Community College of Philadelphia
The Path to Possibilities™

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STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, April 3, 2014
1:30 p.m.
Room M2-34

AGENDA

(1) 1:30 p.m.   Executive Session

(2)   Public Session

1:50 p.m.	(a) Approval of the Minutes of February 6, 2014	(A)
1:55 p.m.	(b) Accounting Program Academic Audit	(A)
2:25 p.m.	(c) Computer Science 2010-11 Academic Audit Update	(I)
2:40 p.m.	(d) Completion Data to Include Proficiency Certificate Students	(I)

Next meeting: May 1, 2014 at 1:30 p.m. in Room M2-34

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) <u>**Next Meeting**</u>

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.

<u>**Attachments:**</u>

> 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

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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%	
Fall to Fall New Full-time	53.4%		Available 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%	
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

DRAFT

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

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[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
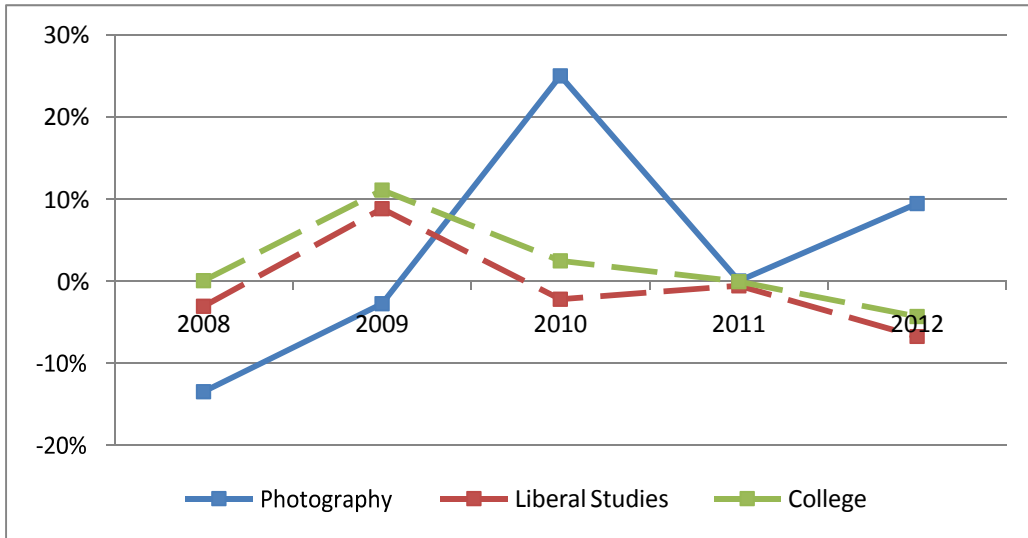
Table 2. Demographics

| | | Liberal | |
	Photography	Studies	College
Demographics: Running 5 Year Average			
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.
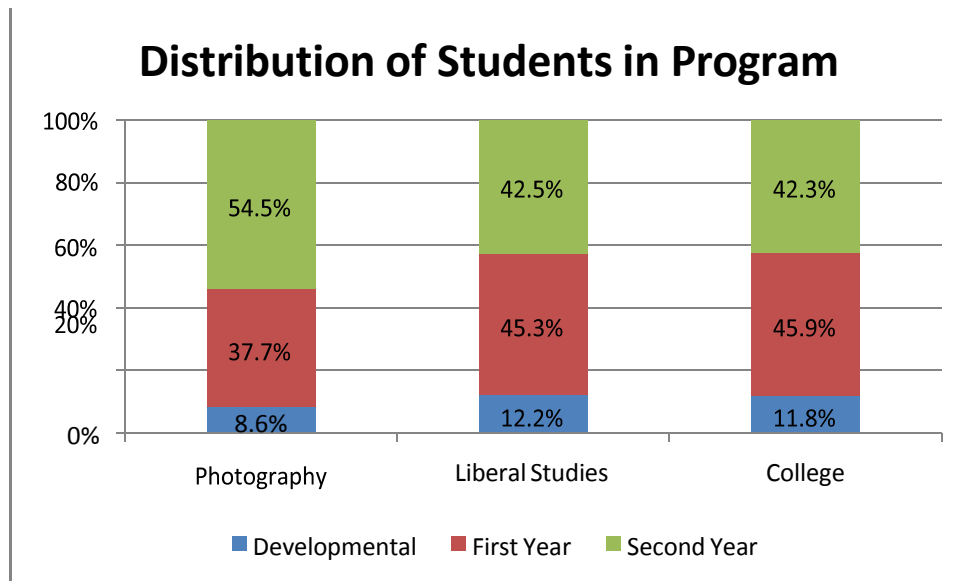**16-21 Year Old Students have increased by 15% in the past 5 years.

***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%	82%	84%	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

Distribution of Students in Program

Photography: Second Year 54.5%, First Year 37.7%, Developmental 8.6%
Liberal Studies: Second Year 42.5%, First Year 45.3%, Developmental 12.2%
College: Second Year 42.3%, First Year 45.9%, Developmental 11.8%

Legend: Developmental, First Year, Second Year

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

Degrees Awarded

	2008	2009	2010	2011	2012
Photography	6	3	6	5	4
Liberal Studies	1081	1159	956	1027	1088
College	1985	2127	1908	1966	2132

Photography — Liberal Studies — College

Figure 3. Transfer by Departure Status[2]

% of Students who Transferred

Program   Division   College

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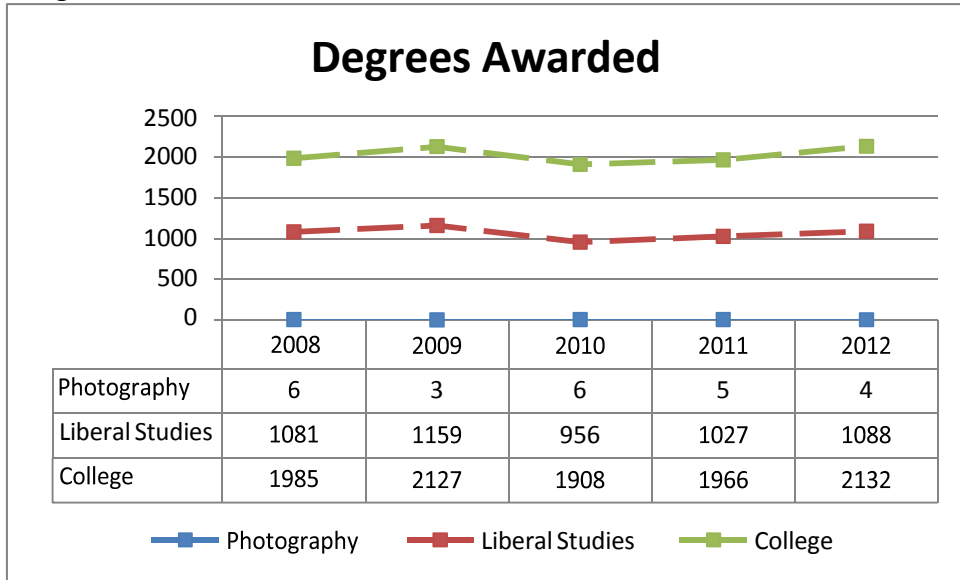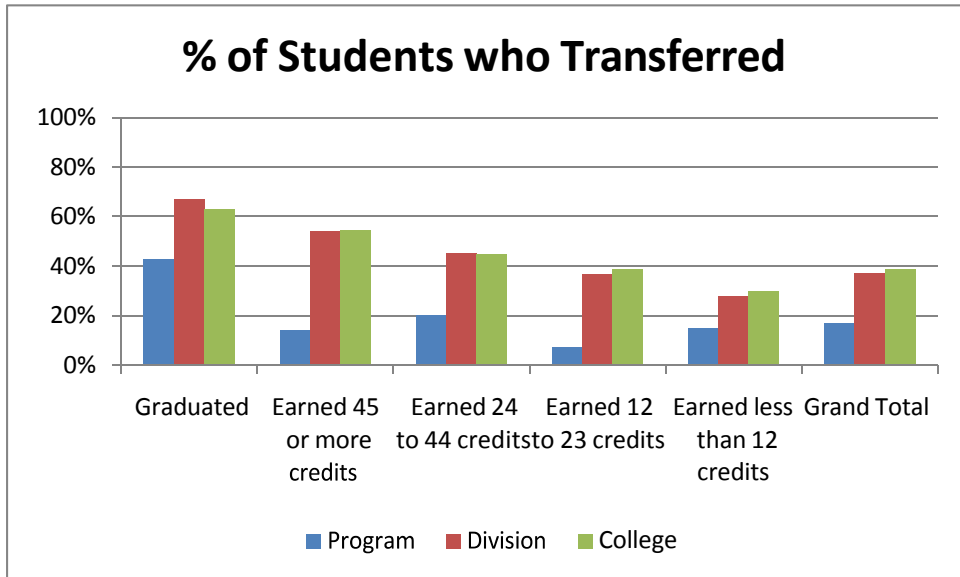
[2] Fall 2005- Fall 2009 Cohorts

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.
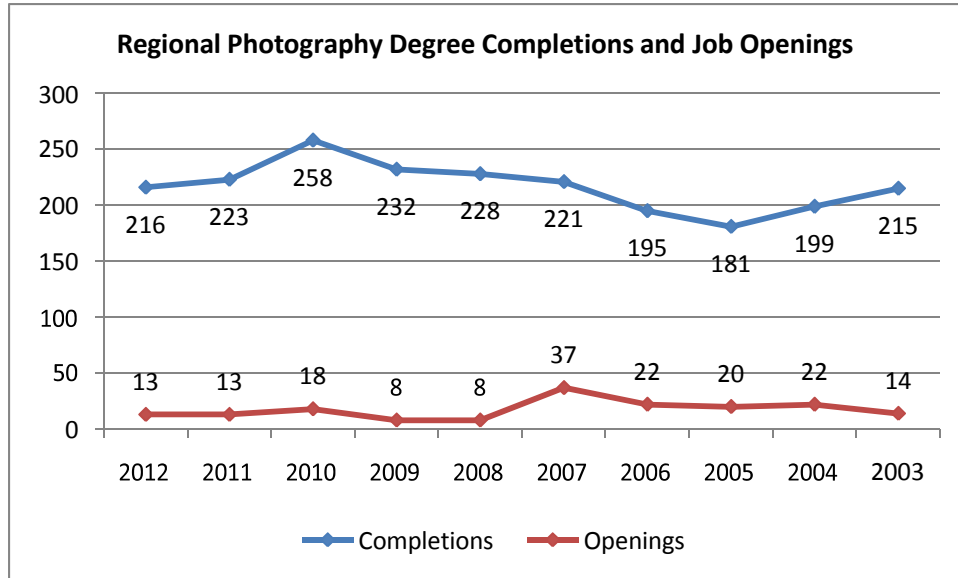
This, however, is not indicative of the actual job prospects for photographers. As mentioned earlier, more than half of all photographers (63%) are self-employed; furthermore, many photographic jobs require travel, and professional photographers often take short term assignments out of the area then 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

Regional Photography Degree Completions and Job Openings

Year	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003
Completions	216	223	258	232	228	221	195	181	199	215
Openings	13	13	18	8	8	37	22	20	22	14

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

Cost per 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

Program — Division Median — College Median
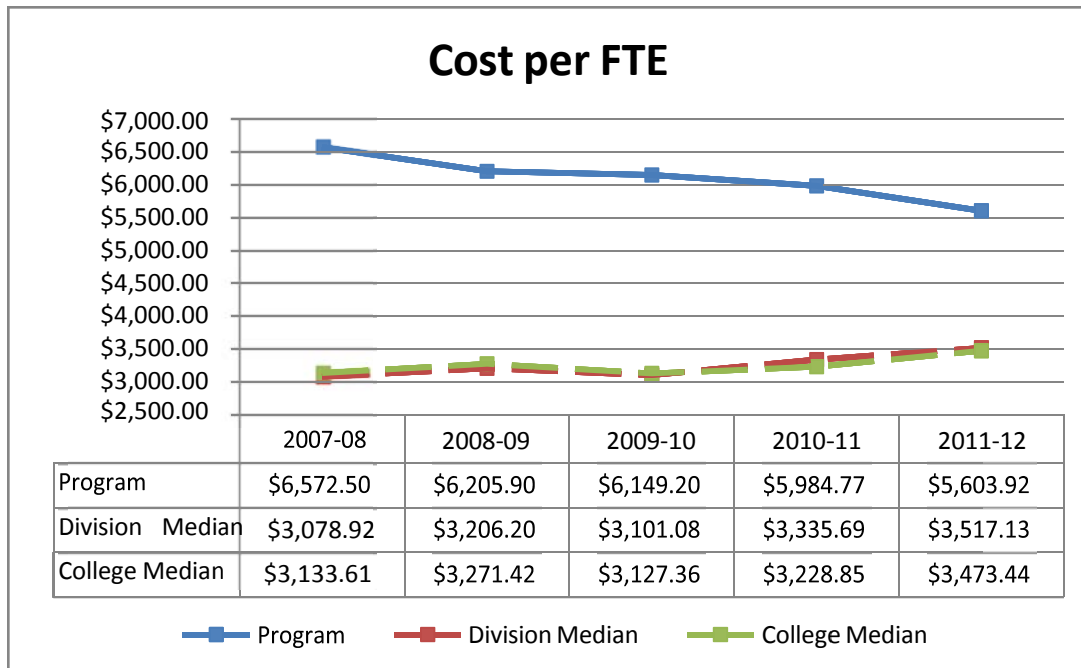
IX. Findings and Recommendations

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

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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

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.

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.

Community College of Philadelphia

Academic Program Audit:

Accounting

Authors:
John V Moore
III Richard
Saxton Wayne
Williams

Date: February 2014

I. Executive Summary

The Accounting program at CCP is at a crucial point in its development. There are broad external pressures such as changes to accreditation standards at transfer (Bachelor's level) institutions. While the program is an AAS degree, it has traditionally focused on transfer—however, Pennsylvania has indicated that both Accountants (Bachelor's level) and Bookkeepers (Associate's level) are currently High Priority Occupations for the region. The program has had some recent declines in retention and graduation as noted in QVI reports and has responded by developing a management plan.

II. Program

The Accounting curriculum leads to an Associate in Applied Science (A.A.S.) degree. Students receive training in accounting theory and generally accepted accounting techniques, as well as in basic management and related fields. Students are prepared for a variety of careers in both industry and government, including positions such as junior accountant, accounting trainee, accounts receivable or accounts payable technician, bookkeeper, or tax examiner.

A. Brief History of the Program

The Accounting Program was started in 1965. The goal of the program was, as it is now, to develop a set of skills for entry level employment in accounting positions. In 2001, the year the last audit was conducted, the program was considering strategies to grow student enrollment, including offering more courses through distance education and exploring a CPA Candidate Certificate Program. As a result of the 2001 Audit, there was a curriculum revision (in 2003) to add more computer and law competencies into the curriculum. An additional revision in 2009 brought the program into compliance with the new General Education requirements. This change also served to reduce the program requirements from 64 to 62 credits.

B. Curriculum Sequence

ACCOUNTING COURSE SEQUENCE

Course Num / Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ACCT 101 - Financial Accounting		4 credits	
ECON 181 - Principles of Economics (Macro-econ)		3 credits	
ENGL 101 - English Composition I		3 credits	ENGL 101
Mathematics Course*	Appropriate Placement Level or Pre-req class	3 credits	Mathematics
MNGT 121 - Introduction to Business		3 credits	
SECOND SEMESTER			
ACCT 102 - Managerial Accounting	ACCT 101 with a "C" or better	3 credits	
ENGL 102 - The Research Paper	ENGL 101 with a "C" or better	3 credits	ENGL 102, Info Lit
ECON 182 - Principles of Economics (Micro-econ)		3 credits	
ACCT 103 - Microcomputers in Accounting	ACCT 101 with a "C" or better	3 credits	
MNGT 141 - Principles of Management	Pre- or Corequisite: MNGT 121	3 credits	
THIRD SEMESTER			
ACCT 201 - Intermediate Accounting I	ACCT 101	3 credits	
Humanities Elective		3 credits	Humanities
ECON 112 - Statistics I	MATH 118 or higher than	4 credits	
Social Science Elective		3 credits	Social Sciences
CIS 103 - Applied Computer Technology		3 credits	Tech Comp
FOURTH SEMESTER			
ACCT 202 - Intermediate Accounting II	ACCT 201	3 credits	
Accounting Elective**		3 credits	
ECON 114 - Statistics II	ECON 112	3 credits	
Science Elective		3 / 4 credits	Natural Science
MNGT 262 - Business Law		3 credits	
		62/63 Credits Total	

*MATH 151 *Linear Mathmematics*, Math 161 *Precalculus I*, Math 162 *Precalculus II*, or Math 171 *Calculus*

**ACCT 203 *Cost Accounting*, ACCT 208 *Tax Acounting*, ACCT 215 *Nonprofit Accounting*, ACCT 206 *Auditing*, or ACCT 250 *Advanced Accounting*

C. Curriculum Map

COURSES	PROGRAM STUDENT LEARNING OUTCOMES			
	Demonstrate an understanding of financial statements prepared according to Generally Accepted Accounting Principles (GAAP), prepare journal entries and complete the accounting cycle using computerized general ledger software.	Demonstrate an understanding of managerial and cost accounting concepts.	Analyze and interpret financial statements for economic decision-making.	Effectively communicate with users of financial information orally and in writing.
ACCT 101 - Financial Accounting	I & R		I	I
ECON 181 - Principles of Economics (Macroeconomics)		I		I
ENGL 101 - English Composition I			I	I
MATH 151 - Linear Mathematics or MATH 161 - Precalculus I or MATH 162 - Precalculus II or MATH 171 - Calculus I			I	
MNGT 121 -Introduction to Business	I	I	I	I
ACCT 102 - Managerial Accounting	R	I & R	R	R
ENGL 102 - The Research Paper				M
ECON 182 - Principles of Economics (Microeconomics)		R	R	R
ACCT 103 - Microcomputers in Accounting	R	R	R	
MNGT 141 - Principles of Management		R		
ACCT 201 - Intermediate Accounting I	R / M			
Humanities Elective				R
ECON 112 - Statistics I			R	
Social Science Elective				M
CIS 103 - Applied Computer Technology	I / R		R	
ACCT 202 - Intermediate Accounting II	M			
Accounting Elective	ACCT 206: R ACCT 215: R ACCT 250: R	ACCT 203: M	ACCT 203: M ACCT 215: M ACCT 250: M	ACCT 206: R ACCT 208: R
ECON 114 - Statistics II			M	
Science Elective				R
MNGT 262 - Business Law				R

Key: I = Introduced; R = Reinforced ; M = Mastered

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D. Future directions in the field/program

Temple and Drexel Universities—both of which are Association to Advance Collegiate Schools of Business (AACSB) accredited programs—have ceased accepting the transfer of upper-level accounting courses from community colleges (although other regional colleges still do). This presents an important challenge to the program and its future.

In response, the faculty are contemplating several ideas which include additional certificates or directed course packages to assist individuals interested in supplementing their education or preparing for the accounting certification exams. Additionally, the faculty have started infusing existing courses with information about International Financial Reporting Standards (IFRS). Both of these stem from recommendations from the Advisory Committee.

III. Profile of Faculty

Faculty in the Accounting program reside, as the program itself does, within the Business Administration department.

Full time faculty in addition to their teaching responsibilities have accounting practices that enable them to keep up with current trends in the profession and to bring real life examples into their classrooms. The adjunct faculty consists of licensed and practicing CPAs, non-profit and governmental accountants and auditors, IRS, state, and city employees and retirees, and private industry accountants. Several of the faculty, both full-time and adjunct, also teach or have taught, at other area schools, including Holy Family, St. Joseph's, Strayer, and Temple Universities; and Gwynedd-Mercy, Ursinus, and Bucks County Community Colleges.

Those who are licensed - CPA, JD, or CFP, are required by their licensing authorities to earn continuing education credits to keep their licenses active. The continuing education they complete keeps them up to date with industry trends and practices, enables them to tailor their classroom presentations, and encourages them to share changes in the profession with their peers.

The last full-time member was hired (from the part-time ranks) two years ago. Prior to that, the last hiring of a full-time member was 7 years before. There has not been a need to hire a new adjunct in the last 5 years. The Accounting faculty has 3 minority and 1 female member. While striving to hire the most qualified candidates, the members of the hiring committee are consciously aware of the need to increase the diversity of the faculty. One full-time faculty position in the program has remained unfilled for the past two years; efforts continue to identify and hire a qualified applicant.

A. Program Faculty

Faculty Member	Position	Courses Taught
Alan E. Davis MBA, Accounting, Information Management Systems; CPA	Associate Professor, Business Administration	Financial Accounting; Managerial Accounting; Microcomputers in Accounting; Intermediate Accounting I and II; Cost Accounting; Auditing; Tax Accounting; Advanced Taxation
James "Barry" Johnson MBA, Management; CPA	Assistant Professor, Business Administration	Financial Accounting; Managerial Accounting; Intermediate Accounting I and II
Dennis Gentekos MA, Economics	Assistant Professor, Business Administration	Financial Accounting; Managerial Accounting
Cory Ng MS, Accounting; CPA, CGMA	Assistant Professor, Business Administration	Financial Accounting; Managerial Accounting; Microcomputers in Accounting; Nonprofit Accounting
David Berman BS, Accounting; CPA	Adjunct Instructor	Financial Accounting; Managerial Accounting; Microcomputers in Accounting; Intermediate Accounting I and II; Tax Accounting; Advanced Taxation
Thomas Burke PhD, Economics	Adjunct Instructor	Financial Accounting; Managerial Accounting
Tamra Chase MBA, Finance	Adjunct Instructor	Managerial Accounting
John Donovan MBA, Accounting; CPA	Adjunct Instructor	Financial Accounting; Managerial Accounting; Microcomputers in Accounting; Intermediate Accounting I and II
Otis Hightower MA, Administration	Adjunct Instructor	Financial Accounting; Managerial Accounting; Microcomputers in Accounting; Intermediate Accounting I; Nonprofit Accounting
Shirin Jahanian MBA Finance; CPA	Adjunct Instructor	Financial Accounting; Managerial Accounting; Intermediate Accounting I and II; Cost Accounting; Auditing

B. Level of Engagement of Program Faculty
The program faculty participates in many college wide initiatives, including various hiring committees, curriculum development committees, and an enrollment management team. They also engage with organizations such as Alpha Beta Gamma (International Business Honor Society of Community, Junior, and Technical Colleges), the American Association of Women in Community

Colleges, the Presidents Minority Council, the Faculty Council on Education, the National Association of Black Accountants, the Campaign for Working Families, and Student Government Association. The program faculty also attend various professional development activities that include continuing education for Certified Public Accountants and participate in grant funded programs such as the Goldman Sachs 10,000 Small Businesses.

Accounting faculty have participated in Open House events at the Main and regional campuses as well as in the Majors Fairs on Main Campus. Annually, accounting faculty and students have attended the Pennsylvania Institute of CPAs (PICPA) Networking & Casino Night to expose students to the accounting profession and meet with potential employers. Faculty made arrangements for accounting students to visit the corporate headquarters of the PICPA in Center City Philadelphia and Kensey Nash, a biomedical manufacturing firm in Exton, PA. Accounting faculty currently serve on the Editorial Board of the PA CPA Journal and have published articles on a variety of topics including accounting education assessment, doing business in China and current trends in online accounting education. Accounting faculty, both full and part-time, attend the annual Teachers of Accounting at Two Year Colleges conference to learn the latest pedagogy. Guest speakers from the accounting profession and the PICPA have served as guest lecturers in accounting classes on campus.

Although there are benefits to faculty maintaining outside business interests—it helps faculty stay in touch with changes in the field and provides them with real world examples for their students—there is some administrative concern about faculty ability to balance their responsibilities at the College with full time positions outside of campus, particularly those related to program management issues.

IV. Program Characteristics

    A. Student Profile
The headcount of students has remained stable over the past five years; it currently is about 5% down from its 5 year average (Table 1). From 2009 to 2011 there was a bump in enrollments, followed by a decline in 2012. The overall pattern of percent growth follows both that of the Division and the College, with slightly larger swings (Figure 1).

The program enrolls twice the percent of Asian students than the College (14.7% vs. 7.2%) and a slightly smaller percentage of African American students (43.2% vs. 48.2%). (Table 2)

Course enrollments are slightly lower than the average for the Division or the College. Spring enrollments tend to have a slightly lower fill percentage across all areas; this is often due to an attempt to facilitate graduation by offering upper level courses at slightly lower enrollments so that students who need a specific course to graduate are able to enroll in it. (Table 3)

Table 1. Headcounts

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average	5 Year Change
Accounting	Headcount	313	348	363	367	325	343.2	3.8%
	FTE Headcount	221	245	263	259	232	242.1	5.0%
Business & Technology	Headcount	2,778	3,072	3,166	3,251	3,162	3,089.40	13.8%
	FTE Headcount	2,036	2,289	2,357	2,371	2,323	2,261	14.1%
College	Headcount	17,327	19,047	19,502	19,752	18,956	19,046.50	9.4%
	FTE Headcount	11,883	13,362	13,696	13,682	13,111	13,098.20	10.3%

Figure 1. Year to Year Percent Change in FTE Headcounts

Percent Change in Headcount

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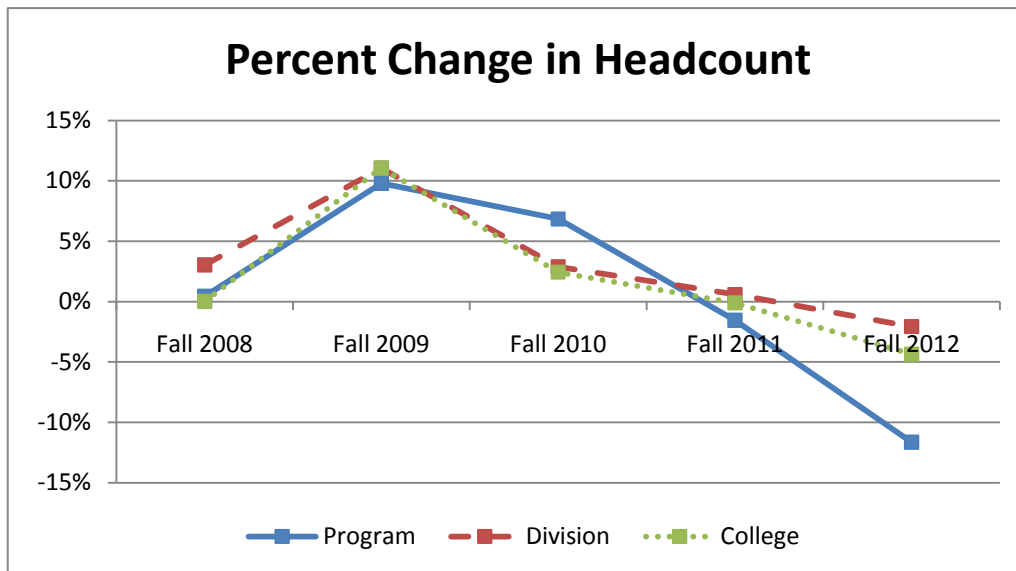
Table 2. Demographics

Demographics: Running 5 Year Average

	Accounting	Business and Technology	College
Female	57.9%	47.1%	65.0%
Male	41.7%	52.4%	34.4%
Unknown	0.7%	0.5%	0.6%
Native American	0.6%	0.5%	0.5%
Asian	14.7%	10.3%	7.2%
African American	43.2%	48.6%	48.2%
Latino/a	5.1%	6.2%	6.1%
White	23.9%	21.0%	25.2%
Other	3.7%	4.2%	3.8%
Unknown	8.9%	9.3%	9.1%
16 – 21	30.6%	35.7%	32.6%
22 – 29	35.7%	37.1%	35.4%
30 – 39	18.7%	14.3%	16.9%
40 +	13.9%	11.6%	13.6%
Unknown	1.2%	1.3%	1.5%
Full Time	33.2%	38.2%	31.4%
Part Time	66.8%	61.8%	68.6%
College Ready[1]	17.7%	18.6%	27.2%
Some Developmental	50.4%	54.6%	47.3%
All Developmental	31.9%	26.9%	25.5%

[1] Status upon entering the College.

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
Accounting	Courses	38	50	39	49	41	51	42	51	37	44	39.4	49.0
	Avg Enrollment	29.0	25.0	30.5	28.1	30.3	26.8	29.0	26.3	28.3	29.0	29.4	27.1
	Percent Filled	80%	70%	85%	78%	84%	75%	81%	74%	79%	82%	81.8%	75.7%
Business and Technology	Courses	267	302	281	328	289	452	281	160	270	266	277.6	301.6
	Avg Enrollment	25.7	25.3	27.7	27.1	27.8	23.7	22.2	27.0	27.8	28.5	26.2	26.3
	Percent Filled	79%	77%	86%	84%	83%	82%	85%	81%	84%	86%	83.7%	82.2%
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%	84.4%

Figure 2: Student Distribution Pattern

Distribution of Students in Program

39
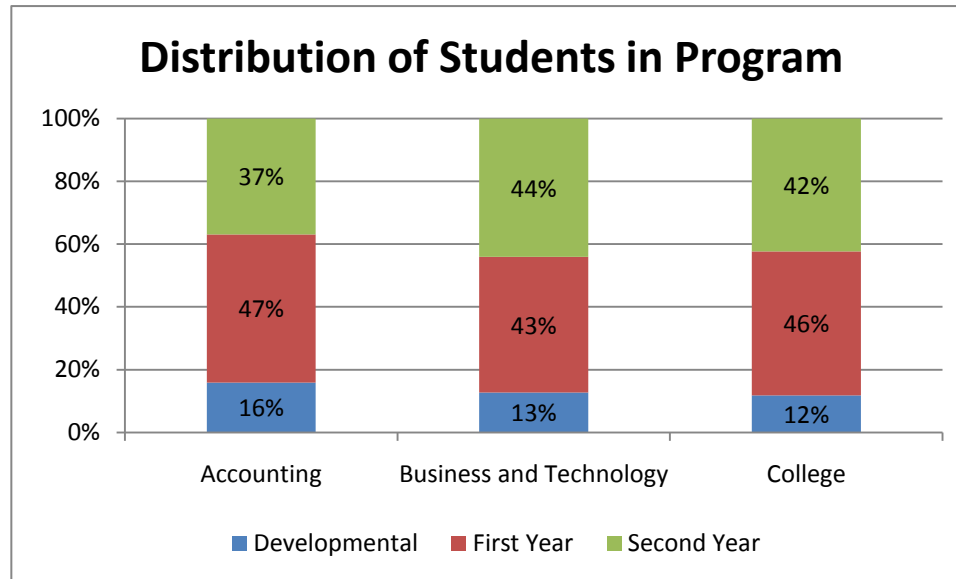
B. Student Outcomes

Most of the student outcomes were, on average, similar to both the division and the College as a whole. The most notable differences were in success at departure. Students in Accounting were less likely to leave due to graduation or with long term success and more likely to depart unsuccessfully. Transfer patterns are similar to the Division and College with two exceptions: students who graduate are slightly less likely to transfer; students who leave after 24 credits are slightly more likely to transfer. This, however, is to be expected in an AAS program.

Table 4. Outcomes Data: 5 Year Averages

		Program	Division	College
Standing	Good Standing	83.3%	81.3%	84.1%
	Probation	13.9%	15.4%	13.2%
	Dropped	2.9%	3.3%	2.7%
Fall-Spring Retention	Returned/Same	65.6%	63.9%	65.6%
	Returned/Different	8.0%	5.9%	5.2%
	Graduated	1.4%	3.3%	2.0%
	Did Not Return	25.0%	26.9%	27.2%
Fall-Fall Retention	Returned/Same	37.3%	36.5%	36.5%
	Returned/Different	11.4%	8.3%	8.5%
	Graduated	6.3%	9.8%	8.2%
	Did Not Return	45.0%	45.4%	46.8%
Success at Departure[2]	Graduated	7.2%	14.4%	9.9%
	Long Term Success	30.7%	33.7%	35.8%
	Short Term Success	18.1%	13.2%	17.7%
	Unsuccessful	44.1%	38.6%	36.6%
Course Outcomes	Course Completion	86.4%	86.8%	88.4%
	GPA	2.60	2.57	2.65

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[2] "Graduated" are students who earned certificates or associates degrees at the College. "Long term success" is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned. "Short term success" is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned. The "unsuccessful" departure group includes all departing students not otherwise classified including students who never complete a college-level course.
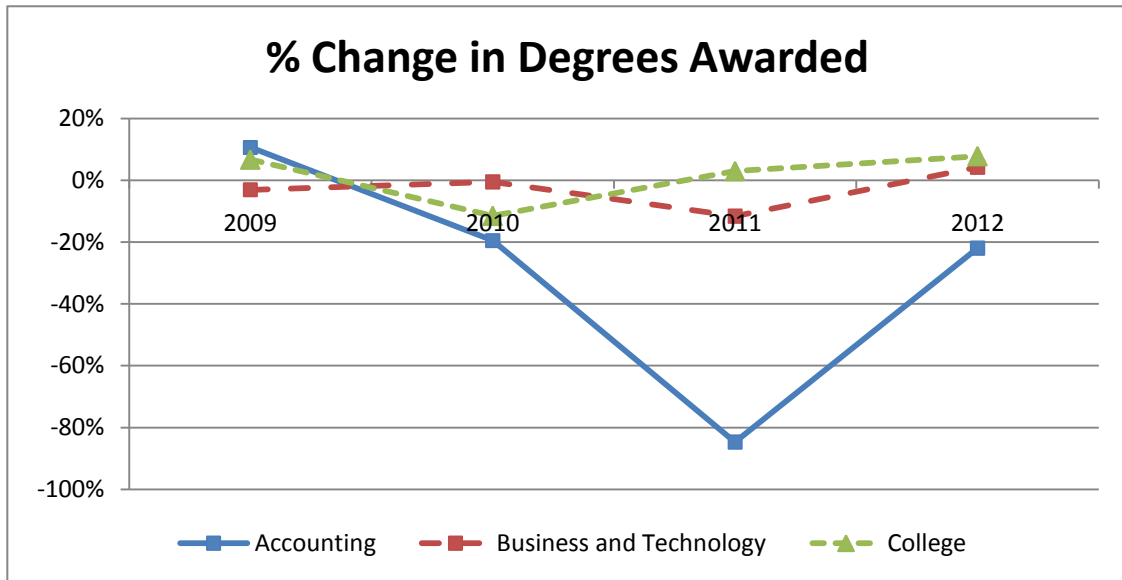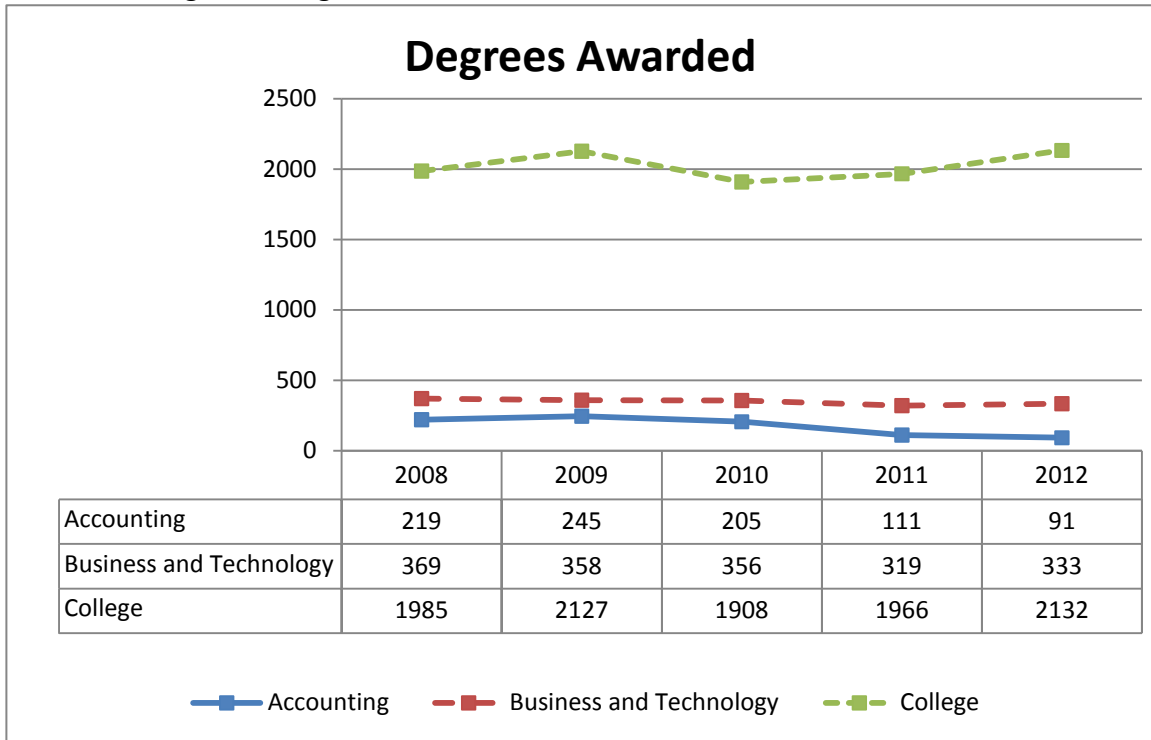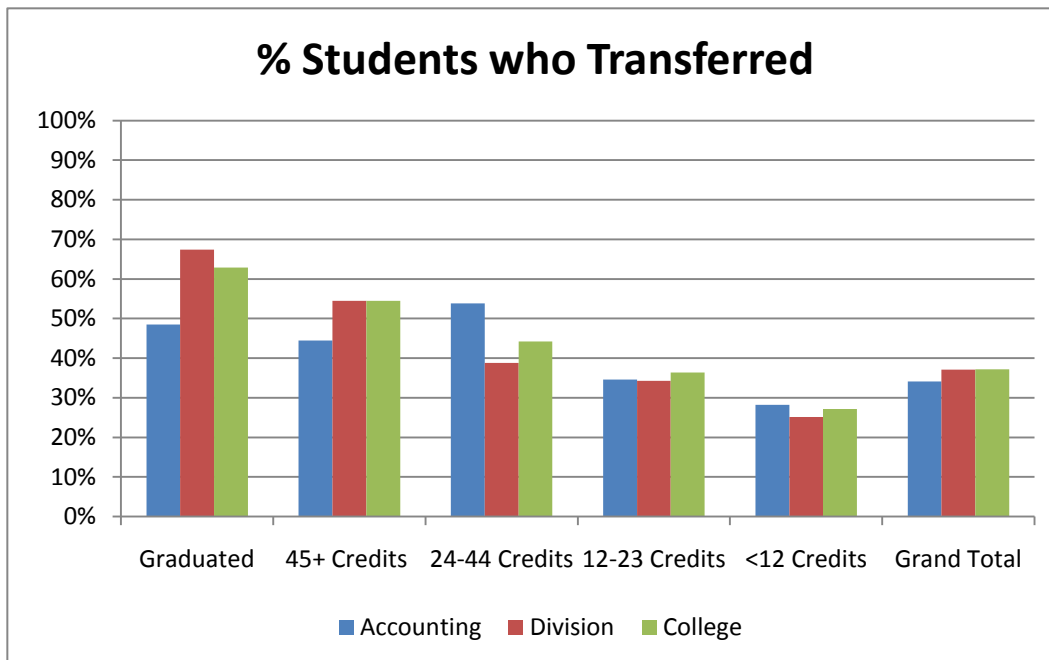
Table 5 and Figure 2. Degrees Awarded

Degrees Awarded

	2008	2009	2010	2011	2012
Accounting	219	245	205	111	91
Business and Technology	369	358	356	319	333
College	1985	2127	1908	1966	2132

Accounting —■— Business and Technology —■— College

% Change in Degrees Awarded

Accounting —■— Business and Technology —▲— College

Figure 3. Transfer by Departure Status[3]

% Students who Transferred

Legend: Accounting, Division, College

C. Student Surveys

Surveys were sent out to current students via SurveyMonkey®. Eighteen current students responded to the survey. Responses around the issue of best parts of the program and areas for improvement were the most telling: students earlier in their program appreciated the flexibility of program offerings, specifically, online courses (5 of 11 responses). Students later in their program indicated a need for more online courses (6 of 14 responses).

Each year the office of Institutional Research conducts a graduation survey; in the past 5 years, 16 students from the Accounting program 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 6), the lowest level of significance was set at .1 to compensate slightly for the small number.

Accounting students were lower than their peers in a few areas related to their development while at CCP. They had lower levels of growth in preparation for community participation (at the Division and College levels), and in artistic expression and continued intellectual growth (at the College level). While artistic

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[3] Fall 2005- Fall 2009 Cohorts

expression is understandable as a less prioritized outcome for Accounting, community involvement and lifelong learning would be important for graduates in any field. Understanding how these skills are infused in the discipline and reinforced would be a worthwhile pursuit for program faculty.

Table 6: Student Alumni Survey

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	1.75	16	2.14		2.18	*
Developed Meaningful Career Goals	2.38	16	2.40		2.51	
Developed into a more Informed Citizen	2.25	16	2.43		2.51	
Improved Preparation for Active Participation in Community Activities	1.56	16	2.06	**	2.20	***
Using Computing and Internet Technology	2.63	16	2.49		2.44	
Enhanced Self-Confidence	2.19	16	2.40		2.47	
Enhanced Understanding of My Own and Different Cultures	2.31	16	2.33		2.45	
Improved Self-Discipline	2.38	16	2.41		2.51	
Acquiring a Broad General Education	2.63	16	2.47		2.55	
Developed Interpersonal Skills and the Ability to Relate to Others	2.44	16	2.38		2.50	
Improved Leadership Abilities	2.00	16	2.26		2.39	
Solving Numerical Problems	2.50	16	2.46		2.30	
Working Effectively with Others	2.44	16	2.38		2.49	
Preparation for Continued Personal and Intellectual Growth after College	2.27	16	2.44		2.58	*
Understanding People of Other Racial and Ethnic Heritage	2.31	16	2.37		2.48	
Improved Self-Reliance	2.44	16	2.42		2.50	
Speaking Clearly and Effectively	2.38	16	2.45		2.46	
Thinking Critically and Analytically	2.50	16	2.55		2.57	
Contributing to the Welfare of my Community	1.88	16	1.99		2.18	
Writing Clearly and Effectively	2.50	16	2.54		2.55	

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

V. Learning Outcomes and Assessment

A. Program Student Learning Outcomes

Upon completion of the Accounting curriculum, the student will be able to:
- Demonstrate an understanding of financial statements prepared according to Generally Accepted Accounting Principles (GAAP), prepare journal entries and complete the accounting cycle using computerized general ledger software.
- Demonstrate an understanding of managerial and cost accounting concepts.
- Analyze and interpret financial statements for economic decision-making.
- Effectively communicate with users of financial information orally and in writing.

B. Outcomes Assessment

Student Learning Outcomes (SLOs) have been developed for all courses. Accounting 101 has been completed (see Appendix B), and recommendations for improvement are currently being implemented with plans to assess again in the next cycle. Assessments have also been completed for Accounting courses 102, 103 and 208. Additionally one faculty member has published an article on assessment of accounting courses.[4]

C. Advisory Committee

The Accounting program has an active Advisory Committee (AC), comprised of faculty from local institutions, individuals from a variety of industries, as well as current and former students. Recent discussions have focused on the possibilities for additional program certificates (e.g clerking or bookkeeping) and/or tracks (i.e. transfer vs. employment), local employment needs, transfer possibilities, skill sets needed for employment and transfer, internationalization of the curriculum, advising, and the general focus of the program.

D. Quality/Viability Indicators

Over the past two QVIs, issues have been noted with retention, graduation, and enrollments (the same trends mentioned above). The program management plan the faculty were asked to develop by the Division was one of the responses to these concerns.

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[4] http://onlinedigeditions.com/publication/?i=124717&p=24

VI. Resources

The Accounting program faculty has reviewed technological needs for Accounting courses. Several courses utilize course related program software that students need for course work including Pearson's MyAccounting Lab and Wiley Plus; these courses need access to computer classrooms. Instructors also like to use the computer classrooms for course lab projects and testing. Accounting resources are limited to these items which have been handled by appropriate scheduling for the program courses and minimal software requirements for both the classrooms and the students. The College has used Perkins funding in the past to support Accounting, specifically, to buy updates to their QuickBooks Accounting software, and will be purchasing another upgrade this year.

VII. Demand and Program Management

Many of the jobs associated with this field have growth potential higher than the average for all jobs (Table 7). However, the local picture is more complicated. Regionally, jobs for individuals with degrees in accounting have decreased by 2.5% in the past year. Further, the number of individuals graduating with degrees (at all level) has been lower than the number of job openings in the local marketplace for many of the past 5 years (Figure 3). Despite that, accounting (requiring at least a BA and passing of the CPA examine) and bookkeeping (requiring an AAS) are both listed at High Priority Occupations by the state of Pennsylvania.

Locally, 9 schools offer associate degree in accounting or a related field. Seventeen schools in the region offer Bachelor's level degrees in Accounting (at all levels) meaning there are a number of possibilities for transfer for CCP students. However, as mentioned earlier, there are issues with new transfer policies (where 200 level courses in accounting are not transferrable) for CCP students to some programs at four year schools, of particular note is that two of our largest transfer partners, Temple and Drexel are included in this list. These changes will certainly have an impact upon demand for the program. Accounting does have transfer agreements with 10 institutions (6 of them local, 4 that focus primarily on distance education).

The program also has developed a 3 year program management plan to address the decrease in both enrollment and the number of graduates (Appendix A).

Table 7: National Jobs Outlook

Job Title	Growth 2010-2020	Mean Annual Salary
Accountants and Auditors	16%	$61,690
Bookkeeping, Accounting, and Auditing Clerks	14%	$34,030
Budget Analysts	10%	$68,200
Cost Estimators	36%	$57,860
Financial Analysts	23%	$74,350
Financial Examiners	27%	$74,940
Tax Examiners and Collectors, and Revenue Agents	7%	$49,360
All Jobs	14%	---

Figures 4a and b: Regional Degree Completions and Job Openings[5]

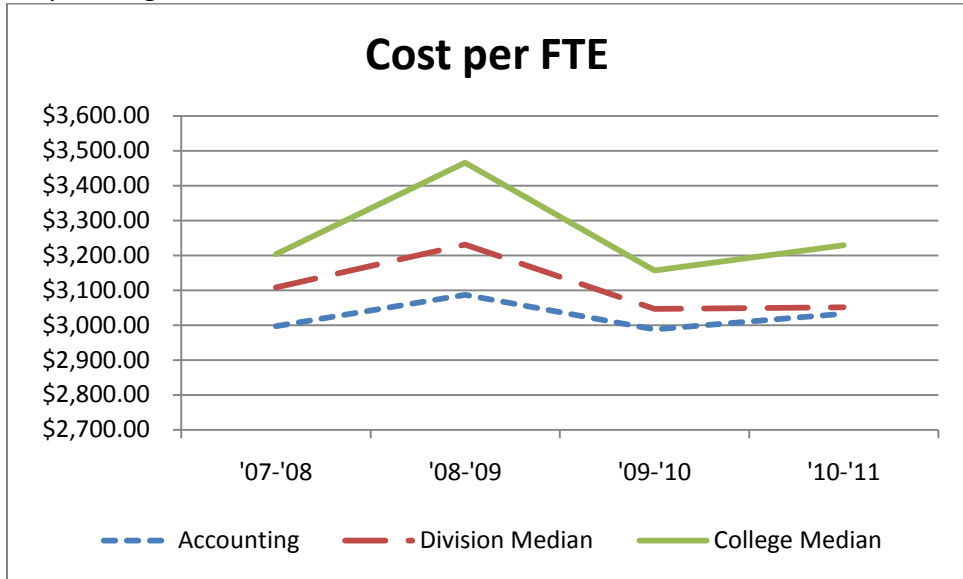**Bookkeepers, Accounting Technicians**
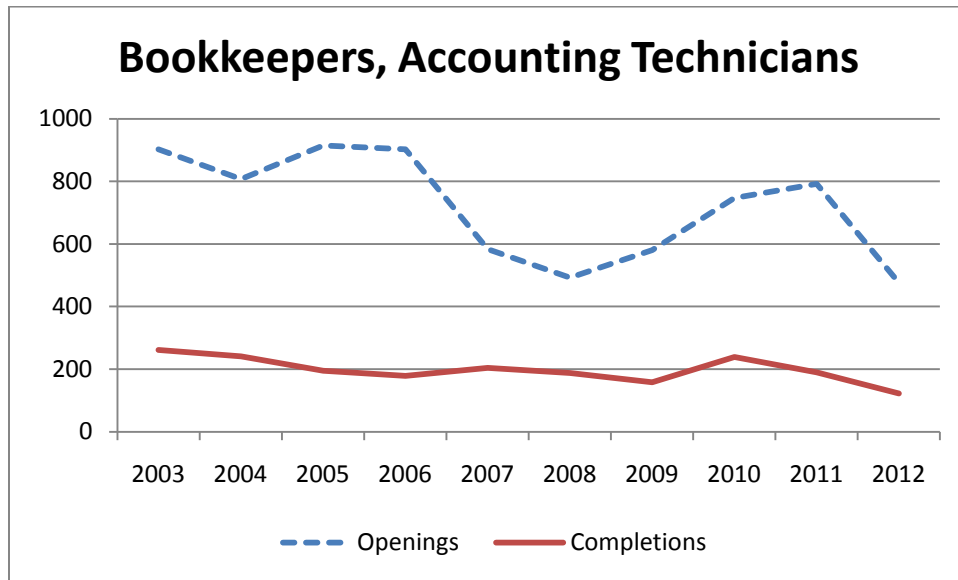
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[5] Includes degrees and job openings at all education levels.

Accountants
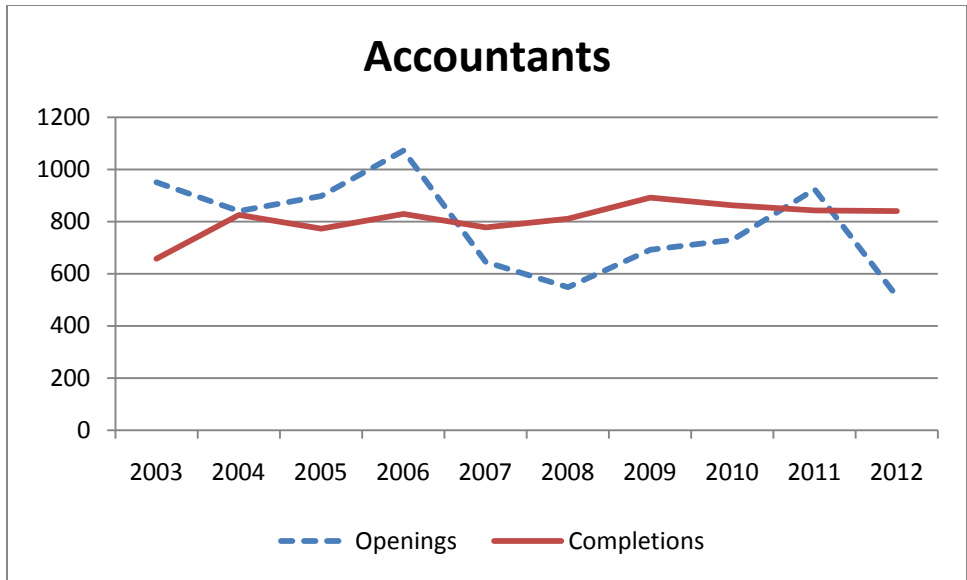
VIII. Operating Costs

Accounting's cost per FTE is lower than the median for both the College and the Division and has increased slightly over the past few years.

Figure 5: Operating Costs / FTE

Cost per FTE

IX. Findings and Recommendations

1. Clarification of the program's future direction(s) in the College and its objectives given the challenges the program currently faces.

   The following issues need to be addressed within the program:

   a) The accounting degree, currently, is an AAS; as such, it is not designed for transfer. However, transferring, earning a Bachelor's degree, and eventually becoming an Accountant is something some students want pursue, faculty want to provide, and the Advisory Committee and is identified by the State as an HPO (at both the Associate's and Bachelor's level).

   b) Because of national changes, the Business Administration degree currently is more suited to transfer into Bachelor's level Accounting programs than the Accounting AAS degree. This has the potential to create confusion for students and may impact them at their time of transfer (in courses that do not transfer).

   c) There is an HPO in Bookkeeping, an area potentially unserved by the current program, but one that may be more appropriate, given the nature of the degree. The Advisory Board supports this as one direction the program could pursue.

   The group tasked with this project should determine the most appropriate degree (or degrees/certificates) for students, given their reasons for attending (transfer, employment), the changing educational landscape, and the workforce needs of the area.

   Persons responsible: Program Faculty, Advisory Board, Department Head, Dean
   Timeline: Completed Spring 2015.

2. Sustain and update the program management plan with participation of all faculty.

   The program has recently embarked on a program management plan (2013-2016). Enrollments and, more importantly, graduates are declining; this will pose problems for the program's viability if this trend continues. To ensure the program's success, participation of all faculty will be important. In addition to recruitment activities, the program will need to perform regular assessment of student needs and future plans (including flexibility in course offerings and/or online courses); examine reasons for student departure prior to degree completion (Table 4); post-degree

alumni successes (transfer, jobs, promotions); and local employer needs.

Persons responsible: Program Faculty, Department Head, Dean
Timeline: Ongoing (annual reporting)

3. The program needs to continue to follow its plan for assessing student learning outcomes (SLOs). The assessment activities presented has demonstrated the capacity for the program to collect, analyze, and make changes based on data. The program has SLOs for several more courses to assess as well as program learning outcomes. The program should also consider outcomes such as those found on Table 6, and if they are satisfied with how students are performing on these general skill sets. Results of these assessments should also be used to examine the course map; the outcome related to effective communication is mastered through courses external to the program – this makes it difficult to control the outcomes appropriately.

Timeline: Ongoing (All SLOs completed by 2016)
Persons Responsible: Program Faculty, Department Head

Community College *of* Philadelphia

Business *and* Technology Division
Program Management Plan

Starting Semester: Fall 2013   Ending Semester: Fall 2016
Department: Business Administration   Program: Accounting
Date Submitted:10/28/2013   Prepared By: Full-time Accounting Faculty

Recruitment

Key Performance Indicator (KPI): Increase New Students Entering the Program

Metric (What is the specific activity/initiative?)	Strategy	Timeline	Faculty Responsible	Resources Required	Expected Outcome/Data Tracking	Indicator (What will success look like? How will you know the outcome was achieved?)
Majors Fair	Provide prospective students with an opportunity to learn about the accounting program and meet faculty.	October 8, 2013 and Spring 2014	Cory Ng represented the accounting program at the Majors Fair.	Printed materials describing accounting program	A sign-up sheet will be available for Spring 2014 events to track student interest in the accounting program.	Increased enrollment in the accounting program by 5% in year 1; 10% in year 2; 15% in year 3.
Open House	Provide prospective students with an opportunity to learn about the accounting program and meet faculty.	October 23 – 23, 2013 and Spring 2014	Alan Davis represented the accounting program on 10/22 at NERC. Barry Johnson represented the accounting program at WERC on 10/26. Tamra Chase represented the accounting program at Main on 10/24/13.	Printed materials describing accounting program	A sign-up sheet will be available for Spring 2014 events to track student interest in the accounting program.	Increased enrollment in the accounting program by 5% in year 1; 10% in year 2; 15% in year 3
Open house follow-up with phone call to answer questions	Contact students who expressed an interest in the Accounting program during open houses		Department representatives at houses.	None	Number of contacts made.	Increased enrollment in the accounting program by 5% in year 1; 10% in year 2; 15% in year 3

Community College *of* Philadelphia

Business *and* Technology Division
Program Management Plan

Starting Semester: Fall 2013   Ending Semester: Fall 2016
Department: Business Administration   Program: Accounting
Date Submitted:10/28/2013   Prepared By: Full-time Accounting Faculty

Invite High School students to attend an accounting class	Work with College Admissions and outside organizations such as Philadelphia Academies to invite high school students to attend an accounting class and tour the campus. President or Advisor of Alpha Beta Gamma could give a presentation on the business honor society. Similar campus tours could be provided at NERC for high schools in the Northeast.	Spring 2014	Various accounting faculty	Classroom space large enough to accommodate 70 or more students, such as C2-28.	Number of high school students that attend.	Increased enrollment in the accounting program by 5% in year 1; 10% in year 2; 15% in year 3

Community College *of* Philadelphia

Business *and* Technology Division
Program Management Plan

Starting Semester: Fall 2013   Ending Semester: Fall 2016
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Date Submitted:10/28/2013   Prepared By: Full-time Accounting Faculty

Retention

Key Performance Indicator (KPI): Increase Student Retention

Metric (What is the specific activity/initiative?)	Strategy	Timeline	Faculty Responsible	Resources Required	Expected Outcome/Data Tracking	Indicator (What will success look like? How will you know the outcome was achieved?)
Advising	Accounting faculty should utilize MyDegreePath to advise students on required courses to complete ACCT degree program. Meeting with students one semester prior to graduation to review progress would be helpful.	Fall 2013 – Spring 2014	Alan Davis, Dennis Gentekos, Barry Johnson and Cory Ng	Computer with Internet Access	Log should be maintained of student advising	Increased enrollment in the accounting program by 5% in year 1; 10% in year 2; 15% in year 3.
Tutoring	Recommend prospective accounting tutors to Learning Lab	End of each semester forward names of students earning an "A" grade in ACCT 101 and 102, after discussing tutoring with student to determine their interest in helping others, to Learning Lab.	All accounting faculty	None	Learning Lab will select from names submitted to recruit and hire accounting tutors for main campus, NERC, NWC	Number of accounting tutors available each semester.

Community College *of* Philadelphia

Business *and* Technology Division
Program Management Plan

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Tutoring	Faculty should inform all students of the tutoring resources available through the College's Learning Lab as well as resources available online such as WileyPlus, MyAccounting Lab.)	Fall 2013 – Fall 2016	All full-time and part-time accounting faculty	Accounting tutors must be available at the College's Learning Lab	Reports of the number of students receiving accounting tutoring should be made available to accounting program faculty.	Improved test scores and increased enrollment in the accounting program by 5% in year 1; 10% in year 2; 15% in year 3.
Greater transferability of AAS Accounting degree	Work with 4-year institutions to have AAS Accounting degree accepted	On going	FT Accounting faculty	None	Increased acceptance of AAS Accounting degree at 4-year colleges.	Colleges accepting the AAS Accounting degree.
New accelerated online course offerings	Offer new accounting courses in an online and accelerated format	Spring 2014	Cory Ng will facilitate ACC 206 (auditing) and ACC 215 (nonprofit accounting) in an online, accelerated format, providing flexible options for students to complete courses needed for the accounting degree program.	Canvas	Sufficient enrollment in new online/accelerated courses	Students completing these courses with grades of C or better. Increased enrollment in the accounting program by 5% in year 1; 10% in year 2; 15% in year 3
Being various retention projects such as: 1) analyzing course outcomes in sequential courses to determine student	Data driven retention projects will provide useful information for faculty to make informed decisions	Fall 2013 – Fall 2016	FT Accounting faculty	Institutional Research Surveys and bantasks data; Program Director for Accounting Program with a minimum of 3 credits course release time to manage	Various	Increased enrollment in the accounting program by 5% in year 1; 10% in year 2; 15% in year 3

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Business *and* Technology Division
Program Management Plan

Starting Semester: Fall 2013   Ending Semester: Fall 2016
Department: Business Administration   Program: Accounting
Date Submitted:10/28/2013   Prepared By: Full-time Accounting Faculty

success in 200-level ACCT courses; 2) Does the placement levels of students impact their success in 100-level ACCT courses?; 3)Are majors able to pass the ACCT 101 and/or 102 prerequisite courses to continue in program?; 4) Review of assessment of SLOs to improve retention; 5) Who are the students who are succeeding in the program now? Why are they succeeding? ; 6) Each semester, the Division receives Bantasks student data indicating how many students did not return, the GPA & # of credits accumulated by students in every program.	regarding ways to improve the ACCT program.			projects.		

Graduates

Community College *of* Philadelphia

Business *and* Technology Division
Program Management Plan

Starting Semester: Fall 2013   Ending Semester: Fall 2016

Department: Business Administration   Program: Accounting

Date Submitted:10/28/2013   Prepared By: Full-time Accounting Faculty

Key Performance Indicator (KPI): Increase the Number of Program Graduates

Metric (What is the specific activity/initiative?)	Strategy	Timeline	Faculty Responsible	Resources Required	Expected Outcome/Data Tracking	Indicator (What will success look like? How will you know the outcome was achieved?)
Jobs	Track students obtaining jobs in accounting after completing AAS degree.	Fall 2013 – Fall 2016	N/A	Institutional Research Surveys and bantasks data; Program Director for Accounting Program with a minimum of 3 credits course release time to manage projects.	Reports should be provided to full-time accounting faculty documenting number of students obtaining jobs after completing degree	At least 30% of accounting graduates, or approximately 5 students (using 2011 data during which 16 students graduated) obtain entry-level positions in accounting related jobs.
Transfers to 4 year institution	Track students transferring to four-year institutions after completing AAS degree.	Fall 2013 – Fall 2016	N/A	Institutional Research Surveys and bantasks data; Program Director for Accounting Program with a minimum of 3 credits course release time to manage projects.	Reports should be provided to full-time accounting faculty documenting the number of students transferring to four-year institutions after completing degree.	At least 30% of accounting graduates, or approximately 5 students (using 2011 data during which 16 students graduated) transfer to four-year institutions to complete accounting education.

ACCT 101 FALL 2012

Student Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Analyze, record, and report the results of business transactions through the accounting cycle for service and merchandising companies.
2. Discuss the components of, and prepare, the financial statements for service and merchandising companies.
3. Discuss and apply the different valuation techniques used for assets, liabilities, and the components of equity.

Section		SLOs 1 and 2					SLO 3					
		P1-2A	**P2-5A**	**P3-2A**	**P4-1A**	**P5-8A**	**P6-2A 6-9A**	**E7-11**	**E8-3 E8-10**	**E9-7 E9-9**	**P10-2A**	**P11-4A P11-9A**
101-xxx	Average	84%	76%	78%	91%	81%	65%	79%	90%	87%	83%	83%
	Count	36	33	31	29	26	26	26	20	20	13	18
101-xxx	Average	89%	83%	81%	89%	84%	60%	97%	87%	86%	97%	78%
	Count	29	33	30	30	32	31	28	27	27	18	20
101-xxx	Average	87%	83%	96%	92%	90%	63%	95%	85%	80%	91%	78%
	Count	29	30	20	27	27	27	24	22	20	19	13
101-xxx	Average	86%	78%	73%	89%	92%	76%	90%	84%	88%	83%	82%
	Count	27	29	28	27	24	22	20	19	18	13	18
101-xxx	Average	70%	72%	87%	33%	85%	81%	88%	76%	94%	88%	75%
	Count	17	29	23	17	23	23	21	21	22	19	19
Overall	Average	**83%**	**79%**	**83%**	**79%**	**86%**	**69%**	**90%**	**84%**	**87%**	**88%**	**79%**
	Count	**138**	**154**	**132**	**130**	**132**	**129**	**119**	**109**	**107**	**82**	**88**

Outcomes:

Two faculty members collaborated to develop multiple, shorter, more focused, exercises in WileyPlus to illustrate discussion points as a method of increasing students understanding instead of longer, more complex and comprehensive, problems. They identified common problems and grading policies (e.g., allowing two attempts for all homework problems with 100% point potential, providing students an opportunity to learn from their mistakes without being penalized). Faculty will review success of changes implemented during next assessment cycle.

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A.S. in Computer Science
2010-2011 Academic Audit

Spring 2014 Update

This document is a follow up report to the 2010-2011 Academic Audit of the Associate in Science in Computer Science degree program.

The Computer Science program was audited during the 2010-2011 Academic Year and was presented to the Student Outcomes Committee of the College's Board of Trustees in January, 2012. The audit summarized the state of the program and included eight recommendations. In addition to the eight (8) recommendations in the Academic Audit, the Student Outcomes Committee asked that faculty establish and implement an enrollment management plan, meet enrollment goals to improve the graduation rate, and enhance the program by adding innovative ideas. This follow-up was due December 2012.

Enrollment Update

Since the audit, the program has experienced growth:

- The number of **Computer Science majors** has grown from 40 in the Fall of 2010 to 56 in the Fall of 2013.

- The number of **Computer Science graduates** has grown from 7 in 2010 to 15 in 2013.

- The **number of sections of CSCI 111**, the introductory course in the curriculum, has increased from 2 in Fall 2011 to 4 in Fall 2013, and all sections of the course were filled at the beginning of the Fall 2013 semester, as well as in Spring 2014. The Department is in the process of hiring additional faculty in order to be able to expand the number of sections of Computer Science courses offered. Students who major in Computer Science (CSCI), Mathematics (MATH), Engineering Science (ENGS), Computer Information Systems (CIST), and Culture, Science, and Technology (CSTP) take the course and the number of those majors is illustrated in the following table.

FALL 2013	CSCI	CSTP	CIST	ENGS	MATH	OTHER	TOTAL
40289 CSCI 111-001	7	9	6	2	2	9	35
40295 CSCI 111-002	9	5	3	6	0	12	35
47937 CSCI 111-900	2	11	4	5	1	8	31
48284 CSCI 111-901	4	14	2	4	1	8	33
SPRING 2014	CSCI	CSTP	CIST	ENGS	MATH	OTHER	TOTAL
10746 CSCI 111-004	6	10	8	3	0	9	36
17702 CSCI 111-900	1	13	7	3	1	9	36

Audit Recommendations

Recommendation 1:

Align the program with the Pennsylvania Department of Education's curriculum guidelines for Computer Science established in 2011 by the Transfer and Articulation Oversight Committee (TAOC). Update the program's curriculum following the guidelines and standards associated with the Computer Science Advisory Board (CSAB).

This process has been completed. Course content and degree requirements were revised in 2012. The program is in alignment with current TAOC guidelines and CSAB standards.

Recommendation 2:

Explore program accreditation as an option to keep the program up-to-date with the latest industry standards and to ensure the program consistently mirrors the first two years of a baccalaureate program.

The Computer Science Accreditation Board (CSAB) is no longer offering accreditation for associate degree programs in Computer Science or Software Engineering. However, the program revisions that took effect at the beginning of the Fall 2013 semester placed the program in full curricular alignment with CSAB (industry) standards. In addition, the Computer Technologies Advisory Committee, which meets in the fall and spring semesters, includes working professionals, industry representatives, academics, graduate students and consultants in the IT sector, selected to provide relevant insights and perspectives based on their extensive knowledge, experience and expertise. This committee will help insure that the CSCI Program incorporates current best practices and reflects future trends, consistent with the first two years of a baccalaureate program.

Recommendation 3:

Create a sub-committee of the over-arching Computer Technologies Advisory Committee to address the curricular, resources, and other program concerns of the Computer Science program.

At the time of the audit, only Drexel and Temple Universities were represented on the Computer Technologies Advisory Committee. Representatives of Peirce College and a student from the University of Pennsylvania were added to the Advisory Committee in 2012-13. In Spring 2014, representatives from LaSalle, St Joseph's University, and West Chester University have agreed to join the larger CT Advisory Committee, and will serve on a sub-committee to provide advice on curricular content and the transfer process for CSCI graduates.

Recommendation 4:

Designate a specific faculty member to be responsible for supervision of the program. That person should be responsible for implementing the goals of the program.

Designation of a specific curriculum coordinator or program supervisor was required for accreditation. However, with accreditation for associate degree programs no longer an option, this is no longer a requirement. The programs in Computer Technologies operate with a designated faculty member serving as Program Supervisor to support the work of the Department Head.

Recommendation 5:

Develop and implement a comprehensive enrollment management plan that includes an assessment of current and past efforts, effectiveness, and new recruitment strategies.

The faculty have been engaged in recruitment activities since the audit, as evidenced in part by the increase in majors and graduates in the program. Faculty developed an Enrollment Management Plan for the 2013-2014 academic year, which is attached. They are in the process of developing a more comprehensive, multi-year plan to facilitate the growth of CSCI even further, in light of projected trends in job growth in the industry.

Recommendation 6:

Increase emphasis on securing computer science specific articulation agreements with area schools and universities that have 4-year computer science degree programs.

Students have always been able to transfer with ease from the Computer Science program to four-year computer science degree programs. The TAOC agreement discussed in Recommendation 1, with which the CSCI Curriculum fully complies, eliminates the need to negotiate agreements with PASSHE institutions and other colleges or universities which recognize it.   Since the audit, the faculty concluded a new articulation agreement with Temple University and Drexel has indicated they will recognize the TAOC agreement.

Recommendation 7:

Using authentic assessment, continue to refine and implement the outcomes assessment plan at the program and course levels, to ensure excellence in student learning and academic success. The goal is to complete assessment of all student learning outcomes within five years, with 20% of the course student learning outcomes completed each year.

Faculty conducted assessments of Student Learning Outcome (SLOs) each semester up to and including the Fall 2011 semester and met with the college's new Director of Academic Assessment & Evaluation early in 2012 and again in August 2013, to review the progress made in assessing student learning outcomes in all courses.

Currently, the program is using new curriculum materials with built-in assessment mechanisms developed by faculty, for all sections of Computer Science courses. All sections of Computer Science courses are using the Canvas learning management system to gather quantitative and qualitative assessment data, in the form of specific test items and student participation in weekly discussion forums, directly related to SLOs. An outcomes assessment report based on this work will be available at the end of the current semester, for all sections of Computer Science courses. The faculty expect to achieve the goal of assessing 60% of course student learning outcomes by the end of 2013-14 and 100% by 2015-16.

Recommendation 8:

Develop a detailed Technology Plan with Academic Computing to monitor and assess the hardware and software needs of the program to ensure that the technology used for courses is current. The plan should consider acquisition of hand-held devices and gaming consoles for use in class for computer science students to have practical experiences with developing applications for these devices.

Complete. The program's Technology Plan is incorporated in the Computer Technologies Department's overall Technology Plan, which is available for review. The plan was developed in conjunction with the College's Director of Academic Computing and the IT staff.

All of the hardware and software used in Computer Science courses is up-to-date. The College has always been very supportive in supplying necessary hardware and software for the program. For example, in Fall 2013, the department acquired 37 Microsoft Surface RT tablets for use in CSCI courses, as platforms for demonstrating and exploring applications and software development on mobile devices.

Enrollment Management Plan

Starting Semester: Spring 2013   Ending Semester: Spring 2015

Department: Computer Technologies   Program: Computer Science

Date Submitted: September 2013   Faculty Responsible: C. Herbert & C. Nelson

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A.S. in Computer Science
Enrollment Management Plan

Community College *of* Philadelphia — Computer Science

I. Recent Activities and Enrollment Trends

All sections of Computer Science 111 – the introductory course – offered during the past two years have been full.   For the 2013-2014 semesters we doubled the number of sections from four per year to eight. (4 Fall, 2 Spring, 2 Summer).
Since January 2012, our recruitment activities have included:

- three game programming workshops for interested College and high school students approximately 75 students attended;
- visits to high schools, (Martin Luther King, Roxborough, and George Washington High Schools);
- participation in College fairs and other events sponsored by Admissions Office;
- participation in meetings with high school faculty;
- participation on the Advisory Committee for the Philadelphia Scholl District's programs in computer technology.

Currently, students accepted into the Computer Science program are waiting for seats to open in Computer Science 111. In response to this demand, we will increase the number of sections in next available semester – Summer 2014. We are in the process of hiring new part-time and full-time faculty so that we can increase the number of sections of introductory Computer Science courses to meet demand.

Enrollment Management Plan

Starting Semester:____Spring 2013_____   Ending Semester:_____Spring 2015_____

Department:__Computer Technologies_____   Program:__Computer Science_____

Date Submitted:____September 2013_____   Faculty Responsible:__C. Herbert & C. Nelson____

Recruitment

Key Performance Indicator (KPI): Increase New Students Entering the Program

Metric (What is the specific activity/initiative?)	Strategy	Timeline	Resources Required	Expected Outcome/Data Tracking	Indicator (What will success look like? How will you know the outcome was achieved?)
Schedule game programming & Android development Workshops	Increase awareness & visibility of program at the College & with high schools	Spring 2013 – Spring 2015	Classrooms with required software or Internet access	A minimum of 15-18 students attend (36 seats maximum)	Increase number of CSCI 111 sections offered
Visit Philadelphia School District High Schools (M.L.King, Roxborough, George Washington) and parochial high schools	Inform high school students about program and the ability to transfer to 4-year institutions; include schools with a large female population	Spring semesters	Identify relevant high schools to visit	High School students complete CCP inquiry cards	After high school graduation students enroll in CSCI program
Present to Philadelphia School District High Schools Teacher at their Professional Development meetings	Present mini-gaming workshops to high school teachers	2014-2015	James Gist will identify relevant high school faculty	Increase high school teachers' awareness of CSCI program	Increase in number of high school graduates who directly enroll in program
Attend Philadelphia School District-wide Advisory Committee for Information Technology	Increase visibility of CSCI program faculty and participation in the IT Advisory Committee to cultivate additional high school partnerships	Spring 2013 – Spring 2015	James Gist will inform of date and location of meeting	Improve communication of activities between School District and CSCI	Requests from additional high schools to visit CSCI program at Community College of Philadelphia or for CSCI faculty receive more invitations to visit high schools
Participate in College sponsored Majors Fairs and Open Houses	Increase students' awareness & visibility of CSCI at the College	Spring 2013 – Spring 2015	PowerPoint about CSCI as an information tool at table	Increase interest in students are undecided about their major	Requests for more program information from undecided majors
Conduct a CSCI Career Day for high school girls	Communicate with high schools	Spring 2014	Reserve classrooms; connect with Admissions staff; Betty Canon, Manager of ITS will be keynote speaker	Increase visibility of CSCI program to high school students	Requests for CSCI program information
Explore awarding	Fund scholarships using the		Discuss using scholarship	Identify how many	Decision by Department faculty for

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Enrollment Management Plan

Starting Semester: Spring 2013   Ending Semester: Spring 2015

Department: Computer Technologies   Program: Computer Science

Date Submitted: September 2013   Faculty Responsible: C. Herbert & C. Nelson

scholarships for incoming female students	Computer Technologies Dept. endowment		funds with Department faculty	female students have entered CSCI program	how to proceed regarding scholarship.

Retention

Key Performance Indicator (KPI): Increase Student Retention

Metric (What is the specific activity/initiative?)	*Strategy*	*Timeline*	*Resources Required*	*Expected Outcome/Data Tracking*	*Indicator* (What will success look like? How will you know the outcome was achieved?)
Participate in industry events that promote gaming and development of software applications	Communicate to CSCI students what the local industry events are and how they are able to participate/attend	Spring 2013-Spring 2015	Industry e-news, professional organizations, journals,	CSCI students network with industry professionals	Increased student participation in professional events
Increase the number of female CSCI majors at the College	Contact female students taking CSCI courses who are not CSCI majors	Spring 2014-Spring 2015	Class lists for CSCI sections; outreach to AWC (Association of Women in Computing) and ACMW (Association for Computing Machinery, Committee on Women)	Students will change curriculum & will be mentored by members from both professional organizations	Increase in the number of female CSCI majors
Sponsor trip for CST students	Visit the Extraordinary Women in Science and Medicine exhibition at the Grolier Club in New York City that features several women who have made important contributions to computer science.	2014-2015	Coordination with Office of Student Life and Co-curricular activity form to reserve bus and make arrangements	CST students participate	Feedback from students after taking the trip.
Communicate to students about the Software Development and Programming Certificate (PC)	Inform current and former students who have taken CSCI courses about the PC	2014-2015	Request Bantasks report with student data; prepare and send email communication	Increase in the number of student inquiries about PC	Increase in the number of PC completers

Enrollment Management Plan

Starting Semester: ___Spring 2013_____ Ending Semester: _____Spring 2015_____

Department:___Computer Technologies_____ Program: ___Computer Science_____

Date Submitted: ____September 2013_____ Faculty Responsible: ___C. Herbert & C. Nelson___