courses, which were, on average, 87.8% full.
20. Efforts to “professionalize” the Black Box Theater (BG-21) are necessary to continue the program’s current momentum.
21. Improving the sound and lighting apparatus of the space, adding “ranked” seating, and expanding the possibilities for streaming, in the Black Box theater can better equip students to graduate with the training, preparation, and skills necessary to thrive in professional theater spaces both locally and nationwide.

B. Prior Audit

Recommendations from Prior Audit (2019) and Program Response:

Enrollment and Demographics

1. Track the effects on enrollment and section efficiency of the curricular changes made concurrent with this Program Review.

Program Response: Starting in 2019, the goal of the Theater program was to develop a unique, arts-based process of data collection, analysis, monitoring, and evaluation to track the impact of curricular changes on enrollment and section efficiency and make informed decisions intended to optimize the educational experience for students in the performing arts. This process was halted early on, however, by COVID and the subsequent lockdown. Despite this setback, a recent uptick in interest in the program was brought to our attention by Academic Advising, and this uptick appears to be related to the high visibility of our most recent stage productions, which in turn has led to an increase in the number of sections currently available for our most foundational courses (ENGL 131, 132, and 137). Additionally, to drive graduation rates, we are offering sections at different times of day, specifically late afternoon and evening, which is a response to anecdotal information we received that some students with an interest in performing arts felt excluded from the program since our classes were exclusively held in the mornings in the immediate aftermath of COVID.

- Partner with ESL and Developmental math and English faculty to design recruitment and curricular material that identifies and maximizes the benefits of Theater courses to these students.

Program Response: Starting in 2019, our goal of the Theater Program was to conduct surveys to understand the specific needs, interests, and challenges of ESL and developmental math and English students and to create performance-based theater activities and curricular materials to address these unique requirements. This initiative was halted by COVID and the subsequent lockdown. Nonetheless, initial discussions suggested that Theater faculty would need to collaborate closely with ESL and developmental instructors to identify the specific benefits of Theater courses for their students. These potential benefits might include improving language skills through acting and dialogue, boosting confidence and communication skills, fostering creativity and critical thinking, and providing a supportive, collaborative environment for team-building and personal growth.

- Achieve course and Program enrollment benchmarks set by Program Dean by 2023. The goal for the program is to increase the Program Major enrollment by a maximum of 10% each Academic Year. This chart represents the Fall semesters of each year, with approximately a 59.4% increase from Fall 2018 to Fall 2023. This does not account for graduation rates.

Semester	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Headcount	64	70	77	85	93	102

Program Response: Collaboration with other educational institutions (such as Bryn Mawr College) and local theater organizations (such as Azuka Theater) is now the cornerstone of the Theater program because such an approach offers additional resources and opportunities in the performing arts, making the program more attractive to prospective students. Similarly, our emerging partnerships with other programs within the Creative Arts pathway serve these same ends. Finally, the availability of online courses in communications-based courses such as ENGL 120 (as opposed to performance-based courses such as ENGL 131) has provided a kind of gateway for prospective students to explore course options in the performing arts.

Retention

- Devote time to increasing student knowledge of career development in addition to transfer. This occurs by inviting to campus writers, directors, stage managers and other professionals from local theaters for skills development and networking.

Program Response: Increasing students' knowledge of career development in the performing arts requires a multifaceted approach, one that goes beyond focusing exclusively on academic transferable skills. With this in mind, the Theater program has committed to the following activities: **1)** provide students with opportunities for hands-on experience in the performing arts field, specifically with local theaters, such as Irish Heritage Theater; **2)** invite professionals from the performing arts industry to speak to students about their career paths, experiences, and insights; **3)** encourage these visiting professionals to

offer personalized career counseling as part of an overall networking initiative, intended to facilitate mentorship; 4) highlight the diverse range of career paths available within the performing arts industry beyond acting or performing; and 5) remain actively in touch with students post-graduation to help them to navigate their professional and/or academic goals in the field.

5. Actively engage in the Creative Arts Pathway community including embedding advisory notes explaining employment opportunities during and after completion of the Program and infusing the use of Starfish early warning system into the Program.

Program Response: Partnering with colleagues in Creative Arts pathway has yielded unexpected results beyond those established in 2019. Specifically, we are actively involved in efforts to make the College's Black Box Theater a hub of activity for students engaged in a variety of artistic pursuits, including an increased number of music recitals, showcases for photography, cinema, and fine arts exhibits, and more cooperation with the Architecture, Design, and Construction department on scenic construction. In this way, the Black Box has the potential to improve the student experience in the arts by creating a "center point" for artistic activity. Building these experiences within Creative Pathways and sharing the results with audiences from throughout the College will bring people together across disciplines, foster connections, and promote in our programs a sense of belonging among students.

Transfer

6. Examine the articulation agreements with Indiana University of Pennsylvania and California University of Pennsylvania to determine why they are underutilized. Discontinue these agreements if they are not useful to students.

Program Response: Majors in the Theater program have expressed a desire to continue their studies closer to home, thereby helping to explain why articulation agreements with Indiana University of Pennsylvania and California University of Pennsylvania have been underutilized. The program believes it would be best to discontinue these agreements. Recent conversations between the Program Coordinator for Theater and members of the theater programs at Bryn Mawr College and Arcadia University strongly suggest that pursuing articulation agreements with these institutions presents a worthwhile alternative.

Assessment

7. As a faculty, decide on the importance of non-theater specific skills such as communication, higher order thinking, and teamwork mentioned in the Program Analysis to their program. If they are determined to be essential elements of the Program, adjust Program Learning Outcomes to include and assess them.

Program Response: This activity was halted during COVID and the subsequent lockdown.

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
77	46	Low range	49	6.5%	53	8.2%	56	5.7%
		High range	65	41.3%	83	27.7%	101	21.7%

*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.

Transfer

2. Review articulation agreements with area transfer partners to determine their efficacy and relevance.

Responsibility: Program Coordinator, Department Head, Office of Transfer and Articulation

Timeline: Fall 2025

D. Narrative

The Theater program at Community College of Philadelphia is committed to offering its students a rigorous pre-professional experience in the performing arts. To this end, the program encourages students to take an active role in developing new work for the stage. Rather than staging plays with a long history of production, the Theater program focuses on new work, collaborating with local institutions and theater artists from diverse backgrounds. In 2023, the program partnered with Bryn Mawr College on a new interpretation of *Medea*, written by Philadelphia-based playwright James Ijames, who won the Pulitzer Prize in Drama for *Fat Ham* in 2022; and they are currently developing a new work by Quinn D. Eli, who heads the program and whose most recent play, *In Common*, was commissioned and produced by the actor Jeff Daniels. Having achieved success last year with their co-production of *Medea*, the Theater program remains committed to raising its profile, both on campus and city-wide.

Theater programs in urban environments are especially well-suited to address local conditions and perspectives by teaming drama instructors, theater professionals, and students to write, produce, and perform plays. According to an article in the *Research and Drama Education Journal* (2011), such activities provide students with “a growing sense of community within their classroom” and illuminate how theater artists can be “agents of social change.” These objectives have long been a priority of the Theater program; however, much of their progress was interrupted by the COVID-19 pandemic. Not only did they experience a considerable drop in enrollment, but it also became all but impossible for students to envision a future in the arts at a

time when so many venues and activities in the performing arts were at a standstill. The Theater program was able to reverse this trend last year, however, due to the aforementioned collaboration with Bryn Mawr College, which was underwritten by the American Council of Learned Societies (ACLS) Sustaining Public Engagement Grant, a responsive funding program designed to “repair the damage done to publicly engaged humanities projects and programs by the social and economic disruption of the COVID-19 pandemic.” Partnerships such as these provide important networking opportunities for students while developing important new work for the stage in an environment that pairs creative expression with academic and professional advancement. An unexpected boon of these activities is not only an uptick in the program’s enrollment, but also assessment data that indicates students are becoming increasingly proficient in key learning outcomes, particularly team building and critical analysis, which the program sees as a direct result of their emphasis on the collaborative and analytic rigors of new play development.

Additionally, program-wide interviews with Theater students have shown that they are more likely to integrate the performing arts into their overall academic and professional goals when theater activities are made part of a larger set of collaborations. In other words, students in Theater can more easily envision a future for themselves in the arts when they are made aware of other types of potential partnerships. To this end, the Theater program has continued to foster partnerships with Digital Video Production, Music, and other curriculums in the Creative Arts pathway at the College, exemplified by their recent efforts to integrate into their Spring production contributions from students in Fashion Merchandising and Marketing (FMM), who are working on costumes, and Architecture, Design and Construction (ADC), who are assisting in scenic design and set-building. Finally, the Theater program now routinely invites onto campus a small but diverse group of local theater professionals in lighting, sound, and scenic design to work directly with students to ensure each show is a success. The program’s goal is to foreground the College’s commitment to making the arts a vibrant, accessible part of the educational experience by producing work that is not only performed live for audiences on campus, but is also professionally recorded, streamed, and made available on an open-access platform. To ensure each new production builds on the artistic standards that the program established last year with *Medea*, offers meaningful pre-professional training in the performing arts, and showcases the Black Box Theater as a hub for creative engagement for the entire community, the Theater program hopes to draw on resources that reflect the College’s mission to encourage students to be active participants in the “cultural life of the city.”

To this end, greater efforts to “professionalize” the Black Box Theater (BG-21) are necessary to continue the current momentum. By improving the sound and lighting apparatus of the space, adding “ranked” seating, and expanding the possibilities for streaming, the College can better equip students to graduate with the training, preparation, and skills necessary to thrive in professional theater spaces both locally and nationwide. These improvements will likely boost enrollment, retention, and graduation rates by enhancing the quality and impact of theater productions. Whereas the Black Box was originally designed as a kind of “studio” space, one that could easily stage modest productions on a small scale, the recent success of *Medea* makes clear that the space can be reimagined to function on a larger scale for more sophisticated productions. Adjustments to the upkeep, operation, and management of the Black Box will transform it into a more state-of-the-art learning and performance venue, one that can host a variety of cultural events for local audiences.