STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

MINUTES
Thursday, February 6, 2014
1:30 p.m. – M2-34

Presiding: Ms. Stacy Holland

Present: Dr. Judith Gay, Dr. Samuel Hirsch, Dr. Sharon Thompson, Mr. Chad Lassiter, Ms. Mary Horstmann (by phone), Dr. Judith Renyi, Rep. James Roebuck.

Guests: Dr. Mary Anne Celenza, Mr. John Moore, Ms. Margaret Niven, Mr. Jon Spielberg

(1) Executive Session

The committee discussed honorary degrees.

(2) Public Session

(a) Approval of Minutes of November 7, 2013

The minutes were accepted.

(b) Student Outcomes Dashboard

Ms. Holland presented the conceptual framework for the proposed dashboard. It presents a snapshot in time and can provide information to guide more in depth discussions on specific elements of the dashboard. It will also serve to help track the College's overall progress. The Committee discussed whether the proposed format meets those needs. It was agreed that the dashboard is a high level document that can be shared with external constituencies as well. Dr. Renyi noted that she liked the "at a glance" concept and was impressed with how evidence based the College is. It was noted that too much data can be overwhelming. It was agreed that the dashboard has areas that will continue to be used in the future as it addresses student outcomes and the completion agenda. It can also serve as a baseline from which to derive aspirational goals.

The committee discussed whether the dashboard addresses the "value added" nature of the community college experience. It does address workforce preparation, transfer and completion. It does not capture student satisfaction data that is collected through the Noel Levitz and CCSSE surveys. It was agreed that "value added" is difficult to measure, particularly for students who have not graduated. We do get at some of these areas through our assessment of general education and the core competencies. It was

agreed that the staff will think about the concept of "value added" and how we might capture it in a metric which could be added in the future.

The Committee agreed that they were comfortable moving forward with the dashboard as presented. It was suggested that meetings during the year could be dedicated to a particular section of the dashboard for more in depth analysis and review. Dr. Gay pointed out that there is one measure that is open to debate. Do we want to increase both transfer and graduation? Are these contradictory? It was suggested that we might look at what the goals of the users are. Finally, it was agreed that we add the opportunity to include a footnote to provide context for a particular indicator or to explain a score, e.g. if there are external factors influencing the outcome.

(c) Photographic Imaging Academic Audit

Mr. Moore, Ms. Niven and Mr. Spielberg joined the meeting. Mr. Moore presented an overview of the recommendations. The faculty have already begun to work on enrollment planning. They also have conducted surveys of current students. A sample survey was distributed. The faculty are now focusing on encouraging students who leave before completing the degree to complete the proficiency certificate. This is an excellent alternative for students and provides a guided pathway for their course taking. The audit has provoked conversation among the faculty and with the advisory committee about the issues raised by the audit and the direction the program should take. The essential question is whether to maintain the degree program and if so how that should best be structured. Mr. Spielberg said that the College is the only public institution in the area that has a photographic imaging program that serves low income, minority students. It was pointed out that programs do exist at Moore College, the University of the Arts, Temple and Drexel. Mr. Spielberg explained that when our students do transfer to these schools, they have excellent preparation and advanced technical skills. Students also pursue the degree to begin a new career. Many already have work experience. The Committee discussed the value of the degree versus our just offering courses. It was speculated that if we do not offer the degree, students may not come to the program at all. The high costs are associated with the program courses themselves. In any case, the faculty need to address the low number of graduates. They have already begun to inform students about the proficiency certificate and have 20 students ready to graduate. Dr. Hirsch reminded the group that Student Affairs can assist to identify students who qualify for the certificate.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Photographic Imaging Academic Audit and require a follow-up report by Spring 2015 with a decision on whether the program will be discontinued.

(d) Recommendation to Close the A.A.S. Degree in Patient Service Representative

Dr. Celenza presented the recommendation. The decision to close the program was based on looking at the issue in four ways: maintaining the quality and integrity of all Allied Health programs, ensuring the currency of our program offerings, having clear and direct pathways for our students and responding to changes in the employment in health care. A review of the current job market and qualifications for positions indicated that most employers only required a high school diploma for the position. If additional coursework is required, the department has developed a proficiency certificate in this area. The certificate has been recently revised to add courses needed for employability. Students who wish to earn an associate's degree can continue on in the Health Services Management curriculum. In addition the faculty and Dean reviewed enrollments and the low number of students graduating before making the recommendation to discontinue the degree program.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the recommendation to discontinue the A.A.S. degree in Patient Service Representative.

The meeting was adjourned at 3 p.m.

(3) Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for Friday, March 21, at 1:00 p.m. in conference room M2-34.

Attachments:

Minutes of November 7, 2013
Draft - Student Outcomes Dashboard
Academic Program Audit: Photographic Imaging
Recommendation to Close the A.A.S. Degree in Patient Service Representative

COMMUNITY COLLEGE OF PHILADELPHIA
Student Outcomes Committee of the Board
2012 - 2013 Dashboard

ENROLLMENT	2011-12 Actual	2012-13 Goal	2012 -13 Actual	Met/Exceeded Goal?
New Full-time (Fall Admission)	1,707	1,724	1,614	No
New Part-time (Fall Admission)	3,327	3,354	3,380	Yes
Annual Unduplicated New Students	10,328	10,428	10,222	No
Total FTE	15,767	15,772	15,116	No

COLLEGE READINESS UPON ENTRANCE	2011-12 Actual	2012-13 Goal	2012 -13 Actual	Positive Change?
All Developmental (Fall Admission)	26.6%	25.9%	24.8%	Yes
Some Developmental (Fall Admission)	46.9%	45.7%	47.7%	No
College Level (Fall Admission)	26.4%	27.1%	27.5%	Yes

PERSISTENCE	2011-12 Actual	2012-13 Goal	2012 -13 Actual	Positive Change?
Fall to Spring New Full-time	81.4%	83.0%	79.8%	No
Fall to Spring New Part-time	66.9%	69.0%	65.7%	No
Fall to Fall New Full-time	53.4%	*vailable January 2014*		
Fall to Fall New Part-time	40.1%			
% Credit Hours Earned to Attempted	88.1%	90.0%	88.0%	No

TRANSFER AND COMPLETION	2011-12 Actual	2012-13 Goal	2012 -13 Actual	Positive Change?
New Full-time Students Earned Degrees/Certificates within Three Years	11.7%	12.0%	12.0%	Yes
New Part-time Students Earned Degrees/Certificates within Six Years	10.0%	11.0%	9.3%	No
New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years	22.0%	21.0%	24.0%	No
New Part-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years	30.0%	29.0%	28.0%	Yes

WORKFORCE PREPARATION AND EMPLOYMENT	2011-12 Actual	2012-13 Goal	2012 -13 Actual	Positive Change?
Career Program Job Placement Rates	67.8%	69.5%	68.4%	No
Career Program Graduates' Wages and Wage Growth	$47,807	$49,002	$36,235	No
Licensure Exam Pass Rates	5	6	5	No

Summary of Photographic Imaging Audit

The Photographic Imaging program is the only public, entry level photography program in the Philadelphia area. Over its time at the College, it has evolved to meet the needs of the photography community and the local workforce; from an early emphasis on industrial photography to current trends in digital work and self-employed or freelance positions, the program faculty have striven to adapt to the market and student demands. The program is currently in the midst of a demographic shift toward more minority students, as well as students who are younger and require more developmental coursework. Despite these changes, the program has maintained higher than average outcomes in terms of retention, course completion, and GPAs. Program faculty (both full time and part time) and the advisory board are all actively involved with the program and its students. The program struggles with cost (maintaining equipment and labs) and seeing students through to graduation—students can often find work without completing their degree. The faculty have recently begun several initiatives to address both of these issues. The program costs per student FTE have been decreasing over the past 5 years. And faculty are now in regular communication with students who have left the program without completing their degree.

Pertinent data include:

- 25% growth in enrollment over the past 5 years (24 students).
- Fall to Spring (71%) and Fall to Fall (44%) retention is higher than the College's averages (66% and 37%, respectively).
- While graduation rates (9%) are similar to the College (10%), this translates to an average of 5 students a year for the past five years.
- The cost per FTE ($5,604) is higher than the median for the College ($3,473) but has decreased by almost $1,000 over the past five years.
- The program contributes much to the life of the College, maintaining two galleries and one ongoing exhibit as well as annual shows and print sales.

Recommendations for the program included:

1. The development of a program management plan to better retain students through to graduation.
2. The continuation of efforts to promote cost efficiencies in the program.
3. The submission of Student Learning Outcome results (assessments are being conducted and acted upon, but formal reports on these assessments have not been submitted.
4. The continuation of outreach efforts to former students to encourage completion of degrees or certificates.
5. The development of a long-view plan that continues to examine the future of photography as a profession and how the content and degree structure of a photography degree at CCP can meet those needs.

   Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Photographic Imaging Academic Audit and require a follow-up report by Spring 2015 with a decision on whether the program will be discontinued.

Community College of Philadelphia

Academic Program Audit: Photographic Imaging

Authors:
John V Moore III
Jon Spielberg

December 2013

I. Executive Summary

The Photographic Imaging program has existed at the College, in one form or another, since 1969. It, currently, is in the midst of an important shift toward including more minority students, younger students, and those who need more developmental work. With those changes, the Program's students have maintained higher than average outcomes in terms of retention, course completion, and GPAs, when compared to their Division and College peers. While the technical and space demands for this Program mean higher costs (both to the College, as a per student basis, and to the students in the form of course fees). The Program has made several successful efforts to decrease the cost-per-FTE ratio. CCP's Photographic Imaging program remains the area's only public, entry-level program for students interested in learning the fundamentals necessary for a career in photography.

Other notable strengths of the program include a very active cohort of adjunct faculty and advisory board as well as a history of contributions to the College community: student photography works hang in offices around campus, in two gallery spaces, and in additional locations (such as the cafeteria). The curriculum has managed to maintain instruction in both traditional and newly evolving photographic techniques. The Program has also begun several processes to increase the number of students who complete the degree (encouraging reverse transfer and certificate completion are two examples) and have opened additional channels of communication with alumni/ae and potential employers.

There are some unique characteristics in the field of photography, which make reliable employment data challenging to obtain: many photographers are self employed as small business owners (sometimes using photography to supplement income from other careers), and photographers are also highly mobile – it is not unusual to take out of town projects or assignments. However, photography remains on the High Priority Occupation list for Pennsylvania, indicating a State-wide belief that photography is important to the Commonwealth's future.

Recommendations coming from this audit process focus on the need to increase graduation rates and lower program costs. While assessment of student learning is integrated into the curriculum, the documentation about the process and resulting changes ("closing the loop") needs to be enhanced. Finally, a longer-term project (that will involve alumni, advisory board members, and faculty) needs to examine the best structure of the program for sustained viability as they move forward.

II. Program

The Photographic Imaging curriculum provides students with an AAS degree that allows emphasis on both traditional and digital techniques. Classroom lecture and laboratory assignments lead to the development of technical and aesthetic skills and knowledge preparing students to qualify for jobs in photographic imaging and related occupations. Students completing the Photographic Imaging program will be prepared to work as photographers, studio assistants and imaging lab technicians. Darkroom, studio and imaging lab work is required, using both silver-based and digital technologies in both black and white and color.

Location or studio assignments are required in many courses. Professional practices and production are emphasized, and students are encouraged to develop artistic appreciation and imagination in their work. Upper-level courses emphasize working with advanced techniques and portfolio preparation.

A. Brief History of the Program

The Photographic Imaging Program began as "Industrial Photography," within the Art Department, in 1969. In 1974, the Program was revised to create a stand alone curriculum specializing in still photography, which would prepare students for either immediate entry into the job market or for transfer to four-year programs with either fine art or technical orientations. Responding to dramatic growth in the photography industry during the 1970's, the curriculum grew. By 1982 the Program was transformed from a loosely grouped offering of six courses to a fully sequenced program of study, integrating 13 courses in photography with designated courses and the required general education distribution.

Evolving technology required expansion of course offerings into the related fields of video and television, as well as film. The availability of video camcorders further led to increased demand for courses incorporating video into commercial projects (video records of weddings, yearbooks, meetings, sales promotions, training films etc.). The proliferation of cable television channels in addition to local program access through cable networks, satellite networking and videoconferencing among organizations, has also led to increased demand for video production courses. Program faculty maintain two print galleries on campus (one on the hallway near B1, curated by faculty, and one in B1-14 curated by students) and host two print shows a year (one for faculty and one for students).

B. Curriculum Sequence

PHOTOGRAPHIC IMAGING COURSE SEQUENCE

Course Number and Name	Pre- and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
PHOT 101 - Basic Photography		4	
PHOT 104 - Introduction to Video Production		3	
PHOT 111 - History of Photography		3	
ENGL 101 - English Composition I		3	ENGL 101
CIS 103 – Applied Computer Technology		3	Tech Comp
SECOND SEMESTER			
PHOT 103 - Large Format Photography	PHOT 101	4	
PHOT 151 - Digital Imaging		3	
PHOT 152 - Introduction to Color Photography and Digital Printing	PHOT 151 (which may be taken concurrently)	3	
ENGL 102 – The Research Paper	ENGL 101	3	ENGL 102, Info Lit
MATH 118 - Intermediate Algebra or higher		3	Mathematics
THIRD SEMESTER			
PHOT 201 - Commercial Photography Basic Studio	PHOT 103	4	
PHOT 202 - Commercial Photography Portraiture	PHOT 152 (may be taken concurrently)	4	
PHOT 217 – Digital Photojournalism	PHOT 152 (which may be taken concurrently)	4	
Science Elective		3 or 4	Natural Science
FOURTH SEMESTER			
PHOT 205 - Commercial Photography Advanced Studio	PHOT 152 and PHOT 201	4	
PHOT 211 - Corporate and Event Videography	PHOT 104	3	
PHOT 299 - Professional Practices Photographic Imaging and Digital Video Production	PHOT 202 & 205 (may be taken concurrently)	3	
Humanities Elective		3	Humanities
Social Science Elective		3	Social Science
		63 Total Credits	

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement, **Interpretive Studies** requirement and the **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated **Writing Intensive**, one course that is designated **Interpretive Studies** and one course that is designated **American/Global Diversity**. The same course may be used to fulfill all three requirements.

C. Curriculum Map

Required Courses	Programmatic Learning Outcomes			
	Create photographs, videos and/or digital slide shows to satisfy commercial clients' specifications.	Demonstrate proficiency with camera operation, lighting, digital image processing, portfolio presentation, audio and video production.	Evaluate their photographs in the context of historical and contemporary trends.	Employ current business practices as applied to photographic imaging.
PHOT 101- Basic Photography	I, A	I, A	I, A	
PHOT 104- Intro to Video Production	I A	I, A	I, A	
PHOT 111- History of Photography			I, A	
PHOT 103- Large Format Photography	I, R, M, A	I, R, M, A	R, A	I
PHOT 151 – Digital Imaging	I, A	I, A	I, A	I
PHOT 152- Intro to Color Photography and Digital Printing	R, A	I, R, A	R, A	I, A
PHOT 201- Commercial Photography-Basic Studio	I, R, A	I, R, A	I, R, A	I, A
PHOT 202- Commercial Photography-Portraiture	I, R, M, A	I, R, M, A	I, R, M, A	I, R, M, A
PHOT 217 – Photojournalism	I, R, M, A	I, R, M, A	I, R, M, A	I, M, A
PHOT 205- Commercial Photography-Advanced Studio	I, R, M, A	I, R, M, A	I, R, M, A	R, M, A
PHOT 211- Corporate and Event Videography	I, R, M, A	I, R, M, A	I, R, M, A	I, M, A
PHOT 299-Professional Practices in Photographic Imaging	R, M, A	I, R, M, A	I, R, M, A	I, R, M, A

D. Revisions to the Curriculum

The department underwent a major curriculum revision after the previous audit in 1997 to bring the department's offerings in line with the then current industry practices and technologies in the field. The Program's title was changed from Photography to Photographic Imaging to better reflect the Program's direction toward emerging technologies in the field. This included a move toward digital print and manipulation. The curriculum now consists of 63 credits, 21 of which are in General Education and 42 credits are in photographic imaging courses. An optional internship is available to students.

The program also recently added a proficiency certificate in Digital Imaging to provide a shorter term credential for students. Although few students have yet to exercise this option, the program faculty are working with current and former students to encourage them to complete the certificate.

Finally, Photographic Imaging and the Sound Recording and Music Technology Program have begun to share classroom and computer space on campus. There may be possibilities for these types of project alignments with other courses in Art or Mass Media.

E. Future directions in the field/program

The program, at the time of the last audit, saw the future of the field as digital photography. And while this has been true for a number of areas, recently there has been an upswing in student and professional interest in traditional methods. The program continues an active relationship with its advisory board and student demand to maintain relevance.

Many agree that the future of photography will rely on advances in technology. Some of these may include 3D Photography, Light Field Photography (such as Lytro's camera), a convergence between cameras and video (using a still from a video as a picture), and more integration of GPS and facial recognition programs into cameras (allowing individuals to immediately identify what or whom they are photographing).

The future of jobs in the field is discussed by the Bureau of Labor Statistics:

> Employment of photographers is projected to grow by 13 percent from 2010 to 2020, about as fast as the average for all occupations. Overall growth will be limited because of the decreasing cost of digital cameras and the increasing number of amateur photographers and hobbyists. Improvements in digital technology reduce barriers of entry into this profession and allow more individual consumers and businesses to produce, store, and access photographic images on their own.
>
> Employment of self-employed photographers is expected to grow by 15 percent from 2010 to 2020. Demand for wedding and portrait photographers will continue as people continue to get married and need new portraits. In addition, corporations will continue to require the services of commercial photographers to develop compelling advertisements to sell products.[1]

Alongside this tempered growth remains another important fact about photographers: 63% are self-employed. Their work hours must be flexible and are sometimes seasonal (e.g. wedding photographers work mostly in the Spring/Summer). They also must be willing to travel for assignments. Those with the ability to perform picture editing or capturing digital video will be more marketable than individuals who do not possess these skills. Photographers remain on the list of High Priority Occupations for the state of Pennsylvania.

Despite the need to keep abreast of digital advances, there is still an interest in traditional (wet lab or darkroom) photography. Anecdotally, program faculty relate that individuals who have already mastered digital photography return to learn more about traditional methods; Photography 101, the basic film and print course has regularly filled at average of 85% over the past several semesters. The maintenance of traditional Black and White lab space keeps CCP competitive with Drexel University, which just added new photographic wet labs, and the University of Pennsylvania and the University of the Arts, both of which maintain popular B&W photography courses. The costs of maintaining this lab space are less than those of the digital printing areas.

III. Profile of Faculty

The faculty (both full time and adjunct) are very involved with the program. From outreach programs to High Schools (including offering photo courses through the Advanced College Experiences summer program), to working on mini-grants to support displays of students' artwork, to organizing photo sales that fund scholarships, to

[1] http://www.bls.gov/ooh/Media-and-Communication/Photographers.htm#tab-6

outside exhibitions, the individuals that teach in the department find many ways to connect with students outside of the classroom and support of the program.

A. Program Faculty

Faculty Member	Position	Courses Taught
Jon Spielberg BS, Motion Picture Production	Assistant Professor Department Head	Basic Photography History of Photography Practical Photography for Beginners Digital Photojournalism Intro Video Production Event and Corporate Video Production
Kara Crombie MFA, Imaging Arts and Photography	Assistant Professor	Basic Photography Color Photography and Digital Printing Digital Imaging History of Photography
Stefan Abrams MFA Photography	Adjunct Faculty	Basic Photography Digital Imaging
Dennis Gingell MS, Instructional Technology	Adjunct Faculty Staff Photographer, CCP	Practical Photography for Beginners Basic Photography
Michael Joniec BS, Professional Photography	Adjunct Faculty	Basic Photography Color Photography Large Format Photography Color Photography and Digital Printing Commercial Photography-Basic Studio Commercial Photography-Portraiture
Allan Kobernick Ed.M, Educational Media	Adjunct Faculty Director, Multimedia Services Producer, CCPTV	Basic Photography Professional Practices Digital Imaging Intro Video Production
Jenny Lynn BFA, Photography	Adjunct Faculty	Basic Photography
Arthur Danek MS, Instructional Technology	Instructional (Lab) Aide Adjunct Faculty	Basic Photography Intro to Video Production Color Photography and Digital Printing Commercial Photography-Basic Studio
Anthony Wychunis AAS, Photographic Imaging	Dept. Archivist Adjunct Faculty	Basic Photography Color Photography Large Format Photography Color Photography and Digital Printing Commercial Photography-Portraiture

IV. Program Characteristics

A. Student Profile

The Program enrollment has demonstrated growth over the past 5 years (25%, 24 people). With this growth, the demographics of the program have changed dramatically: students currently are more likely to be younger, African American, and in need of developmental support. Even with these changes, the program enrolls a greater proportion of students who are White (40%), male (47%), and older than 40 (24%) than the College (25%, 34%, 14%, respectively). Photographic Imaging also has a larger proportion of students who have earned more than 30 credits than the Division or the College at large (Figure 2).

Course maxima are lower than the College or the Division due to lab space restrictions. However, as it has changed to a more digitally based photography program has increased the number of students per section and will likely continue to do so.

Table 1. Headcounts

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average	5 Year %Growth
Program	Headcount	53	54	70	76	77	66	25%
	FTE Headcount	37	36	48	48	53	44.4	20%
Division	Headcount	8,442	8,892	8,711	8,717	8,217	8,595.8	2%
	FTE Headcount	5,758	6,313	6,175	6,137	5,747	6,026.0	5%
College	Headcount	17,327	19,047	19,502	19,752	18,956	19,046.50	10%
	FTE Headcount	11,883	13,362	13,696	13,682	13,111	13,098.20	10%

Figure 1. Year to Year Percent Change in FTE Headcounts

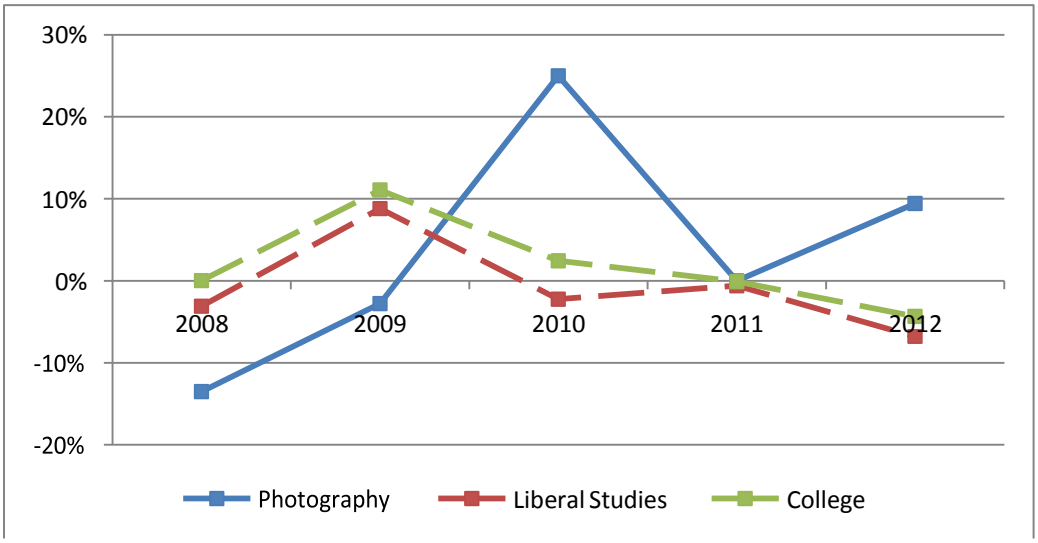

30%
20%
10%
0%
-10%
-20%
2008
2009
2010
2011
2012
Photography
Liberal Studies
College

Table 2. Demographics

Demographics: Running 5 Year Average

	Photography	Liberal Studies	College
Female	53.0%	63.5%	65.0%
Male	46.6%	35.7%	34.4%
Unknown	0.4%	0.8%	0.6%
Native American	1.0%	0.5%	0.5%
Asian	7.0%	5.4%	7.2%
African American*	29.7%	48.5%	48.2%
Latino/a	4.3%	6.5%	6.1%
White*	40.1%	25.9%	25.2%
Other	3.4%	3.8%	3.8%
Unknown	14.7%	9.4%	9.1%
16 – 21**	31.7%	32.6%	32.6%
22 - 29	29.0%	33.6%	35.4%
30 - 39	14.0%	15.6%	16.9%
40 +	24.1%	16.5%	13.6%
Unknown	1.3%	1.7%	1.5%
Full Time	30.0%	33.7%	31.4%
Part Time	70.0%	66.3%	68.6%
All Developmental	25.8%	27.6%	27.2%
Some Developmental	39.4%	43.8%	47.3%
College Ready***	34.8%	28.6%	25.5%

*African-American students have more than doubled their percentage (from 18% in 2007 to 44% in 2012). White students have decreased from 47% to 34% in the same time.

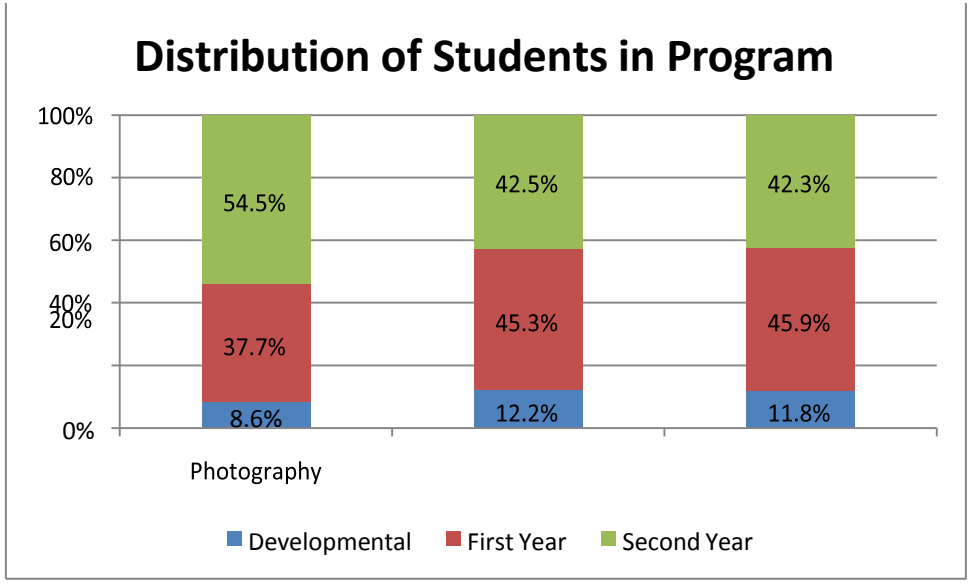
**16-21 Year Old Students have increased by 15% in the past 5 years.

***College Ready students have decreased by about 15% in 5 years.

Table 3. Course Enrollments

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall Average	Spring Average
Photography	Courses	36	32	35	31	40	34	40	32	35	36	37.2	33
	Avg Enrollment	9.4	11.1	10.5	12.2	10.2	11.9	9.9	12.1	11.5	12.9	10.3	12.0
	Percent Filled	80%	81%	88%	87%	87%	85%	86%	86%	90%	91%	86%	86%
Liberal Studies	Courses	1441	1520	1551	1674	1711	1721	1581	1577	1474	1465	1552	1591
	Avg Enrollment	20.2	20.6	21.5	21.3	20.9	21.3	20.4	20.2	21.4	21.3	20.9	20.9
	Percent Filled	81%	82%	86%	86%	83%	84%	81%	81%	84%	82%	83%	83%
College	Courses	2689	2822	2870	3090	2915	2987	2996	2918	2719	2716	2837.8	2906.6
	Avg Enrollment	21.2	21.2	22.3	22.0	21.9	21.6	21.9	22.2	22.3	22.1	21.9	21.8
	Percent Filled	83%	83%	87%	86%	84%	83%	85%	85%	86%	84%	85.0%	84%

Figure 2: Student Distribution Pattern



C. Student Outcomes

The Photographic Imaging program's student outcomes are better than those of the College, with one exception. Students are more likely to be in good standing, to return to the same program, to complete courses, and to have higher GPAs than their peers in other programs. However, they are also less likely to graduate, and more likely leave (albeit successfully) before graduation. Graduation numbers are low (averaging 5 a year) as are transfer rates at all credit levels—although this is not a transfer program.

Table 4. Outcomes Data: 5 Year Averages

		Program	Division	College
Standing	Good Standing	87.7%	83.1%	84.1%
	Probation	10.9%	15.0%	13.2%
	Dropped	1.4%	2.9%	2.7%
Fall-Spring Retention	Returned/Same	70.5%	64.1%	65.6%
	Returned/Different	3.7%	6.5%	5.2%
	Graduated	0.7%	2.3%	2.0%
	Did Not Return	25.2%	27.1%	27.2%
Fall-Fall Retention	Returned/Same	43.6%	36.5%	36.5%
	Returned/Different	6.2%	8.5%	8.5%
	Graduated	7.7%	8.2%	8.2%
	Did Not Return	42.4%	46.8%	46.8%
Success at Departure	Graduated	9.5%	9.8%	9.9%
	Long Term Success	45.0%	36.9%	35.8%
	Short Term Success	22.7%	15.6%	17.7%
	Unsuccessful	22.8%	37.7%	36.6%
Course Outcomes	Course Completion	90.5%	87.9%	88.4%
	GPA	2.94	2.66	2.65

Table 5. Degrees Awarded

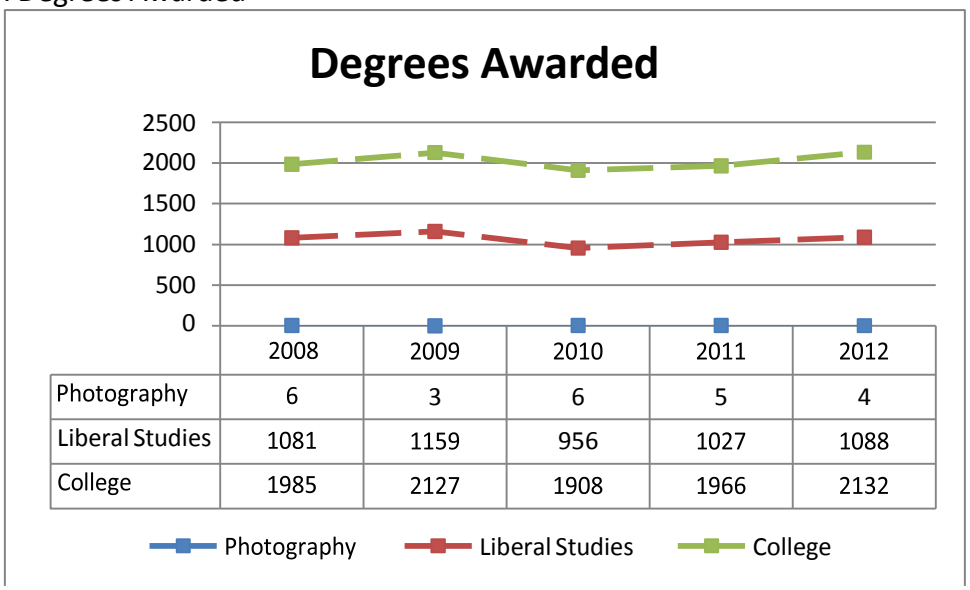
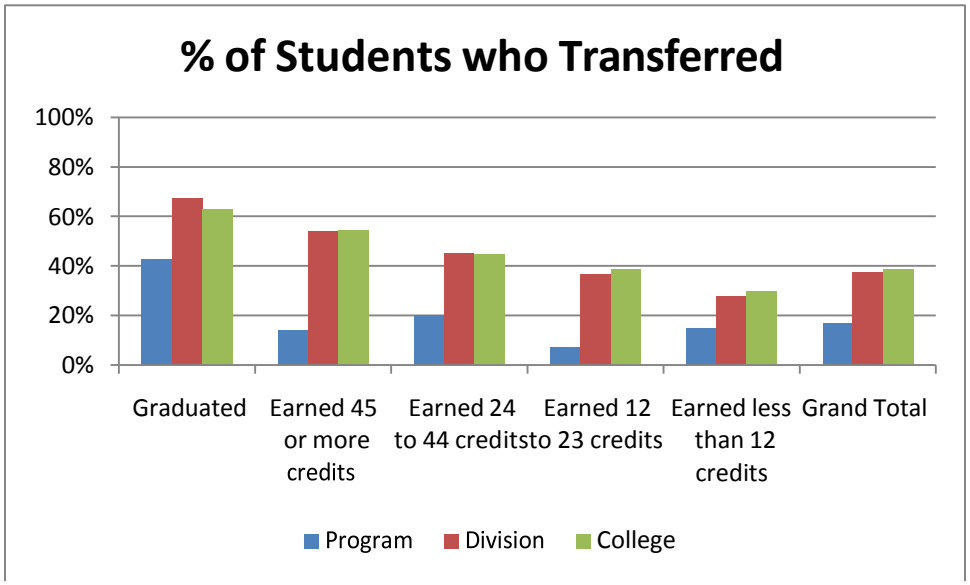


Figure 3. Transfer by Departure Status[2]



[2] Fall 2005- Fall 2009 Cohorts

V. Learning Outcomes and Assessment

A. Program Student Learning Outcomes

Upon completion of this program graduates will be able to:

- Create photographs, videos and/or digital slide shows to satisfy commercial clients' specifications.
- Demonstrate proficiency with camera operation, lighting, digital image processing, portfolio presentation, and audio and video production.
- Evaluate their photographs in the context of historical and contemporary trends.
- Employ current business practices as applied to photographic imaging.

B. Outcomes Assessments

The Photographic Imaging program conducts a number of assessments with students; most importantly, are the critiques of student work. Two faculty, and when available, members of the advisory committee, evaluate student work on rubrics designed to match course SLOs. The faculty then share with students the successes and challenges of their photos. The program regularly utilizes Facebook to keep in touch with current and former students and has a database of over 200 responses to a student survey (see Appendix A) that speak highly of the program, but need to be further analyzed. The Faculty are currently completing surveys of graduates and former students.

C. Advisory Committee

In addition to regular meetings with program faculty, the program's advisory committee regularly meets with students: they participate in judging and giving feedback on student work, they run mock interviews for students and provide guidance for the interview process, and-when available-provide students with internship and employment opportunities.

VI. Resources

The program manages a darkroom and several computer labs with appropriate software related to digital photographic production. There are six active, dedicated classroom/lab spaces and a staffed Photo Equipment Room. The spaces are:

B1-11 is a multi-purpose lecture/demo classroom with an attached projection room. The class can be configured in several ways using up to four projectors,

multi-media playback, VHS, DVD, film slides and computer files. The projection room also houses teaching materials used in the classroom by all the instructors. The classroom seats up to 30 students and can be divided for use by 2 classes simultaneously. This room is also used for monthly faculty meetings, student/faculty group meetings, Photo club meetings and lectures given by guest speakers. The room is one of two mid-semester and final portfolio evaluation spaces.

B1-12 is the B&W photo darkroom with 14 work stations. It is used primarily by PHOT 101 (Introduction to Photography), hosting as many as 6 class sections per semester. It is also used by PHOT 103 (Large Format Photography) for exhibition printing, PHOT 100 (Practical Photography) for photogram printing and PHOT 111 (History of Photography) for pinhole photography printing.

B1-14 is the print finishing room for the B1-12 lab, housing 2 print dryers, drying racks, hot presses, and various size professional print and mat cutters, and is also a student curated gallery space.

B1-15 is a computer classroom with 16 workstations and an instructor station and a 10ft projection screen with digital ceiling mounted projector. The computers are photo industry standard MacPro workstations, loaded with the full Adobe suite of production software for photo and video and audio project production. This space is used by PHOT 151 (Digital Imaging) classes, PHOT 104 (Intro Video), and DVP 140 (Digital Video Editing), and various DVP classes for reviewing and editing video. The room is also used for screening films for student and is one of two mid-semester and final portfolio evaluation spaces.

B1-18 is a computer classroom with 12 workstations. The computers are photo industry standard MacPro workstations, loaded with the full Adobe suite of production software for photo and video and audio project production. This is the only room with professional Epson printers on which students produce work for class and exhibition. The room is used by PHOT 152 (Color Printing), PHOT 217 (Digital Photojournalism), PHOT 299 (Portfolio Prep), and various DVP classes for reviewing and editing video.

B1-20 is the Photo Studio. It is the largest and best equipped photo studio of any academic program in Philadelphia. It is the equal of the best photo rental studios in the city. Classes using the Photo Studio include PHOT 104 (Intro Video), PHOT 103 (Large Format Photography), PHOT 201 (Commercial Studio), PHOT 202 (Commercial Portraiture), PHOT 205 (Advanced Commercial Sudio), additionally these classes: DVP 120, DVP 130 DVP 150. DVP 210 uses the Photo Studio as an overflow workspace for video crew production practice. (The primary workspace is MMS TV Studio B1-21.)

The Photo Equipment Room B1-13 is a secure space housing all of the Dept cameras and support equipment used by students both in-house and on location.

VII. Demand

Many of the jobs associated with this field have growth potential lower than the average for all jobs (Table 7). Regionally, the number of jobs in the field has been shrinking by about two percent. Further, the number of individuals graduating with degrees (at all levels) has been lower than the number of job openings in the local marketplace for many of the past 5 years (Figure 3).

Locally, two other schools offer associates degrees in photography or a related field. Both of these are for-profit institutions. Six schools in the regional offer Bachelor's level degrees in Photography or Photographic Imaging.

Students completing degrees in the field (at all level) far outstrip regional job postings such as staff photographers. However, given the nature of the field, many jobs are obtained out of the traditional job market, through personal contacts or as private entrepreneurs. As corporations have reduced or close their in-house photography studios, they have begun to outsource photography work to independent vendors, increasing opportunities for self-employed photographers.

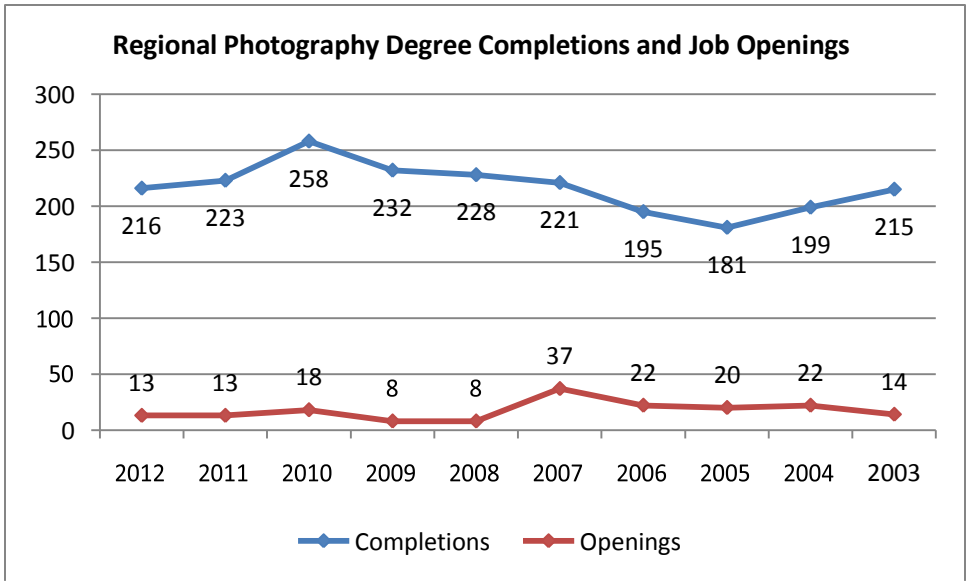
This, however, is not indicative of the actual job prospects for photographers. As mentioned earlier, more than half of all photographers (63%) are self-employed; furthermore, many photographic jobs require travel, and professional photographers often take short term assignments out of the area then return to a home base. To this, a national search of photography jobs (permanent and short term) turns up thousands of opportunities. Photography is also listed on Pennsylvania's High Priority Occupation List.

Table 7: National Jobs Outlook

Job Title	Growth 2010-2020	Mean Annual Salary
Photographers	13%	$29,130
Desktop Publishers	-15%	$36,610
Film and Video Editors/ Camera Operators	4%	$45,490

Self Enrichment Teachers	21%	$36,340
Craft and Fine Artists	5%	$43,470
All Jobs	14%	---

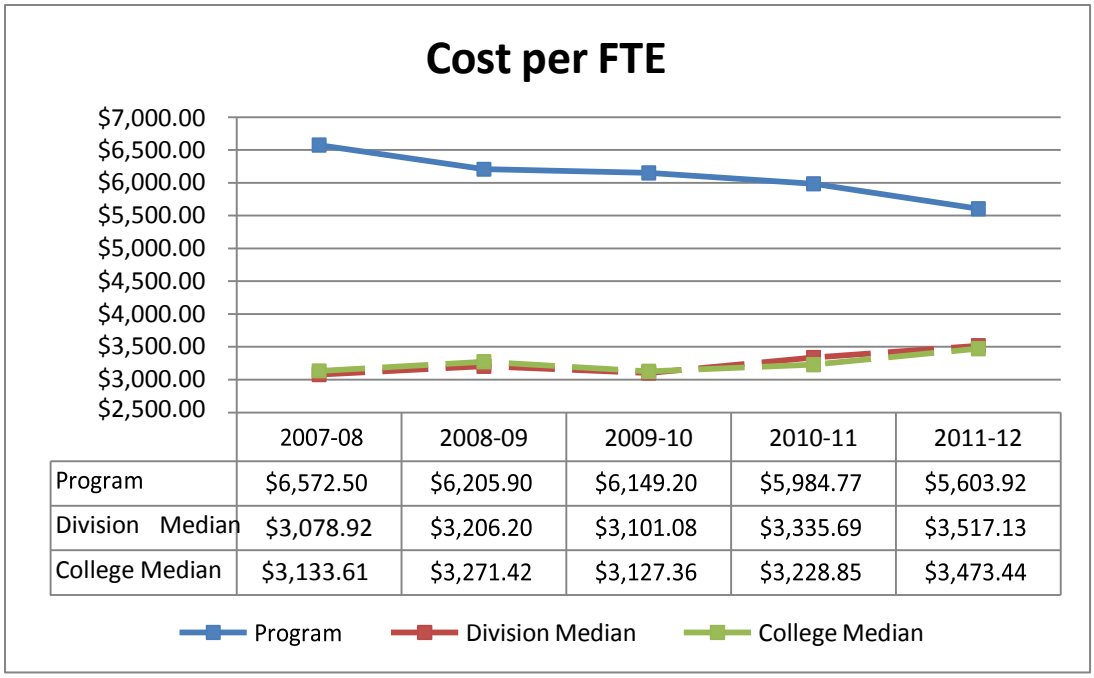
Figure 3: Regional Degree Completions and Job Openings



VIII. Operating Costs

Photographic Imaging is the most expensive program in Liberal Studies and the 10th most expensive program at the College. The program also relies heavily on Perkins funds to keep its equipment and software up to date; this money will continue to last as long as Photographers remain on the High Priority Occupation list in the State and the funding continues to be available.

Figure 4: Operating Costs / FTE



	2007-08	2008-09	2009-10	2010-11	2011-12
Program	$6,572.50	$6,205.90	$6,149.20	$5,984.77	$5,603.92
Division Median	$3,078.92	$3,206.20	$3,101.08	$3,335.69	$3,517.13
College Median	$3,133.61	$3,271.42	$3,127.36	$3,228.85	$3,473.44

IX. Findings and Recommendations

1. Review and update the program management plan for the program. Including methods for communicating with students who are no longer in the program (those who graduated, transferred, or stopped/dropped out) as well as examining student data from those same students to understand attendance patterns and student needs.

Currently the program is growing slowly, but few students complete the curriculum to graduation. Understanding why this is the case is important for ensuring the continued vitality of the program. The program has started some of these processes.

- Timeline: Plan completed by Fall 2014.
- Responsible Parties: Department Faculty, Dean of Liberal Studies

2. Continue to create efficiencies in program cost and students/section to lower costs.

The program has made strides in decreasing cost per student over the past five years. The program should continue to evaluate the costs and find ways, where possible, to manage costs both to the College and to the program's students. This may be accomplished through efficiencies in technology (increasing class size), combining/sharing courses with other programs, or securing additional outside funding (as some examples).

- Timeline: Ongoing.
- Responsible parties: Program Faculty, Department Head, Dean.

3. The program must submit documentation of the assessment of Student Learning Outcomes at both the course and program levels.

In conversations with faculty, it is clear that assessment is occurring on a regular basis, but the tracking of outcomes and appropriately linking them to changes in

the program has not be documented. Once compiled and transcribed, the program will be in compliance in terms of outcomes assessment.

- Timeline: Outcomes reported by end of Spring 2014.
- Responsible parties: Department Head, Program Faculty, Director of Academic Assessment and Evaluation.

4. The program should further promote its proficiency certificate program and encourage individuals to complete it (particularly if they are unable to, for the moment, to finish the degree program). Additionally, outreach to former students may also result in additional completions of the proficiency certificate. Encouraging students with prior degrees or those that transfer to "reverse transfer" in previous or subsequent coursework would also increase the number of program or certificate graduates.

Program faculty have begun this process, but need to develop additional scaffolding structures around it.

- Timeline: Ongoing. First report generated by Spring 2015.
- Responsible parties: Program Faculty, Department Head, Dean.

5. The program should have a discussion with its Advisory Board, current and former students, and other professionals in the field to determine the best structure for the program moving forward.

The main question that needs to be addressed from this audit include: Are the needs of students best served by a degree, or would a series of proficiency and academic certificates better meet their needs? For example, we know that 1) students leave the program early (without completing General Education requirements), 2) statistically photographers will be small business owners, and 3) anecdotally, those familiar with digital techniques are returning to learn more about traditional methods. Perhaps a cluster of certificates around digital methods (already extant), traditional methods, and entrepreneurial courses (marketing, billing, accounting, etc) would better meet the needs of current and future students.

- Timeline: Final report by Fall 2014.
- Responsible parties: Program Faculty, Department Head, Dean.

Summary of Patient Service Representative Program Recommendation for Closure
In 2008, the Department of Allied Health created a new Patient Service Representative (PSVR) Program that led to an Associate in Applied Science degree. Innovative features of the curriculum were that it established close inter-institutional collaboration, and included a series of "tiers" each ending with a proficiency certificate. The proposal originated from a collaborative initiative between the University of Pennsylvania and the Community College of Philadelphia. This initiative had involved discussions between representatives of the University of Pennsylvania Health System (UPHS) and the Department Head of Allied Health, the Dean of Math, Science and Health Careers, and personnel in Corporate Solutions. The academic tiers were designed to meet the job requirements and skill sets of the existing work tiers within the UPHS Patient Service Representative staff.

Rationale for Closing the Patient Service Representative Program:
A comprehensive review of both internal and external factors has led to the recommendation by the Department Head for Allied Health to phase out and close the Patient Service Representative Program for the following reasons:

Industry standards do not require patient service representatives to attain an associate degree. A certificate is adequate for this entry level position. In addition, the College offers a proficiency certificate in Patient Service Representative. This proficiency certificate equips students with the skills necessary to perform the job functions related to this position. In addition, if students wish to pursue an associate degree they can continue on to one of the Associate Degrees in the Allied Health Department.

The PSVR is not a profession that is recognized in the Bureau of Labor Statistics *Occupational Handbook*, thus not identified as a high priority occupation.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the recommendation to discontinue the A.A.S. degree in Patient Service Representative.

Recommendation to Close the A.A.S. Degree in Patient Service Representative Program

Proposed by:

Deborah D. Rossi, CMA (AAMA), MA
Allied Health Department Head

Mary Anne Celenza, Ph.D.
Dean: Mathematics, Science and Health Careers

December 18, 2013

Recommendation to Close the Patient Service Representative Degree Program

History of the Program

In 2008, the Department of Allied Health created a new Patient Service Representative (PSVR) Program that led to an Associate in Applied Science degree. Innovative features of the curriculum were that it established close inter-institutional collaboration, and included a series of "tiers" each ending with a "certificate of completion", as proficiency certificates were then called.

The proposal originated from a collaborative initiative between the University of Pennsylvania and the Community College of Philadelphia. This initiative had involved discussions between representatives of the University of Pennsylvania Health System (UPHS) and the Department Head of Allied Health, the Dean of Math, Science and Health Careers, and personnel in Corporate Solutions. The purposes of the initiative were (1) to create an incentive for current UPHS employees to continue their education and further develop their existing front office skills, (2) to provide a pathway for employees to advance into a practice manager position within the University of Pennsylvania health care system, and (3) to provide an opportunity for students to enter a health care career that focuses on direct patient services. As a result of this initiative, a three-tiered approach was developed for UPHS employees to attain one or more "certificates of completion". The academic tiers were designed to meet the job requirements and skill sets of the existing work tiers within the UPHS Patient Service Representative staff.

Under the umbrella of PSVR, Tier I was an entry-level position in which employees were designated as patient access representatives. Employees in Tier II fell into one of two tracks; they were designated as patient access specialists in either billing or finance. Tier III employees were referred to as patient access coordinators. There were core competencies that were common to all three tiers that included: scheduling, call management, clinic operations, insurance, billing, and customer service. With each tier, the competency scale increases in complexity. The "certificates of completion" were expected to achieve the following outcomes:

- Instill in students a sense of achievement and increased confidence in their ability to perform skills through successful completion of each tier
- Provide an incentive for students to enhance their current skill set and provide them with an opportunity for advancement into a practice manager position
- Provide a pathway, using incremental academic tiers, for students to move toward their Associate Degree in PSVR.

Rationale for Closing the Patient Service Representative Program

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certificate in Patient Service Representative. This proficiency certificate equips students with the skills necessary to perform the job functions related to this position. In addition, if students wish to pursue an associate degree they can continue on to one of the Associate Degrees in the Allied Health Department.

The PSVR is not a profession that is recognized in the Bureau of Labor Statistics *Occupational Handbook*, thus not identified as a high priority occupation.

Process for Program Closure

The Program currently has students enrolled with a beginning semester of Spring 2014. This will be the last semester in which students will be able to enter the Program. They will not be able to enter the Program in Summer 2014.

Student currently enrolled in the Program may finish out the Program or switch to another program within the Allied Health Department or the Liberal Arts-General Option.

Students will be notified of the program closure and informed of their options consistent with the College's procedures on program termination. Appropriate College offices and personnel will be notified also consistent with the College's procedures on program termination.