

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

MINUTES

**Thursday, May 2, 2013
1:30 p.m. – Room M2-34**

Presiding: Dr. Judith Rényi

Present: Dr. Stephen Curtis, Mr. Mark Edwards, Dr. Judith Gay, Dr. Samuel Hirsch, Ms. Mary Horstmann, Mr. Chad Lassiter, Dr. Judith Rényi, Dr. James Roebuck

Guests: Dr. Miles Grosbard, Dr. Ronald Jackson, Mr. John Moore, Dr. Sharon Thompson, Mr. David Watters

(1) Executive Session

There was a discussion about the status of information requested by the Student Outcomes Committee.

(2) Public Session

a) Approval of Minutes of April 4, 2013 (Action Item)

The minutes were accepted.

b) Proposed 2013-14 Student Activities, Athletics, and Commencement Budget (Action Item)

Dr. Hirsch introduced Dr. Ronald Jackson, Dean of Students and Mr. David Watters, Assistant Dean of Students. Dr. Hirsch introduced the budget presentation by stating that the budget revenue is comprised primarily from a \$4 per credit student fee and from net profits from auxiliary services. He explained the Board Policy that outlines guidelines for the use of student activities funds. Dr. Jackson and Mr. Watters reviewed highlights of the use of student activities fees for 2012-2013 including: recognition for the student paper, *The Vanguard*; Phi Theta Kappa International Honor Society received 5 Star Chapter Award and Distinguished Chapter Officer Team Award; and three alternative spring break trips were sponsored with Habitat for Humanity.

Mr. Watters reviewed the budget assumptions and rationale for the proposed 2013-14 Budget for Student Activities, Athletics, and Commencement. He indicated that there is a projected decrease of \$87,410 in 2013-14 projected revenue compared to the 2012-13 approved budget; an overall increase in staff costs of \$32,000; and a proposed total reduction of \$5,000 in the First Year Student Success, Child Care Center contingency, and Commencement budgets. The decrease in revenue is associated with a projected decrease in enrollment for next year.

Board members asked for details of student orientation. Dr. Hirsch explained that there is a new student orientation that is offered the week before classes begin each semester at both the Main Campus and at each Regional Center. In addition, at the Main Campus, all new students participate in a Student Orientation and Registration event. Participation mirrors College full time/part time enrollment. Students receive financial aid information and are offered a financial planning session. They learn how to register using the College's web registration system. A major goal is to help students become more self-reliant.

Board members asked about participation in athletics. The Committee was informed that the Eastern Pennsylvania Collegiate Conference (EPCC) the College was in was disbanded. Therefore, this year the College did not participate in a conference. Dr. Jackson indicated that the College has begun the process of realigning intercollegiate-athletics to transition to the National Junior College Athletic Association (NJCAA) to go into effect fall 2013. Baseball will be eliminated due to lack of student interest. The College does have intramural sports. Athletics are all on the Main Campus.

The College started a student programming board two years ago and the student board is helping to inform decisions about activities. It was also noted that the student survey showed that the interests of students on the Main Campus differ from students at the Regional Centers. Mr. Watters indicated that more students want activities and events centered on career paths and transfer.

One suggestion from Dr. Rényi was to move the printed materials to an online version.

Action: The Student Outcomes Committee of the Board agreed to recommend to the full Board approval of the proposed 2013-14 Budget for Student Activities, Athletics, and Commencement.

**(c) Academic Program Audit: Architecture and Interior Design Programs
(Action Item)**

Mr. Moore reviewed highlights of the Audits of the Architecture and Interior Design programs. Dr. Roebuck asked about the pipeline into the College's programs. Dr. Grosbard said that there is a charter high school but that school emphasizes having students attend four-year colleges and universities.

Dr. Grosbard stated that students need to take physics at the College but sometimes transfer before taking it because of the math requirements. He stated that the faculty in the programs are discussing whether students should be allowed to take any science course.

Dr. Grosbard mentioned partnerships that the department has developed, particularly with the Energy Coordinating Agency.

There was a question about job opportunities. The Architecture and Interior Design programs are transfer programs. Dr. Grosbard stated that students who complete training in Computer Assisted Design (CAD) do acquire skills and can get jobs in the \$15-\$17 per hour range.

Dr. Grosbard explained differences at transfer institutions. For example, Philadelphia University has a five-year program while Temple University has moved to a six-year program.

The Student Outcomes Committee of the Board wants to discuss the job placement rates for transfer programs.

Action: The Student Outcomes Committee of the Board recommends that the Board of Trustees accept the audit and require an update on the recommendations in one year before recertifying the programs.

(d) Academic Program Audit: Behavioral Health Human Services, AAS and Associated Certificates (Action Item)

The Student Outcomes Committee did not discuss the topic, which will be added to the May 20, 2013 agenda.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Monday, May 20, 2013 at 10:30 a.m. in conference room M2-34.

Attachments:

Minutes of April 4, 2013

2013-2014 Student Activities, Athletics, and Commencement Budget: Budget Assumptions and Rationale

Student Activities, Athletics, and Commencement Budget: 2012-13 Outcomes

College Policies and Procedures Memorandum No. 211: Guidelines for the Use of Student Activities Fund

Academic Program Audit: Architecture and Interior Design Programs

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

SUMMARY of AUDIT ACTIONS

May 2, 2013 Meeting

Summary of the Architecture and Interior Design Programs Audit

The Architecture Program at CCP is the 36th largest program. It has had slight growth over the past few years. Students are performing, generally, on par with their peers at the College with the exception of graduation rates, which are slightly lower. Students tend to transfer before completing the degree.

The Interior Design Program is small (71st largest) with little growth over the past few years. Students are performing near the level of their peers, with the exception of graduation.

Both programs share a number of courses and have faculty who are active in the community as well as on campus. Student satisfaction in both programs is high as is participation in various activities sponsored by the program. Both programs are on task, generally, for their assessments of student learning – which has been neatly integrated into the regular course procedures.

Recommendations focus on parsing out the roles of the programs and better understanding student enrollment, retention and departure patterns.

Pertinent data include:

- The headcount for the architecture program rose from 44 students (Fall 2010) to 60 students (Fall 2011); the Interior Design Program enrollment has been stable, 14 students Fall 2011
- The Architecture Program in comparison to the College is more male (65%); White (32%), and Latino (15%), and has students who are more often full time (53%) and under 30 years old (80%). The Interior Design Program is more female (74%) and has more full time students (50%).
- Architecture students are more likely to transfer (57%) with or without a degree than students in general (37%).
- Graduation rates are low.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Architecture and Interior Design Programs Audit and require an update on the recommendations in one year before recertifying the program.

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

MINUTES

Thursday, April 4, 2013

1:30 p.m. – Room M2-34

Present: Dr. Stephen Curtis, Mr. Mark Edwards, Dr. Judith Gay, Dr. Samuel Hirsch, Ms. Mary Horstmann, Mr. Chad Lassiter, Dr. Judith Rényi, Dr. James Roebuck

(1) Executive Session

There was no Executive Session.

(2) Public Session

a) Approval of Minutes of March 14, 2013 (Action Item)

The minutes were accepted.

b) Developmental Math Department Proposal (Action Item)

The members of the Committee discussed the proposed developmental mathematics department. Concerns included: labeling a department “developmental”; whether creating a new department would impact student outcomes in the short term; whether the proposal is transformative enough; and faculty perceptions. The Committee asked for an updated proposal that deals with structural issues and an alternative proposal that could have a more immediate impact. No action was taken.

c) Student Outcomes Dashboard (Discussion Item)

This agenda item was deferred until the next meeting.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, May 2, 2013 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of March 14, 2013

**Community College of Philadelphia
Student Affairs**

2013-2014 Student Activities, Athletics, and Commencement Budget

Budgeting Assumptions and Rationale

Below are issues and rationales for various budgeting criteria for creating the Student Activities, Athletics, and Commencement Budget for the Fiscal Year 2014 budget.

Revenue Sources (FY14 Proposed)

(FY13 Approved)

- General College Fee: \$1,445,495 (5.9% decrease over FY13)
- Revenue from Activities: \$145,000 (12.1% decrease over FY13)
- Net Profits from Bookstore/Cafeteria: \$683,553 (3.5% increase over FY13)
- Commencement Support: \$57,000 (0% increase over FY13)

- Net decrease of \$87,410 over FY13 Approved (3.6%)
- Net decrease of \$94,257 over FY13 Revised (3.9%)

Budget Lines

<u>Percentages</u>	<u>Guidelines</u>	<u>FY13</u>	<u>FY14</u>
Student Publications	10%	10.0%	10.0%
Campus Programming	15%	13.9%	14.3%
Performing Arts	5%	3.3%	3.2%
Student Support	15%	17.9%	17.3%
Student Lead./Involv.	15%	15.0%	15.0%
Athletics	35%	35.0%	35.3%
Contingency	<u>5%</u>	<u>5.0%</u>	<u>5.0%</u>
	100%	100.1%	100.1%

Individual Budget Lines

There is a projected decrease of \$87,410 in FY14 Projected Revenue compared to FY13 Approved Budget; an overall increase in Staff costs of \$32,000; and a proposed total reduction of \$5,000 in the First Year Student Success, Child Care Center contingency, and Commencement budgets. Therefore, the FY14 programming budget lines need to be reduced by \$114,410 (12.7%).

As described below, the reduction of 12.7% is spread evenly among the budget sections. Only minor variations are being proposed in the percentage guidelines. Reductions are across the board. Two key reductions being proposed are: the elimination of Men's Baseball and the reduction of Student Ambassadors from 25 per semester to 20 per semester.

Staff (52.2% of funds; up from 48.9% in FY13)

- Fringe benefit increases
- Salary increases (projected)
- Overall lower salary for part/time classified staff reduction to 25 hours/week (one position in Student Life)

The increase in net overall staff salaries reflects the full-year funding of all positions in Student Life and Athletics in this budget. This includes both salaries and cost of all fringe benefits.

There is an increase in the percentage of funds, as compared to current year budget, dedicated to staff: from 48.9% to 52.2% of total funds.

Student Publications (Guideline - 10%; Actual - 10%)

Minimal impact on current programmatic levels.

Increased ad revenue is expected to minimize impact on Student Vanguard's reduction in allocation.

Student Handbook is being funded at the level of the prior year's actual costs.

Careful attention to production costs (e.g., use of color, page count) will mitigate reduction in budgets for three literary magazines.

Campus Programming (Guideline - 15%; Actual – 14.3%)

Section increases percentage from FY13 – closer to guideline. For Regional Center programming and Special Theme Programming (theme months, International Festival, Law and Society Week support, etc.), there will be minimal reductions. The "Films" budget also supported the monthly cable bill for the Winnet TV lounge which has been discontinued. The number of off-campus theater/music events (Philadelphia, NYC) will be reduced to accommodate the reduction. The number and % discount for local museum tickets may be reduced. The number and % of discount movie passes will decrease.

Performing Arts (Guideline – 5%; Actual 3.2%)

Spoken Word – Student Performances – Student performers on campus (Student Programming Board)

The Musical Events line is used to pay for BMI/SESAC/ASCAP royalties and is a fixed cost.

Student Support (Guideline – 15%; Actual 17.3%)

Co-Curricular Cultural and Educational Trips – The number of opportunities will need to be reduced by three-four each semester.

Student Involvement and Leadership Training activities will be trimmed. Core functions and services will be maintained.

Student Ambassadors – Reduce the number of Ambassadors from 25 to 20 each semester.

“Health & Wellness Programs”: This line covers student medical costs associated with P&P 308.

Student Leadership and Involvement (Guideline – 15%; Actual 15%)

To maintain 15% guideline, decrease is necessary. This section funds Student Government Association, Phi Theta Kappa, and all clubs and organizations.

Athletics (Guideline 35%; Actual 35.3%)

Elimination of Men's Baseball team. Overall budget cuts will force discontinuing some sport programs and activities. Baseball has seen dwindling participation and has struggled to attract eligible full-time students. The popularity of the sport in inner cities has declined over the past years. It is the least competitive of our varsity sports and turns out the fewest athletes who move on to compete at the next level. Although it is with regret that we have to cut any program or activity, discontinuing baseball would impact the department the least when considering all the sports that are offered.

Cheerleading was eliminated in 2012-13; transferred to Student Life Center as Spirit Team. Advisor's salary is now part of "Faculty Advisors Staff Line."

In 2012, the Eastern Pennsylvania Collegiate Conference (EPCC) was dissolved. It was in this conference that the College competed. This action was taken in response to member institutions wishing to join the National Junior College Athletic Association (NJCAA). As a result, the College researched the possibility of joining the NJCAA and its overall benefits. While all teams would not benefit with the move at this time, the following are the proposed teams to compete in the NJCAA beginning in 2013-2014: Men's Basketball, Women's Basketball, Men's Cross Country, Women's Cross Country, Men's Track and Field, Women's Track and Field, Men's Tennis, Women's Tennis. With this move, increases are necessary largely for required league competition travel. Men's Soccer and Women's Volleyball will continue Independent or reduced EPCC competition; may join NJCAA in future.

Contingency (Guideline - 5%; Actual – 5%)

Decrease to maintain overall 5% guideline (split 35% Athletics and 65% Student Life).

First Year Student Success

Slight decrease in funding. This budget covers expenses related to programmatic efforts in support of entering and first-year students. This includes Student Orientation and Registration (SOaR), Academic Welcomes, Welcome Week, and Student Involvement Days.

Child Care

The Child Care budget is needed as a contingency for any charges that might be needed that are not covered with KLC contract or are beyond routine institutional costs (housekeeping, maintenance, etc.).

Commencement

Commencement budget covers most graduation-related expenses and the May ceremony expenses: student cap/gowns, honor cords/ribbons, printing of programs, hall rental and event production costs.

TABLE VII-A

**STUDENT ACTIVITIES, ATHLETICS & COMMENCEMENT BUDGET FOR THE FISCAL YEAR 2013-2014
(WITH COMPARISON TO FISCAL YEARS 2011-12 AND 2012-13)**

	2011-12 <u>Actual</u>	Approved 2012-13 <u>Budget</u>	Revised 2012-13 <u>Budget</u>	Proposed 2013-14 <u>Budget</u>	Variance From 2012-13 Revised <u>Budget</u>	% Change From 2012-13 <u>Revised</u>
REVENUES						
General College Fee	\$1,569,124	\$1,536,697	1,499,476	\$1,445,495	(\$53,981)	(3.6)
Commencement Support	54,870	57,000	57,000	57,000	0	0.0
Auxiliary Profits	688,916	659,761	723,829	683,553	(40,276)	(5.6)
Revenues from Activities	<u>143,811</u>	<u>165,000</u>	<u>145,000</u>	<u>145,000</u>	<u>0</u>	<u>0.0</u>
TOTAL REVENUES	<u><u>\$2,456,721</u></u>	<u><u>\$2,418,458</u></u>	<u><u>\$2,425,305</u></u>	<u><u>\$2,331,048</u></u>	<u><u>(\$94,257)</u></u>	<u><u>(3.9)</u></u>
EXPENDITURES						
Student Publications	\$67,362	\$90,346	\$90,346	\$78,905	(\$11,441)	(12.7)
Campus Programming	185,135	125,209	125,149	112,733	(12,416)	(9.9)
Performing Arts	29,175	29,500	32,500	24,874	(7,626)	(23.5)
Student Support	208,054	161,500	178,042	136,777	(41,265)	(23.2)
Student Leadership & Involvement	150,311	135,519	129,479	118,357	(11,122)	(8.6)
Athletics	297,589	316,211	333,729	278,200	(55,529)	(16.6)
Contingency	0	45,173	14,213	39,202	24,989	175.8
First Year Student Success	107,603	180,000	180,000	178,000	(2,000)	(1.1)
Childcare Support	0	6,000	6,000	5,000	(1,000)	(16.7)
Commencement	149,549	145,000	145,000	143,000	(2,000)	(1.4)
Staff	1,086,002	1,184,000	1,184,000	1,216,000	32,000	2.7
TOTAL EXPENDITURES	<u><u>\$2,280,780</u></u>	<u><u>\$2,418,458</u></u>	<u><u>\$2,418,458</u></u>	<u><u>\$2,331,048</u></u>	<u><u>(\$87,410)</u></u>	<u><u>(3.6)</u></u>

TABLE VII-B

STUDENT ACTIVITIES, ATHLETICS & COMMENCEMENT BUDGET FOR THE FISCAL YEAR 2013-14
(WITH COMPARISON TO FISCAL YEARS 2011-12 AND 2012-13)

	Final 2011-12 <u>Expenses</u>	Approved 2012-2013 <u>Budget</u>	Revised 2012-13 <u>Budget</u>	Proposed 2013-2014 <u>Budget</u>	Variance from 2012-13 Approved <u>Budget</u>	% Change from 2012-13 <u>Approved</u>	Variance from 2012-13 Revised <u>Budget</u>	% Change from 2012-13 <u>Revised</u>
<u>STUDENT PUBLICATIONS</u>								
Student Vanguard	\$26,550	\$41,346	\$41,346	\$34,905	(\$6,441)	(15.6)	(\$6,441)	(15.6)
Limited Editions	5,078	7,000	7,000	6,000	(1,000)	(14.3)	(1,000)	(14.3)
CAP Magazine	4,608	7,000	7,000	6,000	(1,000)	(14.3)	(1,000)	(14.3)
ESL Magazine	5,056	7,000	7,000	5,500	(1,500)	(21.4)	(1,500)	(21.4)
Student Handbook	26,070	28,000	28,000	26,500	(1,500)	(5.4)	(1,500)	(5.4)
Guideline - 10%								
Actual - 10%	<u>67,362</u>	<u>90,346</u>	<u>90,346</u>	<u>78,905</u>	<u>(11,441)</u>	<u>(12.7)</u>	<u>(11,441)</u>	<u>(12.7)</u>
<u>CAMPUS PROGRAMMING</u>								
Concert and Museum Tickets	104,238	22,209	22,209	19,250	(2,959)	(13.3)	(2,959)	(13.3)
Films	548	1,000	1,000	500	(500)	(50.0)	(500)	(50.0)
Lectures	15,969	6,000	6,000	5,000	(1,000)	(16.7)	(1,000)	(16.7)
Concerts	12,159	7,000	7,000	5,000	(2,000)	(28.6)	(2,000)	(28.6)
Theatre Tickets	22,177	19,000	18,940	16,483	(2,517)	(13.2)	(2,457)	(13.0)
Art Exhibits	3,453	7,000	7,000	5,000	(2,000)	(28.6)	(2,000)	(28.6)
Special Theme Programs	0	29,000	29,000	28,500	(500)	(1.7)	(500)	(1.7)
Regional Centers	26,591	34,000	34,000	33,000	(1,000)	(2.9)	(1,000)	(2.9)
Guideline - 15%								
Actual - 14.3%	<u>185,135</u>	<u>125,209</u>	<u>125,149</u>	<u>112,733</u>	<u>(12,476)</u>	<u>(10.0)</u>	<u>(12,416)</u>	<u>(9.9)</u>
<u>PERFORMING ARTS</u>								
Spirit / Pep Band	795	1,500	4,500	1,500	0	0.0	(3,000)	(66.7)
Theatrical Productions	15,155	13,000	13,000	12,000	(1,000)	(7.7)	(1,000)	(7.7)
Spoken Word - Student Performances	8,339	8,000	8,000	4,374	(3,626)	(45.3)	(3,626)	(45.3)
Musical Events Licensing	4,886	7,000	7,000	7,000	0	0.0	0	
Guideline - 5%								
Actual - 3.2%	<u>29,175</u>	<u>29,500</u>	<u>32,500</u>	<u>24,874</u>	<u>(4,626)</u>	<u>(15.7)</u>	<u>(7,626)</u>	<u>(23.5)</u>

TABLE VII-B

STUDENT ACTIVITIES, ATHLETICS & COMMENCEMENT BUDGET FOR THE FISCAL YEAR 2013-14
(WITH COMPARISON TO FISCAL YEARS 2011-12 AND 2012-13)

	Final 2011-12 <u>Expenses</u>	Approved 2012-2013 <u>Budget</u>	Revised 2012-13 <u>Budget</u>	Proposed 2013-2014 <u>Budget</u>	Variance from 2012-13 Approved <u>Budget</u>	% Change from 2012-13 Approved	Variance from 2012-13 Revised <u>Budget</u>	% Change from 2012-13 Revised
<u>STUDENT SUPPORT</u>								
Awards and Certificates	581	1,000	1,000	700	(300)	(30.0)	(300)	(30.0)
Hospitality	0	0	0	0	0	0.0	0	0.0
Advertising and Marketing	6,421	6,500	16,942	5,000	(1,500)	(23.1)	(11,942)	(70.5)
Co-Curricular Cultural & Educational Trips	82,180	37,000	37,000	28,000	(9,000)	(24.3)	(9,000)	(24.3)
Student Involvement	35,186	28,000	34,100	24,000	(4,000)	(14.3)	(10,100)	(29.6)
Leadership Training	39,777	32,000	32,000	30,177	(1,823)	(5.7)	(1,823)	(5.7)
Student Ambassador	43,334	56,000	56,000	48,000	(8,000)	(14.3)	(8,000)	(14.3)
Health & Wellness Programs	575	1,000	1,000	900	(100)	(10.0)	(100)	(10.0)
<i>Guideline - 15%</i>								
<i>Actual - 17.3%</i>	<u>208,054</u>	<u>161,500</u>	<u>178,042</u>	<u>136,777</u>	<u>(24,723)</u>	<u>(15.3)</u>	<u>(41,265)</u>	<u>(23.2)</u>
<u>STUDENT LEADERSHIP & INVOLVEMENT</u>	<u>160,311</u>	<u>9</u>	<u>129,479</u>	<u>118,357</u>	<u>(17,162)</u>	<u>(12.7)</u>	<u>(11,122)</u>	<u>(8.6)</u>
<i>Guideline - 15%</i>								
<i>Actual - 15%</i>								
<u>STAFF</u>								
Student Activities	686,474	756,000	756,000	774,000	18,000	2.4	18,000	2.4
Faculty Advisors	77,117	70,000	70,000	70,000	0	0.0	0	0.0
Athletics	322,411	358,000	358,000	372,000	14,000	3.9	14,000	3.9
<i>(52.2% of total funds)</i>	<u>1,086,002</u>	<u>1,184,000</u>	<u>1,184,000</u>	<u>1,216,000</u>	<u>32,000</u>	<u>2.7</u>	<u>32,000</u>	<u>8.9</u>
<u>CONTINGENCY (OSA)</u>	<u>0</u>	<u>29,362</u>	<u>13,480</u>	<u>25,481</u>	<u>(3,881)</u>	<u>(13.2)</u>	<u>12,001</u>	<u>89.0</u>

TABLE VII-B

STUDENT ACTIVITIES, ATHLETICS & COMMENCEMENT BUDGET FOR THE FISCAL YEAR 2013-14
(WITH COMPARISON TO FISCAL YEARS 2011-12 AND 2012-13)

	Final 2011-12 <u>Expenses</u>	Approved 2012-2013 <u>Budget</u>	Revised 2012-13 <u>Budget</u>	Proposed 2013-2014 <u>Budget</u>	Variance from 2012-13 Approved <u>Budget</u>	% Change from 2012-13 Approved	Variance from 2012-13 Revised <u>Budget</u>	% Change from 2012-13 Revised
<u>ATHLETICS</u>								
General Athletic Support	18,785	7,500	16,500	7,500	0	0.0	(9,000)	(54.5)
Men's Varsity Basketball	43,531	40,000	40,000	42,000	2,000	5.0	2,000	5.0
Men's Baseball	19,116	20,000	20,000	0	(20,000)	(100.0)	(20,000)	(100.0)
Men's Soccer	27,197	24,000	20,000	28,000	4,000	16.7	8,000	40.0
Women's Soccer	0	0	0	0	0	0.0	0	0.0
Co-Ed Cross Country/Track&Field	42,900	48,000	48,000	55,000	7,000	14.6	7,000	14.6
Women's Basketball	26,176	40,000	40,000	38,000	(2,000)	(5.0)	(2,000)	(5.0)
Women's Volleyball	12,783	15,000	15,000	18,500	3,500	23.3	3,500	23.3
Women's Softball	0	5,500	5,500	0	(5,500)	0.0	(5,500)	0.0
Cheerleading	5,946	6,000	8,440	0	(6,000)	(100.0)	(8,440)	(100.0)
Co-Ed Tennis	16,344	10,000	10,000	10,000	0	0.0	0	0.0
Co-Ed Intramurals	17,066	29,000	27,000	10,000	(19,000)	(65.5)	(17,000)	(63.0)
Co-Ed Aerobics	10,889	17,000	19,000	15,000	(2,000)	(11.8)	(4,000)	(21.1)
Co-Ed Martial Arts	0	0	0	0	0	0.0	0	0.0
Insurance	39,461	34,000	44,078	44,200	10,200	30.0	122	0.3
Medical Services	1,560	6,000	6,000	5,000	(1,000)	(16.7)	(1,000)	(16.7)
Advertising and Marketing	4,019	1,000	1,000	1,000	0	0.0	0	0.0
Athletic Equipment	11,816	13,211	13,211	4,000	(9,211)	(69.7)	(9,211)	(69.7)
<i>Guideline - 35%</i>								
<i>Actual - 35.3%</i>	<u>297,589</u>	<u>316,211</u>	<u>333,729</u>	<u>278,200</u>	<u>(38,011)</u>	<u>(12.0)</u>	<u>(55,529)</u>	<u>(16.6)</u>
<u>CONTINGENCY</u> (<i>Guideline-5% ; Actual-5%</i>)	0	<u>15,811</u>	<u>733</u>	<u>13,721</u>	<u>(2,090)</u>	<u>(13.2)</u>	<u>12,988</u>	<u>1,771.9</u>
SUBTOTAL	<u>2,023,628</u>	<u>2,087,458</u>	<u>2,087,458</u>	<u>2,005,048</u>	<u>(82,410)</u>	<u>(3.9)</u>	<u>(82,410.0)</u>	<u>(3.9)</u>
First Year Student Success	107,603	180,000	180,000	178,000	(2,000)	(1.1)	(2,000)	(1.1)
Childcare Support	0	6,000	6,000	5,000	(1,000)	(16.7)	(1,000)	(16.7)
Commencement	149,549	<u>145,000</u>	<u>145,000</u>	<u>143,000</u>	<u>(2,000)</u>	<u>(1.4)</u>	<u>(2,000)</u>	<u>(1.4)</u>
TOTAL EXPENDITURES	<u>\$2,280,780</u>	<u>\$2,418,458</u>	<u>\$2,418,458</u>	<u>\$2,331,048</u>	<u>(\$85,410)</u>	<u>(3.5)</u>	<u>(\$87,410)</u>	<u>(3.6)</u>

COLLEGE POLICIES AND PROCEDURES

MEMORANDUM NO. 211

GUIDELINES FOR THE USE OF STUDENT ACTIVITIES FUND

Revised: March 17, 2011

Original Number: 94

Original Date of Issue: November 7, 1975

Reissued: 94A - August 24, 1979

94B - February 4, 1984

94C - September 16, 1985

94D - December 17, 2003

94E March 17, 2011

This Policies and Procedures Memorandum supersedes and replaces Policies and Procedures Memorandum 94D.

I. GUIDELINES FOR APPORTIONING FUNDS

A budget shall be prepared for presentation to the Board of Trustees through the President's Office apportioning funds to assure the continuance of such activities as vocal and instrumental music, various forms of dance, drama, intercollegiate and intramural athletics, the student newspaper, and the literary magazines as long as there is significant student interest in these and similar activities. Funds shall also be appropriated for concerts, films, lectures and similar events which complement the cultural and academic activities of the institution. Funds shall be made available for the Student Government Association to carry out its programs and to finance the activities of recognized clubs and organizations upon Student Government Association approval of their programs and budget, or in the absence of action by a duly elected Student Government Association, approval by the administration.

Five percent of the anticipated income shall be appropriated as a contingency fund. The Office of Student Life and the Department of Athletics may draw upon this fund for the enhancement of student activities. Any residual funds at the end of the fiscal year shall be placed in the Student Activities Reserve Fund. The approval for expenditures of funds from the contingency fund and from the Student Activities Reserve Fund will be the responsibility of the Vice President for Student Affairs.

All funds shall pass through the Business Office of the College, following procedures specified by the Business Office.

Once staff salaries and benefits, Commencement expenses, and funding of First Year Student Success Programming have been determined, the administration will attempt to allocate the remaining funds in the following manner:

Student Leadership and Involvement	15%
Student Publications	10%
Performing Arts	5%
Athletics	35%
Campus Programming	15%
Student Support	15%
Contingency	5%

II. GUIDELINES FOR USING FUNDS

1. Overnight trips require the prior approval of the Director of Student Life or the Director of Athletics and the Dean of Students. Reasonable expenses for food and lodging are acceptable. Group meals and rates should be arranged whenever possible.
2. Donations by a student organization for community or charitable purposes of any sort must come from income generated by that organization. No money appropriated by the College to clubs and organizations or the Student Government Association may be used for such donations.
3. Organizations may use any legal means to raise money to help carry out their programs. Such fund raising projects must be registered with the Director of Student Life at least three weeks prior to the fund-raising affair or inception of the project. The College name or identity may not be used to raise money for a specific religious, political, ethnic or social group.
4. No student, organization, advisor, coach, etc., may sign a contract obligating any student activity funds or the facilities of the College or of any student organization.
5. Contracts to be paid from student activities or athletics funds for sums in excess of \$1,000.00 must be signed by the Vice President for Student Affairs. Contracts to be paid from student activities or athletics funds for sums in excess of \$5,000.00 must be signed by the President. By Board of Trustees action, certain of these must be cleared by College legal counsel. Such contracts must be signed at least 30 days prior to the event or delivery of goods or services. The contracts must be accompanied by a detailed plan for advertising and promotion and an estimate of anticipated attendance.
6. The major consideration in selecting advisors, directors and coaches shall be their ability to provide an optimum educational experience for students in a particular activity. Compensation for these people shall be based on the professional time spent, the number of students directly involved, the extent and nature of preparation and experience. Any advisor, coach or director paid from College

funds must be approved by the Director of Student Life or the Director of Athletics, the Dean of Students and the Vice President for Student Affairs..

7. No College funds shall be used to pay for appearances by public figures without the written approval of the President.
8. No College funds shall be used to pay for any appearance by any full-time employee of the College.

Community College of Philadelphia

Academic Program Audit: Architecture and Interior Design Programs

Division of Liberal Studies

Writers:

Miles Grosbard, Chair, Department of Architecture, Design & Construction
John Moore, Director Academic Assessment and Evaluation

With Contributions From:

Anthony Palimore, Assistant Professor
Arthur Wolf, Visiting Lecturer
David Tinley, Visiting Lecturer

I. Executive Summary

The Architecture program at CCP is the 36th largest program that has had slight growth over the past few years. Students are performing, generally, on par with their peers at the College with the exception of graduation rates, which are slightly lower—students tend to transfer before completing the degree.

Interior Design is a small program (71st largest) with little growth over the past few years. Again students are performing near the level of their peers, with the same exceptions as Architecture, noted above.

Both programs share a number of courses and have faculty that are active in the community as well as on campus. Student satisfaction in both programs is high as is participation in various activities sponsored by the program. Both programs are also on task, generally, for their assessments of student learning—which has been neatly integrated into the regular course procedures.

Recommendations focus on parsing out the roles of the programs and better understanding student enrollment, retention and departure patterns.

II. Program

A. Mission

The Associate of Arts degree program in Architecture prepares students for transfer to professional schools of architecture, and similarly, the Associate of Arts degree program in Interior Design helps prepare students for transfer to baccalaureate level study in Interior Design. The primary goals of the programs are to provide students with the fundamental professional knowledge and technical skills needed to compete in the challenging and rewarding careers of architecture and interior design, and to foster the development of each student's creative capacities, reflecting an integrated understanding of the multi-faceted factors influencing design decisions.

The Department of Architecture, Design and Construction (ADC) is dedicated to helping students find their place in a dynamic and profitable industry: Design and Construction Services. For some students, this translates into providing the first two years of a four- or five-year baccalaureate program in Architecture or Interior Design. It is important to note that although these AA programs are primarily focused on transfer, most CCP Architecture and Interior Design students express strong interest in developing robust skill levels, especially in the arena of graphic computer applications, which enable them to procure part-time work in their professions.

B. Major Goals of the Program

Students successfully completing the Architecture Program will be able to:

- Develop design drawings and models utilizing freehand drawing and modeling, mechanical drawing, and computer drafting and modeling.
- Communicate effectively and work as part of a team, using graphic, oral and written modes.
- Demonstrate an understanding of the design process by solving specific design problems, synthesizing and applying technical, historical, cultural and theoretical concepts.
- Demonstrate knowledge of various building materials and methods, and related building technologies.

Students successfully completing the Interior Design Program will be able to:

- Develop design drawings and models utilizing freehand drawing and modeling, mechanical drawing, and computer drafting and modeling.
- Communicate effectively and work as part of a team, using graphic, oral and written modes.
- Demonstrate an understanding of programming, planning and designing interior spaces by solving specific design problems, synthesizing and applying technical, historical, cultural and theoretical concepts.
- Demonstrate knowledge of various finish materials and methods, furnishings and related interior products.

C. Brief History of the Program

In 1996, the curricula were revised to place them more firmly on a transfer footing—separating Architecture and Interior Design (as transfer programs) from Architectural Technology. This was done as a result of a previous audit. And in 2006 the programs were expanded to address Interior Design and Architecture as separate and distinct programs (as opposed to a options within a single program). A new course was added to Interior Design in 2009 (Color and Lighting) as required rather than as a directed elective.

The Department has developed approved course equivalencies charts with local baccalaureate partners, attached as appendices. Over the course of the audit period, CCP students have used these documents to successfully transfer credits, and have been placed into third year studios. It is now common for nearly 100% of Community College of Philadelphia earned credits to transfer to Architecture and Interior Design

programs at Drexel University (Arch and ID), Temple University (Arch), Philadelphia University (Arch and ID) and Moore College of Art and Design (ID).

D. Curriculum

1a. Description of the Curriculum: Architecture

The AA in Architecture prepares students for transfer to professional schools of architecture. The primary goals of the program are to provide students with the fundamental professional knowledge and technical skills needed to compete in the challenging and rewarding career of architecture, and to foster the development of each student's creative capacities, reflecting an integrated understanding of the multi-faceted factors influencing design decisions.

The curriculum and faculty are dedicated to providing each student with strong design skills and technical experiences early in his or her education. In the Architecture program, the design studio is the focus. It is here that design fundamentals are acquired, and technical, historical and theoretical concepts are synthesized and applied. Students increase their spatial visualization capabilities and are guided in developing a design process and a personal creative vision. At the same time, they learn to work as part of a design team. The design projects are organized to build aesthetic understanding, technical abilities, sensitivity to human needs and awareness of the social consequences of design decisions.

At the College, the study of architecture reflects the diverse and evolving roles and responsibilities of the design professional. The program provides a broad liberal arts education, drawing upon art, science, humanities, social science, and the history of architecture and interior design. This is the vital foundation that leads to the ability to design buildings that are functional, lasting and beautiful.

Architecture is a select program. To be accepted into the program, students must complete ADC 109 - Design Studio I with a minimum grade of "C."

1b. Description of the Curriculum: Interior Design

The Interior Design program leads to the Associate in Arts degree, with graduates prepared to transfer to baccalaureate institutions. However, after graduation from the Community College of Philadelphia, students may choose to enter the work force as junior or assistant designers, or as materials librarians.

The primary goal of the program is to teach students to be imaginative, responsible and knowledgeable interior designers. Within the context of the multi-disciplinary learning environment of the Architecture, Design and Construction Department, students develop, explore and apply the broad intellectual, visual and graphic capacities required to compete successfully in the challenging and rewarding field of interior design.

The curriculum and faculty are dedicated to providing each student strong design and technical experiences early in his or her education. The Interior Design program is built upon a sequence of design studios. It is here that design fundamentals are acquired, and technical,

historical and theoretical concepts are synthesized and applied. Students increase their spatial visualization capabilities and are guided in developing a design process and a personal creative vision. At the same time, they learn to work as part of a design team. The design projects are organized to build aesthetic understanding, technical abilities, sensitivity to human needs and awareness of the social consequences of design decisions.

At the College, the study of interior design reflects the diverse, evolving roles and responsibilities of the design professional. The program provides a broad liberal arts education, drawing upon art, science, humanities, social science and the history of architecture and interior design. This is the vital foundation that leads to the ability to produce lasting, beautiful and functional design work.

Interior Design is a select program. To be accepted into the program, students must complete ADC 109 - Design Studio I with a minimum grade of "C."

2a. Curriculum Sequence: Architecture

ARCHITECTURE COURSE SEQUENCE			
Course Number and Name	Pre- and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ADC 101 - Introduction to Design and Construction		3	Tech Comp*
ADC 103 - CAD Basics		3	Tech Comp*
ADC 109 - Design Studio I		4	
ART 105 - Drawing I		3	
ENGL 101 - English Composition I		3	ENGL 101
SECOND SEMESTER			
ADC 159 - Design Studio II	ADC 103 , ADC 109	4	
ADC 112 - Construction Materials and Detailing: Properties	ADC 103, ADC 109	3	
ADC 160 - Presentation Techniques	ADC 103, ADC 109	3	
MATH 162 - Precalculus II or higher	MATH 161	3	Mathematics
ENGL 102 - The Research Paper	ENGL 101	3	Info Lit
THIRD SEMESTER			
ADC 209 - Design Studio III	ADC 159, ADC 160	4	
ADC 212 - Construction Materials and Detailing: Methods	ADC 103 or ADC 109	3	
ADC 221 - History of Architecture and Interiors I	ENGL 101	3	
ADC 260 - Advanced Presentation Techniques	ADC 160; and ADC 209** or ADC 163**	3	
Humanities Elective		3	Humanities
Social Science Elective		3	Social Sciences
FOURTH SEMESTER			
ADC 222 - History of Architecture and Interiors II	ADC 221 and ENGL 102**	3	
ADC 253 - Environmental Systems I	ADC 101 and ADC 103 or ADC 109	3	
ADC 259 - Design Studio IV	ADC 209	4	
PHYS 111 - General Physics I	MATH 162	3-4	Natural Science
Social Science Elective		3	
		67-68 Credits	

* Students must complete ADC 101 and ADC 103 to meet the Technological Competency requirement.

**May be taken concurrently

2b. Curriculum Sequence: Interior Design

INTERIOR DESIGN COURSE SEQUENCE

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ADC 101 - Introduction to Design and Construction		3	Tech Comp*
ADC 103 - CAD Basics		3	Tech Comp*
ADC 109 - Design Studio I		4	
ENGL 101 - English Composition I		3	ENGL 101
ART 105 - Drawing I		3	
SECOND SEMESTER			
ADC 159 - Design Studio II	ADC 103, ADC 109	4	
ADC 160 - Presentation Techniques	ADC 103, ADC 109	3	
ADC 192 - Color and Lighting	ADC 101	3	
MATH 137 - Geometry for Design or higher	MATH 118 placement	3	Mathematics
ENGL 102 - The Research Paper	ENGL 101	3	Info Lit
THIRD SEMESTER			
ADC 209 - Design Studio III	ADC 159, ADC 160	4	
ADC 221 - History of Architecture and Interiors I	ENGL 101	3	
ADC 260 - Advanced Presentation Techniques	ADC 160** and ADC 209**; or ADC 163**	3	
Directed Elective - select one of the following:		3	
ADC 112 - Construction Materials and Detailing: Properties	ADC 103 or ADC 109		
ADC 212 - Construction Materials and Detailing: Methods	ADC 103 or ADC 109		
ART 106 - Drawing II	ART 105		
ART 111 - Three - Dimensional Design I			
ART 125 - Design I			
ART 126 - Design II	ART 125		
Humanities Elective		3	Humanities
FOURTH SEMESTER			
Social Science Elective		3	Social Sciences
ADC 259 - Design Studio IV	ADC 209	4	
ADC 222 - History of Architecture and Interiors II	ADC 221 and ENGL 102**	3	
Directed Elective - select one from the list above		3	
Science Elective		3-4	Natural Science
Social Science Elective		3	
			67-68 Credits

* Students must complete ADC 101 and ADC 103 to meet the Technological Competency requirement.

**May be taken concurrently

3a. Curriculum Map (Architecture Program)

The Associate of Arts in Architecture Program curriculum prepares students to achieve the expected student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

Architecture Program Student Learning Outcomes	ADC 101	ADC 103	ADC 109	ADC 112	ADC 159	ADC 160	ADC 209	ADC 212	ADC 221	ADC 260	ADC 222	ADC 253	ADC 259
Demonstrate an understanding of the design process by solving specific design problems, synthesizing and applying technical, historical, cultural and theoretical concepts.	I		I A		R A		R A		I		R A		M A
Develop design drawings and models utilizing freehand drawing and modeling, mechanical drawing, and computer drafting and modeling.	I	I	I A		R A	R A	R A				R	M A	M A
Demonstrate knowledge of various building materials and methods, and related building technologies.	I			R A			R	M A	R	R	R	R	R
Communicate effectively and work as part of a team using graphic, oral and written modes.	I	I A	I A		R A	R A		R	R	M A	M A		

I – Introduced **R**-Reinforced and opportunity to practice **M**-Mastery at exit level **A**-Assessment evidence collected

3b. Curriculum Map (Interior Design Program)

The Associate of Arts in Interior Design Program curriculum prepares students to achieve the expected student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

Interior Design Program Student Learning Outcomes	ADC 101	ADC 103	ADC 109	ADC 192	ADC 159	ADC 160	ADC 209	ADC 221	ADC 260	ADC 222	ADC 259
Demonstrate an understanding of programming, planning and designing interior spaces by solving specific design problems, synthesizing and applying technical, historical, cultural and theoretical concepts.	I		I A	R	R A		R A	I		R A	M A
Develop design drawings and models utilizing freehand drawing and modeling, mechanical drawing, and computer drafting and modeling.	I	I	I A		R A	R A	R A			R	M A
Demonstrate knowledge of various finish materials and methods, furnishings and related interior products.	I			R A			R	R	R	R	R
Communicate effectively and work as part of a team using graphic, oral and written modes.	I	I A	I A		R A	R A		R	M A	M A	

I – Introduced **R**–Reinforced and opportunity to practice **M**–Mastery at exit level **A**–Assessment evidence collected

E. Revisions to the curriculum since last audit

In 2009 the course ADC 192 – Color and Lighting was changed from a directed elective to a required course for the Interior Design program, and the number of directed electives was reduced to compensate for the addition of an added course.

F. Curricular innovations

Programs within Architecture, Design, and Construction (Including Architecture and Interior Design) meet the General Education requirement for Technological Competence without requiring the CIS 103 course by taking ADC 101 and ADC 103, both of which were revised to meet the Technological Competence requirements.

III. Profile of Faculty

Full Time Faculty and Visiting Lecturers

Miles Grosbard (Associate Professor) EdD, Certificate in Urban Design, M. Arch, B. Arch

- Registered Architect, Building Analyst
- Teaches: Architecture and Interior Design
- Contributions to College/Program
 - Chair of the Department, Coordinator of Architecture and Interior Design, Coordinator of Building Science, Expanded department curricula more broadly to include foci on energy conversation and sustainable design; teaches in Mathematics Department
- Professional Activities
 - Energy Certificates, Working with Energy Coordinating Agency, Facility Management Faculty Advisor

Paula Behrens (Professor) M. Arch, BA

- Registered Architect
- Teaches: Architectural and Interior Design; Facilities Management
- Contributions to College/Program
 - Former Chair of Department
- Professional Activities
 - Member, International Facilities Management Association
 - Academic Accreditation Committee Member
 - Philadelphia Newsletter Committee Member

Anthony Palimore (Assistant Professor) M. Arch, B. Landscape Architecture

- Registered Architect
- Teaches: Construction Management, Computer-Aided Design & Drafting
- Contributions to the College/Program
 - Revising construction management curricula; Teaching new industry-wide computer software packages, Crew Chief for Leadership Course

- Professional Activities
Member: American Institute of Architects, Continuing Education (Microsoft Projects, Revit Architecture Software, Auto Cad Software), Active with Philadelphia Office of Licenses and Inspections

Michael Stern (Assistant Professor) M. Arch, Certificate in Historic Preservation, B. Arch

- Registered Architect
- Teaches: Architectural and Interior Design, Computer-Aided Design & Drafting
- Contributions to College/Program
Coordinated Computer-Aided Design & Drafting Advisory Committee
Currently on Sabbatical
- Professional Activities
Member: American Institute of Architects

David Tinley (Part Time Faculty) M. of Urban Design, B. Arch

- Registered Architect
- Teaches: Architecture and Interior Design, Computer-Aided Design & Drafting, Energy Audits
- Contributions to College/Program
Coordinator for Computer Assisted Design
- Professional Activities
Certified in EPA Lead Safety, Continuing Education: Seeking several certificates,
Maintains active professional practice

Arthur Wolf (Part Time Faculty) MBA, MA City Planning and Urban Design, B. Arch

- Registered Architect
- Teaches: Intro to Design and Construction, History of Architecture and Interior Design
- Contributions of College/Program
Redeveloped course curricula, developed Facility Management curricula and assisted with program accreditation, developing new course curricula in Construction Management
- Professional Activities
Serves on Temple University's Facilities Management Advisory Board, Assisted in their B.Sci. in Facilities Management

Part Time faculty are all current in their licensures and are active in the profession locally.

IV. Learning Outcomes and Assessment

A. Assessment of Student Learning Outcomes

Data started being collected for all Program courses in the Fall 2011 semester. Data will be collected following the schedules in Appendices A and B. Collected data will be analyzed in the semester immediately following their collection. Recommendations for improvements / changes in all Program courses, based on these analyses, will be collected in a report to be completed by the end of Fall 2013.

Course instructors will coordinate data collection in their classes. They will use the instruments that the Department developed in Fall 2011 (appended to this Plan). In courses whose results are criticized by Juries, course instructors will collect completed instruments from jurors, collate the data, and send the results to the Department Chair. In all other courses, course instructors will assess the course using the relevant instrument and send the form to the Department Chair.

Program Level Assessment

In these curricula, digital and published student Portfolios produced in ADC 260 will serve as a comprehensive record of student achievement (please see the Course Assessment Instrument for that course for details).

Assessment Results

A sample report is included in Appendix C, which shows students performing well in all student learning outcomes associated with the course. The plans, which are typical of those in the department, involved multiple measures from multiple sources. The program is on track with its assessment schedule. Using data for program improvement will be the next necessary step.

B. Student Profile¹

The Architecture program has experienced slow but steady growth over the past 5 years. It enrolls a greater percentage of men (65% vs 35%), white (32% vs 25%) and Latino (15% vs 5%) students, and students under 30 (80% vs 69%) than that College as a whole. The program also enrolls proportionally more full time students than the College (53% vs 34%).

Interior Design has had a small but stable population over the same time period. Like Architecture it enrolls a greater proportion of Full Time Students (50% vs 31%). It also enrolls fewer African Americans (25% vs 55%) more Female Students (74% vs 64%) than the College. Although the proportion of African Americans is lower than the college as a whole, this number is higher than the national average for programs in Architecture.

¹ Data in most of the tables below is combined from the old program names (Architecture and Interior Design Program with either Architecture or Interior Design as an option) and the new (Architecture Program or Interior Design Program). In some cases that was not possible, so both data sets are presented in order to capture the full picture of the Programs' students.

Table 1. Headcounts

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Architecture	Headcount	43	47	46	49	46	58	44	66	60
	FTE Headcount	33	35	37	40	37	50	34	54	47
Interior Design	Headcount	17	12	11	12	11	14	16	19	18
	FTE Headcount	12	9	7	6	9	12	13	15	15
Liberal Studies Division	Headcount	8,685	8,762	8,442	8,779	8,892	9,122	8,712	9,051	8,720
	FTE Headcount	5,936	5,850	5,758	5,894	6,314	6,360	6,175	6,327	6,138
College	Headcount	17,334	17,661	17,327	18,024	19,047	19,963	19,503	20,170	19,756
	FTE Headcount	11,881	11,823	11,883	12,128	13,362	13,786	13,697	13,863	13,685

Table 2. Gender Distribution

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Architecture	Female	32.6%	29.8%	28.3%	32.7%	39.1%	43.1%	40.9%	42.4%	35.0%
		14	14	13	16	18	25	18	28	21
	Male	67.4%	68.1%	69.6%	65.3%	58.7%	55.2%	59.1%	57.6%	65.0%
		29	32	32	32	27	32	26	38	39
	Unknown	0.0%	2.1%	2.2%	2.0%	2.2%	1.7%	0.0%	0.0%	0.0%
		0	1	1	1	1	1	0	0	0
Interior Design	Female	52.9%	58.3%	81.8%	83.3%	63.6%	64.3%	81.3%	73.7%	77.8%
		9	7	9	10	7	9	13	14	14
	Male	47.1%	41.7%	18.2%	16.7%	27.3%	28.6%	12.5%	21.1%	22.2%
		8	5	2	2	3	4	2	4	4
	Unknown	0.0%	0.0%	0.0%	0.0%	9.1%	7.1%	6.3%	5.3%	0.0%
		0	0	0	0	1	1	1	1	0
Liberal Studies Division	Female	65.0%	65.2%	64.8%	64.4%	63.1%	63.2%	63.1%	62.1%	62.3%
	Male	33.8%	33.9%	34.2%	34.4%	35.8%	35.9%	36.2%	37.3%	37.3%
	Unknown	1.1%	1.0%	1.0%	1.2%	1.1%	0.9%	0.7%	0.6%	0.4%
College	Female	66.7%	66.4%	66.3%	65.9%	65.3%	65.3%	64.6%	64.2%	64.5%
	Male	32.3%	32.8%	32.8%	33.1%	33.7%	33.9%	34.8%	35.3%	35.1%
	Unknown	1.0%	0.8%	0.8%	1.0%	0.9%	0.8%	0.6%	0.5%	0.3%

Table 3. Race/Ethnicity Distribution

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Architecture	Native American	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0
	Asian	23.3% 10	21.3% 10	19.6% 9	10.2% 5	8.7% 4	15.5% 9	9.1% 4	9.1% 6	8.3% 5
	African American	16.3% 7	12.8% 6	17.4% 8	22.4% 11	26.1% 12	24.1% 14	36.4% 16	33.3% 22	30.0% 18
	Hispanic	11.6% 5	14.9% 7	15.2% 7	12.2% 6	6.5% 3	8.6% 5	9.1% 4	13.6% 9	15.0% 9
	White Non-Hispanic	37.2% 16	38.3% 18	37.0% 17	38.8% 19	37.0% 17	37.9% 22	38.6% 17	28.8% 19	31.7% 19
	Other	4.7% 2	4.3% 2	6.5% 3	6.1% 3	8.7% 4	6.9% 4	4.5% 2	7.6% 5	8.3% 5
	Unknown	7.0% 3	8.5% 4	4.3% 2	10.2% 5	13.0% 6	6.9% 4	2.3% 1	7.6% 5	6.7% 4
Interior Design	Native American	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	5.3% 1	5.6% 1
	Asian	29.4% 5	33.3% 4	18.2% 2	16.7% 2	27.3% 3	21.4% 3	6.3% 1	15.8% 3	5.6% 1
	African American	23.5% 4	25.0% 3	54.5% 6	41.7% 5	9.1% 1	14.3% 2	18.8% 3	15.8% 3	22.2% 4
	Hispanic	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14.3% 2	12.5% 2	10.5% 2	5.6% 1
	White Non-Hispanic	23.5% 4	16.7% 2	0.0% 0	8.3% 1	9.1% 1	14.3% 2	25.0% 4	31.6% 6	33.3% 6
	Other	11.8% 2	8.3% 1	18.2% 2	16.7% 2	36.4% 4	21.4% 3	25.0% 4	15.8% 3	16.7% 3
	Unknown	11.8% 2	16.7% 2	9.1% 1	16.7% 2	18.2% 2	14.3% 2	12.5% 2	5.3% 1	11.1% 2
Liberal Studies Division	Native American	0.5% 0	0.5% 0	0.4% 0	0.3% 0	0.4% 0	0.3% 0	0.5% 0	0.6% 0	0.6% 0
	Asian	6.6% 0	6.0% 0	5.9% 0	5.8% 0	5.5% 0	5.1% 0	5.1% 0	4.8% 0	5.0% 0
	African American	46.4% 0	47.5% 0	45.7% 0	46.9% 0	47.4% 0	48.0% 0	48.3% 0	50.1% 0	50.3% 0
	Hispanic	6.7% 0	6.7% 0	7.5% 0	7.1% 0	7.3% 0	7.8% 0	7.0% 0	6.4% 0	5.3% 0
	White Non-Hispanic	27.4% 0	26.9% 0	27.2% 0	26.5% 0	26.1% 0	25.2% 0	25.4% 0	24.5% 0	25.3% 0
	Other	4.4% 0	4.4% 0	3.9% 0	3.8% 0	4.1% 0	4.4% 0	4.0% 0	3.9% 0	3.2% 0
	Unknown	8.1% 0	8.0% 0	9.3% 0	9.5% 0	9.2% 0	9.1% 0	9.7% 0	9.8% 0	10.3% 0
College	Native American	0.5% 0	0.4% 0	0.4% 0	0.4% 0	0.4% 0	0.3% 0	0.5% 0	0.5% 0	0.5% 0
	Asian	8.3% 0	7.9% 0	7.2% 0	7.1% 0	6.9% 0	6.8% 0	7.2% 0	6.9% 0	7.0% 0
	African American	47.1% 0	48.0% 0	46.8% 0	47.4% 0	47.2% 0	48.0% 0	47.7% 0	49.1% 0	49.2% 0
	Hispanic	6.5% 0	6.4% 0	7.0% 0	6.6% 0	7.0% 0	7.2% 0	6.6% 0	6.1% 0	5.2% 0
	White Non-Hispanic	26.1% 0	25.5% 0	26.1% 0	25.4% 0	25.4% 0	24.4% 0	24.8% 0	24.4% 0	24.9% 0
	Other	4.2% 0	4.3% 0	4.1% 0	3.9% 0	4.2% 0	4.3% 0	4.0% 0	3.8% 0	3.2% 0
	Unknown	7.4% 0	7.5% 0	8.4% 0	9.2% 0	9.1% 0	8.8% 0	9.2% 0	9.1% 0	9.9% 0

Table 4. Age Distribution

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Architecture	16 - 21	46.5% 20	42.6% 20	39.1% 18	28.6% 14	41.3% 19	24.1% 14	31.8% 14	18.2% 12	31.7% 19
	22 - 29	30.2% 13	42.6% 20	43.5% 20	51.0% 25	43.5% 20	63.8% 37	45.5% 20	54.5% 36	48.3% 29
	30 - 39	16.3% 7	6.4% 3	8.7% 4	12.2% 6	8.7% 4	5.2% 3	11.4% 5	18.2% 12	11.7% 7
	40 +	2.3% 1	2.1% 1	4.3% 2	4.1% 2	4.3% 2	5.2% 3	6.8% 3	9.1% 6	8.3% 5
	Unknown	4.7% 2	6.4% 3	4.3% 2	4.1% 2	2.2% 1	1.7% 1	4.5% 2	0.0% 0	0.0% 0
Interior Design	16 - 21	29.4% 5	8.3% 1	9.1% 1	16.7% 2	27.3% 3	28.6% 4	31.3% 5	21.1% 4	33.3% 6
	22 - 29	47.1% 8	75.0% 9	54.5% 6	50.0% 6	63.6% 7	57.1% 8	43.8% 7	57.9% 11	44.4% 8
	30 - 39	17.6% 3	8.3% 1	36.4% 4	33.3% 4	9.1% 1	7.1% 1	18.8% 3	15.8% 3	16.7% 3
	40 +	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	7.1% 1	6.3% 1	5.3% 1	5.6% 1
	Unknown	5.9% 1	8.3% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0
Liberal Studies Division	16 - 21	35.8%	29.1%	35.4%	28.4%	35.6%	29.6%	35.6%	29.0%	36.5%
	22 - 29	29.2%	34.6%	29.4%	35.0%	31.1%	36.1%	32.4%	36.9%	32.4%
	30 - 39	15.2%	16.1%	15.5%	16.7%	15.7%	16.4%	15.0%	15.9%	14.6%
	40 +	16.6%	17.2%	17.1%	17.6%	16.0%	16.6%	15.6%	17.0%	15.5%
	Unknown	3.3%	3.0%	2.5%	2.3%	1.6%	1.3%	1.4%	1.1%	0.9%
College	16 - 21	36.9%	30.7%	36.7%	29.7%	35.5%	29.6%	36.0%	29.4%	35.8%
	22 - 29	30.4%	35.1%	30.8%	36.2%	33.0%	37.3%	33.6%	38.1%	34.3%
	30 - 39	15.9%	16.8%	15.9%	17.4%	16.2%	17.8%	16.5%	17.7%	16.2%
	40 +	13.8%	14.6%	14.3%	14.6%	13.7%	14.0%	12.6%	13.7%	12.7%
	Unknown	3.0%	2.7%	2.4%	2.2%	1.5%	1.3%	1.3%	1.1%	0.9%

Table 5. Enrollment Status

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Architecture	Full Time	44.2% 19	40.4% 19	58.7% 27	57.1% 28	56.5% 26	60.3% 35	43.2% 19	53.0% 35	53.3% 32
	Part Time	55.8% 24	59.6% 28	41.3% 19	42.9% 21	43.5% 20	39.7% 23	56.8% 25	47.0% 31	46.7% 28
Interior Design	Full Time	29.4% 5	33.3% 4	18.2% 2	16.7% 2	45.5% 5	71.4% 10	43.8% 7	42.1% 8	50.0% 9
	Part Time	70.6% 12	66.7% 8	81.8% 9	83.3% 10	54.5% 6	28.6% 4	56.3% 9	57.9% 11	50.0% 9
Liberal Studies Division	Full Time	33.3%	30.3%	34.0%	31.3%	38.2%	34.9%	36.7%	33.6%	34.1%
	Part Time	66.7%	69.7%	66.0%	68.7%	61.8%	65.1%	63.3%	66.4%	65.9%
College	Full Time	32.8%	29.2%	32.7%	30.0%	35.3%	32.2%	34.2%	30.5%	31.2%
	Part Time	67.2%	70.8%	67.3%	70.0%	64.7%	67.8%	65.8%	69.5%	68.8%

C. Student Outcomes

Courses in Architecture (76%) and Interior Design (75%) fill at a lower rate than those of the College (83%) or the Division (81%). The numbers have been increasing, however (each are up 6% from Fall 2007). However, the ADC department requires an almost identical set of core courses across its various curricula. In this case, a growing interest in the courses indicates more of this cross pollination than a desire for the majors in question—a question that can't be adequately answered by looking at course taking patterns in Table 6.

Student performance is generally on par with the rest of the College; Fall to Spring and Fall to Fall persistence and Course Completion rates come close to the College's even though the numbers for Interior Design are small. A much higher percentage of students in Architecture, however, are leaving with Short Term Success (57%) than the Division (15%) or the College (18%). Architecture has a much higher total transfer rate (57% vs 37%) than the College.

Tables 8 and 9 refer to persistence rates for the program. Although persistence is traditionally defined using a cohort model (all students entering for the first time in a given fall are tracked over time), historically, CCP has used a slightly different definition. All students enrolled in the program in the given semester are tracked, regardless of starting semester or number of credits. This explains the inclusion of "graduated" as an option for a student's status the following semester.

The number of degrees awarded is quite small for both programs.

Table 6. Course Enrollments

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Architecture*	# Courses	19	18	22	21	24	26	33	30	24	24
	Avg Enrlmt	19.1	21.9	21.9	21.2	20.9	22.2	18.9	19.3	19.8	22.0
	% Filled	70%	78%	79%	76%	76%	81%	70%	71%	72%	76%
Interior Design**	# Courses	18	18	21	21	22	27	31	29	22	25
	Avg Enrlmt	18.9	21.9	22.2	21.2	21.4	22.1	19.1	19.1	20.0	21.7
	% Filled	69%	78%	79%	76%	79%	81%	70%	70%	72%	75%
Liberal Studies Division	# Courses	1426	1411	1441	1520	1551	1674	1711	1721	1581	1577
	Avg Enrlmt	20.3	20.7	20.2	20.6	21.5	21.3	20.9	21.3	20.4	20.2
	% Filled	81%	82%	81%	82%	86%	86%	83%	84%	81%	81%
College	# Courses	2620	2664	2694	2829	2881	3096	3023	2941	2939	3007
	Avg Enrlmt	21.2	21.1	21.2	21.2	22.3	22.0	21.9	22.1	21.8	21.6
	% Filled	83%	83%	83%	83%	87%	86%	85%	85%	84%	83%

*ADC 101, 103, 109, 112, 159, 160, 209, 212, 221, 222, 253, 259, 260

**ADC 101, 103, 109, 112, 159, 160, 192, 209, 212, 221, 222, 259, 260

Table 7. Degrees Awarded

	2008	2009	2010	2011
Architecture	4	9	10	1
Interior Design	3	1	3	5
Liberal Studies	1080	1158	957	1184
College	1984	2126	1908	2277

Table 8. Fall to Spring Persistence²

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Architecture	Returned Same Program	53.5% 23	73.9% 34	73.9% 34	68.2% 30
	Returned Different Program	14.0% 6	2.2% 1	0.0% 0	4.5% 2
	Graduated Fall	4.7% 2	2.2% 1	2.2% 1	2.3% 1
	Did not Return Spring	27.9% 12	21.7% 10	23.9% 11	25.0% 11
Interior Design	Returned Same Program	70.6% 12	81.8% 9	90.9% 10	75.0% 12
	Returned Different Program	11.8% 2	9.1% 1	0.0% 0	6.3% 1
	Graduated Fall	5.9% 1	9.1% 1	0.0% 0	6.3% 1
	Did not Return Spring	11.8% 2	0.0% 0	9.1% 1	12.5% 2
Liberal Studies Division	Returned Same Program	62.3%	63.0%	65.1%	66.3%
	Returned Different Program	6.6%	6.2%	6.1%	5.8%
	Graduated Fall	2.0%	2.1%	2.1%	2.7%
	Did not Return Spring	29.0%	28.7%	26.7%	25.3%
College	Returned Same Program	64.2%	64.6%	66.8%	66.9%
	Returned Different Program	5.2%	5.1%	4.8%	4.9%
	Graduated Fall	2.1%	1.8%	2.0%	2.2%
	Did not Return Spring	28.6%	28.5%	26.4%	25.9%

² See text above for definition of Fall to Fall Persistence.

Table 9. Fall to Fall Persistence³

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Architecture	Returned Same Program	23.26% 10	34.8% 16	34.8% 16	38.7% 17
	Returned Different Program	14.0% 6	6.5% 3	4.4% 2	2.3% 1
	Graduated	11.6% 5	17.4% 8	13.0% 6	2.3% 1
	Did not Return Fall	51.2% 22	41.3% 19	47.8% 22	56.8% 25
Interior Design	Returned Same Program	35.3% 6	36.4% 4	45.5% 5	56.2% 9
	Returned Different Program	23.5% 4	0.0% 0	0.0% 0	6.3% 1
	Graduated	11.8% 2	9.1% 1	18.2% 2	25.0% 4
	Did not Return Fall	29.4% 5	54.6% 6	36.4% 4	12.5% 2
Liberal Studies Division	Returned Same Program	33.9%	35.9%	38.4%	36.1%
	Returned Different Program	9.6%	9.8%	8.4%	10.2%
	Graduated	7.4%	8.1%	7.4%	9.1%
	Did not Return Fall	49.1%	46.2%	45.8%	44.6%
College	Returned Same Program	35.0%	37.1%	38.5%	37.0%
	Returned Different Program	8.2%	8.5%	7.6%	9.1%
	Graduated	8.1%	8.3%	8.1%	8.5%
	Did not Return Fall	48.8%	46.1%	45.8%	45.3%

³ See text above for definition of Fall to Spring Persistence.

Table 10. Course Completion and GPA

			Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Architecture	Old	Completion	92.5%	83.1%	93.6%	87.6%	97.8%	86.4%	91.7%	97.6%	82.1%
		GPA	2.61	2.57	2.88	2.77	3.02	2.69	2.85	3.34	2.97
	New	Completion	--	--	100.0%	100.0%	100.0%	97.1%	98.2%	100.0%	87.5%
		GPA	--	--	3.28	2.99	2.94	2.77	2.66	3.29	2.56
Interior Design	Old	Completion	93.3%	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%	80.0%	100.0%
		GPA	2.99	3.05	2.88	2.71	2.93	3.28	2.00	2.11	3.56
	New	Completion	--	--	100.0%	100.0%	100.0%	97.1%	98.2%	100.0%	87.5%
		GPA	--	--	3.5	3.08	2.75	2.94	2.81	3.27	3.12
Liberal Studies Division		Completion	88.6%	87.4%	89.7%	88.8%	87.6%	86.8%	87.7%	87.0%	85.2%
		GPA	2.68	2.64	2.71	2.71	2.67	2.64	2.65	2.63	2.55
College		Completion	88.8%	87.8%	89.9%	89.0%	88.5%	87.7%	88.8%	87.7%	85.8%
		GPA	2.65	2.63	2.69	2.68	2.66	2.64	2.67	2.63	2.54

Table 11. Academic Standing

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Architecture	Good Standing	86.1%	91.5%	93.5%	95.9%	95.6%	87.9%	84.1%	94.0%	88.3%
	Dropped	7.0%	4.3%	0.0%	2.1%	0.0%	1.7%	0.0%	0.0%	1.7%
	Probation	6.9%	4.2%	6.5%	2.1%	4.4%	10.4%	15.9%	6.0%	10.0%
Interior Design	Good Standing	94.1%	100.0%	90.9%	91.7%	100.0%	100.0%	100.0%	100.0%	83.3%
	Dropped	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%
	Probation	5.9%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%
Liberal Studies Division	Good Standing	83.2%	81.8%	84.1%	82.5%	84.7%	82.4%	83.0%	83.0%	82.5%
	Dropped	3.6%	5.6%	3.9%	5.9%	1.2%	1.6%	1.9%	1.9%	2.3%
	Probation	13.3%	12.6%	12.0%	11.7%	14.1%	15.9%	15.0%	15.1%	15.2%
College	Good Standing	83.8%	82.2%	85.0%	83.0%	85.6%	83.6%	84.4%	84.1%	83.8%
	Dropped	3.4%	5.5%	3.7%	5.5%	1.2%	1.7%	1.9%	1.9%	2.1%
	Probation	12.7%	12.2%	11.2%	11.5%	13.3%	14.8%	13.7%	14.0%	14.1%

Table 12. Success at Departure

			Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009
Architecture	Graduated	Old	11.1%	20.0%	11.1%	100.0%	--
		New	--	--	--	11.1%	25.0%
	Long Term Success	Old	55.6%	53.3%	77.8%	--	28.6%
		New	--	100.0%	--	66.7%	75.0%
	Short Term Success	Old	--	6.7%	11.1%	--	57.1%
		New	--	--	--	22.2%	--
	Unsuccessful	Old	33.3%	20.0%	--	--	14.3%
		New	--	--	--	--	--
Interior Design	Graduated	Old	33.3%	33.3%	--	--	--
		New	--	--	100.0%	--	--
	Long Term Success	Old	33.3%	66.7%	--	100.0%	100.0%
		New	--	--	--	50.0%	--
	Short Term Success	Old	33.3%	--	--	--	--
		New	--	--	--	50.0%	--
	Unsuccessful	Old	--	--	--	--	--
		New	--	--	--	--	--
Liberal Studies Division	Graduated		6.2%	12.6%	6.7%	13.0%	7.1%
	Long Term Success		36.3%	37.5%	35.2%	36.5%	38.2%
	Short Term Success		16.9%	15.8%	17.9%	16.7%	15.1%
	Unsuccessful		40.6%	34.0%	40.1%	33.8%	39.6%
College	Graduated		6.5%	13.7%	6.0%	14.4%	7.2%
	Long Term Success		34.2%	36.1%	35.9%	35.5%	36.9%
	Short Term Success		18.8%	17.2%	18.4%	17.3%	18.2%
	Unsuccessful		40.5%	33.0%	39.8%	32.8%	37.7%

Table 13. Transfer by Departure Status

	Architecture		Interior Design		Liberal Studies		College	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Graduated	9	69.2%	2	50.0%	883	62.9%	1,383	62.2%
Earned 45 or more credits	13	72.2%	1	33.3%	560	55.2%	768	55.7%
Earned 24 to 44 credits	7	43.8%	--	0.0%	804	43.8%	1,025	44.2%
Earned 12 to 23 credits	3	75.0%	--	0.0%	583	36.9%	791	38.7%
Earned less than 12 credits	3	30.0%	2	33.3%	2,333	26.6%	3,353	28.9%
Grand Total	35	57.4%	5	31.3%	5,163	35.4%	7,320	37.4%

For students entering Fall 2005 through Spring 2008

D. Student Surveys

Surveys were distributed to Architecture and Interior Design majors during Spring 2011. Forty six students responded; and a summary is provided in Table 14, below. A vast majority of students were interested in eventual transfer (85%) and of transfer possibilities; Temple was the most preferred by students (80%). In fact, the College's transfer opportunities were a reason given by 59% of students for attending CCP. Given this heavy interest in transfer, it is perhaps not surprising that only about half (56%) of students surveyed were sure of their intent to graduate from CCP. Students also are generally satisfied with their experiences at CCP, with over 60% of students reporting high levels of satisfaction with class offerings, support from faculty, and facilities.

Each year the office of Institutional Research conducts a graduation survey; in the past 5 years, 6 students from the Architecture and Interior Design (A&ID) programs have completed the survey. Because the numbers are small, there are few significant differences between responses from these students and those of the Division or College (Table 15)—and the bar for significance was set low at $p < 0.1$.

A&ID students were lower than their peers in a number of areas related to their development while at CCP. The trend among these are some of the, perhaps, 'softer' skills related to higher education: relating to others, appreciating diversity, contributing to society, and improving leadership skills. Understanding how these skills are infused in the disciplines and reinforced would be a worthwhile pursuit for these are the skills that individuals need as they progress in any field.

Table 14: Current Student Survey Summary

Architecture and Interior Design Questionnaire		(n=46)	
		Count	Percent
1	<i>When did you enter the Architecture Program or Interior Design Program at CCP?</i>		
	Before Fall 2008	2	4.35%
	FI 08 - SP 09	6	13.04%
	FL 09 - SP 10	17	36.96%
	FL 10 - SP 11	21	45.65%
2	<i>Are you enrolled</i>		
	Full Time	25	54.35%
	Part Time	10	21.74%
3	<i>In which Program are you enrolled?</i>		
	Architecture	31	67.39%
	Interior Design	15	32.61%
4	<i>Which of the following reasons were important to you when you initially enrolled in the Architecture and Interior Design Program at CCP? (Check all that apply)</i>		
	To earn an Associate's Degree	22	47.83%
	To prepare for transfer to a university offering the bachelor degree	39	84.78%
	To learn skills needed to enter the job market immediately after CCP	12	26.09%
	To improve my skills for the job that I now have	3	6.52%
	To take courses that interested me	13	28.26%
5	<i>Did you attend another college before attending CCP?</i>		
	Yes	15	32.61%
	No	29	63.04%
6	<i>What reasons were the most important to you for choosing CCP's Architecture Program or Interior Design Program? (Check all that apply)</i>		
	A chance to decide about a commitment to architecture or design as a career	19	41.30%
	Location	15	32.61%
	Financial considerations	29	63.04%
	Program reputation	7	36.84%
	Transfer opportunities to bachelor degree institutions	27	58.70%
	Availability of part-time options	5	17.24%
7	<i>What was your English placement level when you entered CCP?</i>		
	Developmental (e.g. ENGL 098)	25	54.35%
	ENGL 101 ready	14	30.43%
	Transferred ENGL	7	15.22%
8	<i>What was your Mathematics placement level when you entered CCP?</i>		
	Developmental (e.g. MATH 017)	11	23.91%
	MATH 118 ready (or higher)	22	47.83%
	Transferred MATH	12	26.09%
9	<i>How many credits have you accumulated at CCP?</i>		
	<12	5	10.87%
	13 - 24	9	19.57%
	24 - 36	14	30.43%
	37 - 44	5	10.87%
	> 45	12	26.09%
10	<i>Do you intend to complete the Architecture Program or Interior Design Program at CCP?</i>		
	Yes	26	56.52%
	No	3	6.52%
	Maybe	14	30.43%

11 If so, how long do you think it will take you to earn the Associate of Arts Degree?		
2 years	26	56.52%
3 years	12	26.09%
4 years	0	0.00%
5 years or more	1	2.17%
12 What are your long term professional goals?		
To become a licensed design professional	26	56.52%
To transfer and graduate with a Bachelor's Degree. I intend to study:		
Full Time	27	58.70%
Part Time	1	2.17%
I hope to transfer to:		
Temple University (ARCH)	37	80.43%
Drexel University (ARCH - evening)	13	28.26%
Philadelphia University (ARCH)	9	24.32%
Moore College of Art and Design (ID)	2	4.35%
Drexel University (ID - day)	2	4.35%
Philadelphia University (ID)	3	6.52%
Outside Philadelphia (ARCH or ID)	2	4.35%
Not Sure	7	15.22%
To secure full time employment in the field	10	21.74%
To attend graduate school	5	10.87%
Other (Please explain):	6	13.04%
13 What is your level of satisfaction with the range and availability of the Architecture, Design and Construction (ADC) Department's curriculum offerings?		
Very Satisfied	21	45.65%
Somewhat Satisfied	11	23.91%
Satisfied	13	28.26%
Not Satisfied	0	0.00%
14 What is your level of satisfaction with the facilities and equipment available in class and to complete assignments?		
Very Satisfied	16	34.78%
Somewhat Satisfied	15	32.61%
Satisfied	12	26.09%
Not Satisfied	1	2.17%
15 What is your level of satisfaction with the support you receive from the faculty?		
Very Satisfied	24	52.17%
Somewhat Satisfied	8	17.39%
Satisfied	12	26.09%
Not Satisfied	3	6.52%
16 How important to you are extra/co-curricular activities (field trips to New York & Washington, celebrations, guest speakers, exhibition of your work) in enriching your learning?		
Very Important	19	41.30%
Somewhat Important	7	15.22%
Important	13	28.26%
Not Important	1	2.17%
17 How important is it you to develop CAD skills that may help you achieve part-time employment while pursuing the Associate's or Bachelor's degree?		
Very Important	32	69.57%
Somewhat Important	6	13.04%
Important	5	10.87%
Not Important	5	10.87%

Table 15: Program Graduates Survey Summary

Please indicate the level of progress you made at CCP in the following areas of knowledge, skills, and personal development	Program		Division		College	
	Mean	N	Mean	Sig.	Mean	Sig.
Enhanced Ability to Express Myself Artistically	1.83	6	2.25		2.18	
Developed Meaningful Career Goals	1.67	6	2.48	*	2.51	*
Developed into a more Informed Citizen	1.67	6	2.58	*	2.51	*
Improved Preparation for Active Participation in Community Activities	1.67	6	2.23		2.20	
Using Computing and Internet Technology	2.17	6	2.44		2.44	
Enhanced Self-Confidence	2.17	6	2.50		2.47	
Enhanced Understanding of My Own and Different Cultures	1.67	6	2.50	*	2.45	*
Improved Self-Discipline	2.00	6	2.52	*	2.51	*
Acquiring a Broad General Education	2.17	6	2.61		2.55	
Developed Interpersonal Skills and the Ability to Relate to Others	2.00	6	2.56	*	2.51	*
Improved Leadership Abilities	1.50	6	2.43	*	2.38	*
Solving Numerical Problems	2.33	6	2.16		2.31	
Working Effectively with Others	2.00	6	2.55	*	2.49	
Preparation for Continued Personal and Intellectual Growth after College	1.67	6	2.63	*	2.58	*
Understanding People of Other Racial and Ethnic Heritage	1.50	6	2.53	*	2.48	*
Improved Self-Reliance	2.33	6	2.53		2.50	
Speaking Clearly and Effectively	2.33	6	2.53		2.46	
Thinking Critically and Analytically	2.17	6	2.58		2.57	
Contributing to the Welfare of my Community	1.50	6	2.22	*	2.18	*
Writing Clearly and Effectively	2.17	6	2.59		2.55	

* p < .1, ** p < .05, *** p < .01

E. Quality / Viability Indicators

One combined QVI was completed for both programs. It indicates the same overall data presented in the audit.

V. Resources/Facilities

The Department of Architecture, Design and Construction has been located in the fourth floor of the West Building since it was constructed in 1980. In that location, they have a drafting studio, and a computer graphics lab, four faculty offices, and several storage areas.

These capabilities will be preserved and enhanced in the upcoming move from ADC's current location to the new suite of spaces being planned for W2-1 and environs, slated for Summer 2013:

- A Design Studio for studio courses, augmented with computer access for research and visual presentations.
- A computer lab in which computer graphics courses are held.
- A computer lab in which other content courses are held.

In addition, the renovation will include a presentation work space area for students to work in when class is not in session, and for final presentations. This design allows for student and faculty

interaction after and before class and simulates the types of work environments students will see in design and architectural firms.

The new space will also include an updated Materials Library for architectural and interior design materials samples as well as Offices for the Department Head and Instructional Aide, storage areas for student work, consumable materials and technological equipment.

Department students benefit from a range of industry standard software including AutoDesk products (AutoCAD, REVIT), Adobe products (InDesign, Photoshop, Illustrator), SketchUP and WinEST. This software is also used by students in the Construction Management, Facilities Management and Building Science programs and is supported through Perkins Local Plan funding for career programs.

VI. Demand and Documented Need for the Program/Program Benefits

A. Career Options

The projected job growth for Architects and Interior Designers is higher than all jobs in the US over the 10 years between 2010 and 2020 (Table 16). Those jobs in adjacent industries such as drafters are slightly lower than the average. Worth noting is that the two more direct career paths for these majors require at least a Bachelor's degree, and in the case of Architecture, significant education/certification after that.

Table 16: US Job Growth in Selected Fields

Occupation	Growth: 2010-20
Architects	24%
Interior Designers	19%
Architectural and Engineering Managers	9%
Art Directors	9%
Architectural Drafters	6%
All Occupations	14%

B. Other Regional Programs

Seven schools in the area (Temple, Moore, The Art Institute, Drexel, U Penn, Philadelphia U, and Arcadia) have related bachelor's level degrees (architecture, interior design, interior architecture). Of these, Temple is by far the most popular among CCP students for transfer.

An old transfer articulation (program to program) agreement existed between the Architecture Program and Temple University. A replacement has been proposed, but is currently stalled (at Temple's end). The program also has agreements (course equivalency) with Philadelphia University and Drexel University.

The Interior Design Program has a program to program agreement with Moore College.

Only two other schools have A&ID programs at the associate's level (Harcum College and Art Institute of Philadelphia). Among these, CCP is the only one that is public,

providing the Philadelphia region a cost effective transfer option for students interested in these fields.

C. Program Benefits to the Institution

There are several points of correspondence between Department activities during the Audit period and the general College Academic Master Plan:

- *Support Efforts to Optimize Student Retention and Success*
As the relevant item on the student satisfaction survey shows, students highly value the high impact co-curricular activities and practices which have long typified department activities. These include: The Annual Show of Student Work, Fall and Spring bus trips to New York City and Washington, DC, new student orientation, alumni and transfer panels.

VIII. Operating Costs and Efficiency

The A&ID programs are more costly than many of the programs at CCP. The technology and equipment necessary for students' certainly adds to this cost. The program was the eleventh most costly at the college in 2011, and was the 4th most expensive program in the Division. The median cost/FTE in 2010-11 was \$3243, meaning the in that year A/ID programs were \$1552 higher than the median.

Table 17: Direct Costs and Cost per FTE

Architecture/Interior Design		
2007-2008	Direct Cost	\$ 225,720
	# FTEs	48.0
	Cost/FTE	\$ 4,698
2008-2009	Direct Cost	\$ 117,274
	# FTEs	24.4
	Cost/FTE	\$ 4,806
2009-2010	Direct Cost	\$ 107,975
	# FTEs	22.5
	Cost/FTE	\$ 4,799
2010-2011	Direct Cost	\$ 131,723
	# FTEs	27.3
	Cost/FTE	\$ 4,825

VIII. Findings and Recommendations

1. The programs should develop a plan to follow up with graduates to further explore the outcomes noted in Table 15.

There are few students counted in the study; but if it is true that graduates may be lacking in the more personal skills, this should be explored further and addressed if true. Following up with program graduates in both programs (examining transfer success, job placement and salary) and with employers about graduate's skills would also ensure that the current program is meeting students' future needs.

Who: Department Head, Director for Academic Assessment and Evaluation

Timeline: Data to be collected and analyzed by end of Spring 2014.

2. The programs should also assess the needs of students who wish to transfer.

Many do not complete the program (all students departed in 2011 left without graduating). For that reason it is important to understand:

- How are those students performing after transfer (at various credit levels)
- Why are students departing before graduation?
- What courses are students completing before departure? What courses are not taken?

Who: Department Head, Director for Academic Assessment and Evaluation

Timeline: Data to be collected and analyzed by end of Spring 2014.

3. The Dean of Liberal Studies and the Department Head should convene a meeting to discuss the current structure of these programs (and others in the ADC department) is truly viable.

Several issues need to be addressed, including:

- High program expenses coupled with low program graduation rates and small size (Interior Design).
- Programs are treated sometimes like two programs, sometimes like one—this needs to be clarified.
- Number of students departing from the program before graduation—is a degree program necessary?
- The current structure is a cluster of small programs that share the vast majority of their classes. Is this approach best for students for efficiency?

Who: Department Head, Dean of Liberal Studies, Program Faculty

Timeline: Report due by end of Spring 2014.

4. The program needs to present a plan to for recruitment and retention of students within both programs (with some particular attention paid to women in the Architecture program).

An earlier audit noted the architecture program's need to recruit and retain more women in the program (at the time they represented 25% of the students). The number of women in the program is still around 30%, higher than previously far below the College's average and below the national average for Architecture Programs (41%).⁴

While the numbers for retention are similar to the College's, these would need to increase if the College is to meet its long term goals for higher graduation rates. One option to explore might be encouraging reverse transfer options of students who transfer before graduating.

Who: Department Head, Dean of Liberal Studies or Designee

Timeline: Program designed and implemented by beginning of Fall 2013.

5. The program should pursue additional program to program (rather than course equivalency) articulation agreements.

Program articulation agreements encourage students to complete a program here to transfer rather than pursue just the minimal courses necessary to transfer. We know that students who complete a degree here are more likely to be successful at their transfer institutions.

Programmatic encouragements for program completion are, therefore, a key element in students' future success.

Who: Department Head, Dean

Timeline: Starting Fall 2013.

⁴ <http://www.naab.org/accreditation/statistics.aspx> 2011 Report, page 16.

Appendix A: Architecture Assessment Plan

Course Within Program	Program Student Learning Outcome Addressed	Program Student Learning Outcome Level	Semester for Planned Course Evaluation			
			FL 2011	SP 2012	FL 2012	SP 2013
1. ADC 101 Introduction to Design and Construction	1. <i>Design Process</i>	<i>Introduced</i>	X			
	2. <i>Drawings & Models</i>	<i>Introduced</i>				
	3. <i>Building Materials</i>	<i>Introduced</i>				
	4. <i>Communication</i>	<i>Introduced</i>				
2. ADC 103 Basic CAD	1. <i>Design Process</i>		X			
	2. <i>Drawings & Models</i>	<i>Introduced</i>				
	3. <i>Building Materials</i>					
	4. <i>Communication</i>	<i>Introduced & Assessed</i>				
3. ADC 109 Design Studio I	1. <i>Design Process</i>	<i>Introduced & Assessed</i>	X			
	2. <i>Drawings & Models</i>	<i>Introduced & Assessed</i>				
	3. <i>Building Materials</i>	<i>Introduced & Assessed</i>				
	4. <i>Communication</i>	<i>Introduced & Assessed</i>				
4. ADC 112 Construction Materials & Detailing I	1. <i>Design Process</i>		X			
	2. <i>Drawings & Models</i>	<i>Reinforced & Assessed</i>				
	3. <i>Building Materials</i>	<i>Introduced</i>				
	4. <i>Communication</i>	<i>Reinforced & Assessed</i>				
5. ADC 159 Design Studio II	1. <i>Design Process</i>	<i>Reinforced & Assessed</i>	X			
	2. <i>Drawings & Models</i>	<i>Reinforced & Assessed</i>				
	3. <i>Building Materials</i>					
	4. <i>Communication</i>	<i>Reinforced & Assessed</i>				
6. ADC 160 Architectural Presentation	1. <i>Design Process</i>		X			
	2. <i>Drawings & Models</i>	<i>Reinforced & Assessed</i>				
	3. <i>Building Materials</i>					
	4. <i>Communication</i>	<i>Reinforced & Assessed</i>				
7. ADC 209 Design Studio III	1. <i>Design Process</i>	<i>Reinforced & Assessed</i>	X			
	2. <i>Drawings & Models</i>	<i>Reinforced & Assessed</i>				
	3. <i>Building Materials</i>	<i>Reinforced</i>				
	4. <i>Communication</i>	<i>Reinforced & Assessed</i>				
8. ADC 212 Construction Materials & Detailing II	1. <i>Design Process</i>		X			
	2. <i>Drawings & Models</i>					
	3. <i>Building Materials</i>	<i>Mastery & Assessed</i>				
	4. <i>Communication</i>	<i>Reinforced</i>				
9. ADC 221 History of Architecture and Interior Design I	1. <i>Design Process</i>	<i>Introduced</i>	X			
	2. <i>Drawings & Models</i>					
	3. <i>Building Materials</i>	<i>Reinforced</i>				
	4. <i>Communication</i>	<i>Reinforced</i>				

10.	ADC 222 History of Architecture and Interior Design II	1. <i>Design Process</i>	<i>Reinforced & Assessed</i>		X		
		2. <i>Drawings & Models</i>	<i>Reinforced</i>				
		3. <i>Building Materials</i>	<i>Reinforced</i>				
		4. <i>Communication</i>	<i>Mastery & Assessed</i>				
11.	ADC 253 Environmental Systems I	1. <i>Design Process</i>				X	
		2. <i>Drawings & Models</i>	<i>Mastery & Assessed</i>				
		3. <i>Building Materials</i>	<i>Reinforced</i>				
		4. <i>Communication</i>					
12.	ADC 259 Design Studio IV	1. <i>Design Process</i>	<i>Mastery & Assessed</i>		X		
		2. <i>Drawings & Models</i>	<i>Mastery & Assessed</i>				
		3. <i>Building Materials</i>	<i>Reinforced</i>				
		4. <i>Communication</i>					
13.	ADC 260 Advanced Presentation Techniques	1. <i>Design Process</i>		X			
		2. <i>Drawings & Models</i>					
		3. <i>Building Materials</i>	<i>Reinforced</i>				
		4. <i>Communication</i>	<i>Mastery & Assessed</i>				
14.	ART 105 Drawing I *	1. <i>Design Process</i>			X		
		2. <i>Drawings & Models</i>	<i>Introduced</i>				
		3. <i>Building Materials</i>					
		4. <i>Communication</i>	<i>Introduced</i>				

* Assessed by the Art Department

Appendix B: Interior Design Program Assessment Plan

Course Within Program	Program Student Learning Outcome Addressed	Program Student Learning Outcome Level	Semester for Planned Course Evaluation			
			FL 2011	SP 2012	FL 2012	SP 2013
ADC 101 Introduction to Design and Construction	1. <i>Planning Process</i>	<i>Introduced</i>	X			
	2. <i>Drawings & Models</i>	<i>Introduced</i>				
	3. <i>Finish Materials</i>	<i>Introduced</i>				
	4. <i>Communication</i>	<i>Introduced</i>				
2. ADC 103 Basic CAD	1. <i>Planning Process</i>		X			
	2. <i>Drawings & Models</i>	<i>Introduced</i>				
	3. <i>Finish Materials</i>					
	4. <i>Communication</i>	<i>Introduced & Assessed</i>				
3. ADC 109 Design Studio I	1. <i>Planning Process</i>	<i>Introduced & Assessed</i>	X			
	2. <i>Drawings & Models</i>	<i>Introduced & Assessed</i>				
	3. <i>Finish Materials</i>					
	4. <i>Communication</i>	<i>Introduced & Assessed</i>				
4. ADC 112 Construction Materials & Detailing I	1. <i>Planning Process</i>		X			
	2. <i>Drawings & Models</i>	<i>Reinforced & Assessed</i>				
	3. <i>Finish Materials</i>	<i>Introduced</i>				
	4. <i>Communication</i>	<i>Reinforced & Assessed</i>				
5. ADC 159 Design Studio II	1. <i>Planning Process</i>	<i>Reinforced & Assessed</i>	X			
	2. <i>Drawings & Models</i>	<i>Reinforced & Assessed</i>				
	3. <i>Finish Materials</i>					
	4. <i>Communication</i>	<i>Reinforced & Assessed</i>				
6. ADC 160 Architectural Presentation	1. <i>Planning Process</i>		X			
	2. <i>Drawings & Models</i>	<i>Reinforced & Assessed</i>				
	3. <i>Finish Materials</i>					
	4. <i>Communication</i>	<i>Reinforced & Assessed</i>				
7. ADC 192 Color & Lighting	1. <i>Planning Process</i>	<i>Reinforced</i>		X		
	2. <i>Drawings & Models</i>	<i>Reinforced</i>				
	3. <i>Finish Materials</i>	<i>Reinforced</i>				
	4. <i>Communication</i>	<i>Reinforced</i>				
8. ADC 209 Design Studio III	1. <i>Planning Process</i>	<i>Reinforced & Assessed</i>	X			
	2. <i>Drawings & Models</i>	<i>Reinforced & Assessed</i>				
	3. <i>Finish Materials</i>	<i>Reinforced</i>				
	4. <i>Communication</i>	<i>Reinforced & Assessed</i>				
9. ADC 221 History of Architecture and Interior Design I	1. <i>Planning Process</i>	<i>Introduced</i>	X			
	2. <i>Drawings & Models</i>					
	3. <i>Finish Materials</i>	<i>Reinforced</i>				
	4. <i>Communication</i>	<i>Reinforced</i>				

10.	ADC 222 History of Architecture and Interior Design II	1. <i>Planning Process</i>	<i>Reinforced & Assessed</i>		X		
		2. <i>Drawings & Models</i>	<i>Reinforced</i>				
		3. <i>Finish Materials</i>	<i>Reinforced</i>				
		4. <i>Communication</i>	<i>Mastery & Assessed</i>				
11.	ADC 259 Design Studio IV	1. <i>Planning Process</i>	<i>Mastery & Assessed</i>		X		
		2. <i>Drawings & Models</i>	<i>Mastery & Assessed</i>				
		3. <i>Finish Materials</i>	<i>Reinforced</i>				
		4. <i>Communication</i>					
12.	ADC 260 Advanced Presentation Techniques	1. <i>Planning Process</i>		X			
		2. <i>Drawings & Models</i>					
		3. <i>Finish Materials</i>	<i>Reinforced</i>				
		4. <i>Communication</i>	<i>Mastery & Assessed</i>				
13.	ART 105 Drawing I *	1. <i>Planning Process</i>			X		
		2. <i>Drawings & Models</i>	<i>Introduced</i>				
		3. <i>Finish Materials</i>					
		4. <i>Communication</i>	<i>Introduced</i>				
14.	ART 106 Drawing II *	1. <i>Planning Process</i>			X		
		2. <i>Drawings & Models</i>	<i>Introduced</i>				
		3. <i>Finish Materials</i>					
		4. <i>Communication</i>	<i>Introduced</i>				

* Assessed by the Art Department

Appendix C: ASSESSMENT PLAN – IMPLEMENTATION RECORD ADC 209 – Design Studio III

Course Studio course devoted to the design of housing. Issues related to building context, urbanism and site and appropriate use of materials will be realized through a specific building/interiors program. Values of non-Western cultures relating to habitat will be incorporated into design work. Development of alternatives culminates in selection and detailed realization of a specific design and ends with a juried presentation.

Course Outcome	Observable Data Point	Degree of Achievement (% of students performing at level)				
		Poor 0-20%	Fair 21-40%	Average 41-60%	Good 61-80%	Excellent 81-100%
1. Develop designs that manifest rudimentary awareness of human factors (ergonomics, cultural traditions, class and gender) in architectural and interior design, and products and processes associated with adaptive reuse of existing structures. <u>Conclusion: 83% of students achieve this outcome at either an “excellent” or “good” level</u>	<i>Juried Review</i> <ul style="list-style-type: none"> ▪ Appropriately integrates design products (function, size, etc.) ▪ Design manifests concern for human form and scale ▪ Work references important cultural elements ▪ Design makes good use of existing architectural elements (if applicable) 		1/38 3%	6/38 16%	16/38 41%	15/38 39%
	<i>Instructor Observation</i> <ul style="list-style-type: none"> ▪ Appropriately integrates design products (function, size, etc.) 		1/14 7%	1/14 7%	4/14 29%	8/14 57%
2. Produce work using an organized, incremental sequence of inquiry. <u>Conclusion: 72% of students achieve this outcome at either an “excellent” or “good” level</u>	<i>Instructor Observation</i> <ul style="list-style-type: none"> ▪ Work continually evolves and improves ▪ Adapts to evolving project needs 		1/14 7%	3/14 21%	4/14 29%	6/14 43%

<p>3. Develop and present comprehensive solutions to architectural and design problems.</p> <p><u>Conclusion: 76% of students achieve this outcome at either an “excellent” or “good” level</u></p>	<p><i>Juried Review</i></p> <ul style="list-style-type: none"> ▪ Makes a compelling verbal case for the design using professional vocabulary ▪ Work meets most important design criteria / program elements ▪ Uses architectural conventions correctly 			9/39 23%	15/39 38%	15/39 38%
	<p><i>Instructor Observation</i></p> <ul style="list-style-type: none"> ▪ Work meets most important design criteria / program elements ▪ Presentation meets professional standards (well organized, evocative, legible, compelling) ▪ Uses architectural conventions correctly 		1/14 7%	2/14 14%	4/14 29%	7/14 50%
<p>4. Cultivate personal attributes necessary to success as students of architecture and interior design, such as: perseverance, personal integrity and consistency in work.</p> <p><u>Conclusion: 78% of students achieve this outcome at either an “excellent” or “good” level</u></p>	<p><i>Instructor Observation</i></p> <ul style="list-style-type: none"> ▪ Usually prepared ▪ Regularly attends & participates ▪ Works through difficult, multi-dimensional design problems 		1/14 7%	2/14 14%	2/14 14%	9/14 64%
<p>5. Show progressively more independent self direction in accessing various sources of technical information.</p> <p><u>Conclusion: 71% of students achieve this outcome at either an “excellent” or “good” level</u></p>	<p><i>Instructor Observation</i></p> <ul style="list-style-type: none"> ▪ Accesses a variety of sources for technical information ▪ Conducts thorough design research ▪ Shows evidence of impact of research on the design 		1/14 7%	3/14 21%	3/14 21%	7/14 50%

6.	<p>Accept and adapt to criticism from peers and faculty as a fundamental part of learning in the design studio.</p> <p><u>Conclusion: 78% of students achieve this outcome at either an “excellent” or “good” level</u></p>	<p><i>Juried Review</i></p> <ul style="list-style-type: none"> Was attentive and responsive to Jury input 		1/34 3%	3/34 6%	13/34 38%	17/34 50%
		<p><i>Instructor Observation</i></p> <ul style="list-style-type: none"> Designs develop in response to input from instructor and peers 		1/14 7%	2/14 14%	3/14 21%	8/14 57%
7.	<p>Demonstrate increasing facility in using computer tools to thoroughly and meaningfully analyze, develop and present design ideas.</p> <p><u>Conclusion: 79% of students achieve this outcome at either an “excellent” or “good” level</u></p>	<p><i>Juried Review</i></p> <ul style="list-style-type: none"> Work shows mastery of computer graphics 		1/34 3%	5/34 15%	12/34 35%	16/34 47%
		<p><i>Instructor Observation</i></p> <ul style="list-style-type: none"> Moves design information to and from a variety of programs in response to presentation needs 	1/14 7%	1/14 7%	2/14 14%	2/14 21%	8/14 57%