Academic Master Plan Update (2011-2012)

Part I: ENHANCING LEARNING

A. Successful Student Learning

Goal 1: Increase student academic access and success to have a positive impact on graduation rate

Objective 1: Increase annually the number of students who have high impact experiences within the first 30 credits

Strategy	2011-2012	Next Steps
Increase writing intensive courses	Baseline = 19; 4/12 = 46	Exceeded target; continue to add and broaden to include additional disciplines.
Increase collaborative assignments/projects	Baseline = 32.9% Fall 2011 = 12.5%	Collaborate with Teaching Center to offer workshops collaborative learning at least once per semester and develop strategies to increase faculty participation; highlight high impact practices during New Faculty Orientation; in the course development process promote the development of collaborative projects. Access to Web 2.0 collaboration tools, such as wikis and blogs, will be a high priority for the enterprise LMS. Universal access to these tools may make assigning collaborative projects easier.
Increase diversity/global experiences	Baseline for courses = 89; 4/12=102 Completed responsible citizenship assessment. Expanded study abroad opportunities during Spring break trip to Merida to include students from Nursing. 3 study abroad trips to Israel, Turkey and Cambodia summer 2012.	Exceeded target; positive outcomes on student assessment. Continue to increase course options across disciplines. Maintain/increase study abroad opportunities. Assess impact of study abroad experiences on student success.
Increase research experiences	Faculty report completed. Possible submission of S-STEM grant with undergraduate research focus. Continued research sponsored by Center for Law and Society on Snitching phenomenon. The Center for Science and Engineering Education sponsored a successful Science Poster Session which included NERC and WERC.	Submission of S-STEM grant. Continue to encourage research activity across the disciplines. Catalog individual efforts and highlight in Academically Speaking, on CCPTV, etc.

Increase honors-type experiences	Sociology added departmental distinction.	Increase the # of disciplines that offer departmental distinction. Expand Honors curriculum to NERC. Increase # of part time Honors course offerings to expand opportunities for students in other curricula.
Explore: internships; service learning, etc.	Faculty member leading initiative to establish baseline of service learning opportunities. Initial report and recommendations completed. Center for Law and Society sponsored new service initiatives for Paralegal, GIS and Justice students in collaboration with community partners.	Increase # of service opportunities and grant funded partnerships through the Centers. Collaborate with Student Affairs on service learning. Document the range of service opportunities available and make transparent to students.

Objective 2: Increase supplementary options for support in introductory courses

Strategy	2011-2012	Next Steps
Faculty workshops	Office of Professional Development is making online videos geared to faculty interests. Academic Computing and Teaching Center workshops held.	FLOAT will provide workshops on the use of technology to support supplementary instruction. Collaborate with Teaching Center on this focus.
Library/Learning Lab explore use of tech	Library: Development of online course for CCP new adjunct faculty (February) Upgrade Millennium circulation software to make MyMillennium portal available to students to view and manage their circulation records Learning Lab Committee researched Online tutoring platforms. RFP being developed.	Library will build online Library guides and post on web page; add new digital data bases; pilot expanded online tutoring.
Expand supplemental instruction	Baseline Data Pilot for Math 118 (through PBI grant) conducted in Spring and Summer 2011. Results: Percent increase in successful outcomes in Math 118. 68% pass rate of students in MAT 118 who attended at least one Supplemental Instruction session in Spring 2011. 63% pass rate of students in MAT 118 who attended at least one Supplemental Instruction session in Summer 2012. Percent decrease in withdrawals from Math 118. 11% withdrawal rate of students in MAT 118 who attended at least one Supplemental Instruction session in Spring 2011.	Review and analyze data from Pilot (through PBI grant) continuing in Spring 2012 and Summer 2012. Based on this assessment, recommend whether this approach should be adopted. Explore the expansion of SI to other disciplines. Based on success of use of PLATO system in TAACCCT grant, determine future applicability of this platform for SI.

	Withdrawal rate for Summer 2011 was 14% of students in MAT 118 who attended at least one Supplemental Instruction session.	

Objective 3: Revise academic schedule to better accommodate students & decrease students reporting course unavailability

Strategy	2011-2012	Next Steps
Programs develop enrollment management plans	3 additional programs in Liberal Studies formalized plans. 1 program in MSHC division developed a formalized plan.	Review all program enrollment management plans and revise and update as needed.
Increase distance options for upper level courses	18 new online and hybrid courses were developed. Presentation to extended cabinet.	Increase by 10% the number of courses by Director identifying courses and programs for hybrid and online development.
Develop accelerated options	Eliminated the 6 week term summer 2011. Medical Assisting created an accelerated MA degree where students will finish in the Fall semester of their second year rather than in the Spring.	Work with other areas of the College to address infrastructure obstacles to accelerated program offerings.

Objective 4: Review all AA & AS curricula for course distribution to determine most effective/flexible way to meet degree requirements

Strategy	2011-2012	Next Steps
Increase courses that meet gen ed requirements	Increased number of writing intensive courses, courses meeting the interpretive studies and American/Global Diversity approaches.	Identify gaps in general education for course development.
Eliminate from catalog/revise courses that are optional & consistently have low enrollment. Review major requirements to ensure smooth articulation to partner institutions	Courses removed from 335 list. Identified gaps and need for course development to meet TAOC standards.	Continue efforts. Implement Degree Works and monitor success.

Objective 5: Increase positive impact of academic support services per student satisfaction reports

Strategy	2011-2012	Next Steps
Tech to improve scheduling & advising	Faculty Advising Scheduler being developed by I.T. in coordination with Advising staff and Dean of Educational Support Services.	Test and pilot Advising Scheduler in Summer 2012. Pilot to full time faculty in Fall 2012; develop communication plan and fully implement system.
Pilot expanded supplemental instruction	Baseline Data Pilot for Math 118 conducted in Spring and Summer 2011. Results: Percent increase in successful outcomes in Math 118. 68% pass rate of students in MAT 118 who attended at least one Supplemental Instruction session in Spring 2011. 63% pass rate of students in MAT 118 who attended at least one Supplemental Instruction session in Summer 2012. Percent decrease in withdrawals from Math 118. 11% withdrawal rate of students in MAT 118 who attended at least one Supplemental Instruction session in Spring 2011. Withdrawal rate for Summer 2011 was 14% of students in MAT 118 who attended at least one Supplemental Instruction session.	Pilot (through PBI grant) continuing in Spring 2012 and Summer 2012. Identify alternative SI delivery.
Certification process for tutoring	Learning Lab department coordinating tutor certification process (through CRLA - College Reading and Learning Association) for CCP student tutors.	CCP student tutors will be certified through CRLA (College Reading and Learning Association) in 2012-2013.
Reconceive learning support with tech	Learning Lab department researching on-line platform for on-line tutoring.	Online tutoring platform to be piloted in Fall 2012. Assess effectiveness and expand Spring 2013.
Faculty share tech use methods	Faculty participating in iPUG, the iPad users group to share technology ideas and apps for education. A "Learning Certificate" series of workshops offered in spring, 2012 which allows more in-depth coverage of a specific theme.	Not to be continued.
Tech to expand services to all sites	Deployed 2 new podia at Regional centers Developed West Philadelphia Learning Commons	Expand online tutoring focus for students at Regional Centers.
Support for flexible learning options	Resolution of hybrid course display in Banner.	Resolution of display in MYCCP for hybrid courses.

Best practices in advising	The Joint Committee on Academic Advising (JCAC) met regularly throughout the Fall and Spring semester. The English 098 and English 099 pilot for students being able to register for upcoming semesters yielded positive outcomes with % of students registering for the appropriate ours in the sequence. Academic Advising Workshops for Faculty Advisors included Degree Completion Planning with 69 faculty participating and Tools for Academic Advising with 71 faculty participating.	The English 098 and English 099 pilot results will be assessed in Fall 2012. Based on this assessment, recommend future process. Advising workshops will be expanded to meet the needs of faculty with differing levels of experience in Summer and Fall 2012 and Spring 2013. Implement Advisor Scheduler.
Recognize excellence in student support	Educational Support Services created a recognition for faculty who participate in Advising Training - certificates to be distributed.	Continued recognition of faculty who participate in faculty advising training and develop plan for integration of their expertise into system design.

Objectives 6 & 7: Increase the number of students taking advantage of credit by exam; increase number of students receiving credit for life experience

Strategy	2011-2012	Next Steps
Process to link free online content to credential		All new courses/programs are reviewed by Academic Technology for available and appropriate open educational resources and faculty alerted to the options.
Information online about Applied Studies		Develop web site.
Point person to coordinate across divisions	Tom Quinn - established two new partnerships for Applied Studies.	Responsibility given to FLOAT staff to coordinate across Divisions, establish baseline and create plan.
Designate person to gather information and marketing for credit by exam for individual courses.	Charged FLOAT Director with collecting and publishing all CCP guidelines for credit by exam and prior learning assessment. Create plan and budget for participation in TAACCT 2 to promote state wide PLA platform.	Finalize collection of data on current College PLA activities. Participate if grant awarded.

Objective 8: Identify at least 1 new program for curriculum development per year using current research on jobs of tomorrow

Strategy	2011-2012	Next Steps
Depts identify & act on possibilities	Occupational Therapy Assistant Curriculum was developed and approved. Physical Therapy Assistant Curriculum will be sent to AAC within the next few weeks.	Seek accreditation for OTA and PTA. Create Proficiency Certificate in Entrepreneurship.
Investigate on the job learning curriculum		Identify person to investigate.

Objective 9: Increase the number of students in literacy programs who have an additional experience at the college

Strategy	2011-2012	Next Steps
Increase literacy faculty knowledge	Professional development sessions for faculty on GED changes in 2014, Instructional Approaches to Students with Weak Math Foundations, distribution of PaTTAN workshops and information on instructional approaches to students with special needs, distribution and discussion of various research articles and programs models for acceleration and contextualization of development education and literacy programs. Co-author and editors of ESL text materials provided pd to ESL faculty on effective use of text for student engagement, ESL faculty professional development on administrative policies and procedures governing the ESL Institute (assessment scoring, 20% reporting, use of smart podiums).	Expand upon already existing professional development opportunities related to College policies and procedures, working with special needs students, GED 2014 changes, and professional development sessions from textbook authors and editors on most effective use of materials, increase professional development opportunities to include effective use of technology in instructional delivery, professional exchanges with credit faculty in ESL and English and Math departments, and developmental education, distribution of research articles about adult learning practices and literacy.

Track students	Baseline identified: Literacy program students enrolled into College into credit-bearing classes from spring 08 to summer 11:
	    274 grant-funded ABLE students (20%)
	    262 ESL students (7%)
	    163 GED students (5%)
	    19 ABE students (10%)
		Increase student enrollment in credit-bearing courses, institute a non-credit specific student course evaluation to gain data about student perceptions and satisfaction in literacy courses.
		Track success in credit bearing courses and increase to 10% in ESL, 10% in GED and 12% in ABE.

| Promote opportunities in each program | Admissions presentations to literacy students (ESL and GED) on proficiency, and academic certificate programs and all 2 year degree programs at the College. College for a Day event highlighting careers and academic programs in specifically in allied health, manufacturing and culinary arts via faculty workshops, presentations from representatives from admissions, financial aid, counseling, developmental education, and student affairs on how to enter CCP and utilize services and supports effectively. Marketing of ACE summer program to eligible GED students, addition of a public speaking class for ESL students to the ACE summer program offerings. | Coordinate stronger connections with admissions to have credit programs and other information pertinent to credit enrollment available twice a year to DACE. Continue annual College for A Day event, strengthen collaborations between programs in DACE that are available to the literacy student (e.g., ACE summer program for GED students); assess the impact of these promotional activities on student's enrollment into credit-bearing or other non-credit programs at the College. |

Goal 2: Increase faculty use of effective pedagogy

Objective 1: Increase the number of faculty using promising practices (ATD goal)

Strategy	2011-2012	Next Steps
Create faculty institute	Faculty Institute held Summer 2011	Not to be continued.
Track participation in professional development	Tracked: New Faculty Program; Teaching Center; Hits to webpage.	Work with Teaching Center and PD to offer specific workshops.
Identify faculty using practices to share	Faculty identified.	Create a forum for presentations during PDD or week; publish in Academically Speaking.
Recognition of use of effective pedagogy		Recognize faculty efforts during the Academic Awards ceremony and create additional venues. Highlight Best Practices during dept heads meetings.

Objective 2: Increase the speed of review of new methods

Strategy	2011-2012	Next Steps
Interdisciplinary innovation team		Deans review options during mini retreat and create action plan.
Recognize innovation		Needs further discussion.

Objective 3: Increase the number of faculty who demonstrate minimum technological skills

Strategy	2011-2012	Next Steps
Tech skills program for new faculty	Academic Computing provided approximately 95 workshops for faculty and staff. Some workshops were offered as four consecutive days going more in-depth following a specific theme.	Identify baseline of skill level of new faculty. Assess needs of new faculty prior to their arrival at the College and structure specific workshops designed to meet their identified needs.
Technology teaching circles	Faculty participating in iPUG, the iPad users group to share technology ideas and apps for education. A MyCCP Group has been created to virtually bring together participants between scheduled meetings.	Identify discipline specific needs for technology workshops.
Dept plans for technological competency		All approved new programs and course will be routinely passed on to Academic Computing for technology review and suggestions regarding resources and services. Academic Computing to provide leadership for review of departmental technology plans.

Goal 3: Review Academic policies and procedures to reflect clear, student learning centered approaches

Objective 1: Complete a review of academic policies and procedures

Objective 2: Standardize approach to academic integrity - (NOTE: this is in the wrong place, but I can not enter remarks on the chart below). Academic Integrity Work Group revised P&P 3- approved through governance process. In collaboration with Student Affairs, establishing reporting system and criteria for sanctions. NEXT STEPS: Finalize reporting structure and policies re: sanctions. Develop informational material for students and faculty. Develop training materials for students on issues of academic dishonesty.

Objective 3: Develop HEOA policy for online student verification.

Strategy	2011-2012	Next Steps
Policy work group		Establish work group
Integrity work group	Integrity work group meeting. Revised P&P 3 which was approved through governance process.	Develop procedures for violations of Academic Integrity and remediation strategies.

Objective 4: Draft policy on student identity verification for online developed.

A2. Parity in Student Learning and Success

Goal 1: Increase success rates of under-performing students to conform to Achieving the Dream goals.

Objective 1: Decrease attrition rate to below 59% and reduce 2004 cohort gap between highest and lowest attrition by 50%.

Objective 2: Increase outcomes for all groups above 2003 cohort in all gatekeeper courses.

Strategy	2011-2012	Next Steps
Share Parity report		Not to be continued
Departments work on CCSSE initiative		Identify list of CCSSE initiatives to recommend as departmental focus. Re-administer CCSSE Fall 2012.
Document parity in initiatives	Parity review of distance education.	Consider parity review of other academic initiatives
Online PD materials re parity		Make faculty aware of materials available on PD web site.
Parity information to gatekeeper courses		Target faculty who teach gatekeeper courses.

Objective 3: Increase faculty using proven strategies, particularly in gatekeeper courses

Strategy	2011-2012	Next Steps
Focus PD on successful strategies	Survey; PD focus on practices.	Re-survey; survey new faculty. Share results with dept heads and develop a plan for improvement.
Increase adjunct knowledge of parity		Post vignettes on PD web site and develop a strategy to encourage adjuncts to access the site.

Goal 2: Increase student awareness of curricular and programmatic opportunities and requirements and the link to career

Objective 1: Increase students who are aware of opportunities

Objective 2: Increase student reports of faculty engagement outside of classroom re careers

Strategy	2011-2012	Next Steps
Survey students		Incorporate data collection into the planning for the Majors Fair.
Materials & activities by programs		Work with the Office of Communications to produce accurate, up to date information in preparation for new web site development.

Major Fair	Majors Fair was conducted on April 4, 2012 in the Great Hall. 20 Programs participated and approximately 100 students attended. Feedback from faculty indicates that a Fall Majors Fair would likely increase participation.	Plans for Fall 2012 Majors Fair.
Best practices in advising	The Joint Committee on Academic Advising (JCAC) met regularly throughout the Fall and Spring semester. The English 098 and English 099 pilot for students being able to register for upcoming semesters yielded positive outcomes with % of students registering for the appropriate ours in the sequence. Academic Advising Workshops for Faculty Advisors included Degree Completion Planning with 69 faculty participating and Tools for Academic Advising with 71 faculty participating.	The English 098 and English 099 pilot results will be assessed in Fall 2012 Based on this assessment, recommend future process. Advising workshops will be expanded to meet the needs of faculty with differing levels of experience in Summer and Fall 2012 and Spring 2013. Implement Advisor Scheduler. Advising workshops will continue in Summer and Fall 2012 and Spring 2013.
Expand use of portal for dissemination		Implementation of Degree Works. Creation of new web site.
Expand communication using new media	Social media guidelines released, opening up opportunities for expanded use.	Expand usage in conjunction with launch of new College web site.

A3. Developmental Education and English as a Second Language

Goal 1: Implement assessment cycle for developmental education and English as a Second Language

Objective 1: Complete learning competencies for developmental and ESL courses and one cycle of review

Objective 2: Complete learning competencies for program outcomes for developmental and ESL programs and once cycle of review

Strategy	2011-2012	Next Steps
Learning competencies	Course level Learning outcomes identified for all developmental and ESL courses.	Review assessment results of first cycle. Implement year two of assessment plan.
Assessment tools	Assessment of course level learning outcomes in progress.	Review assessment results of first cycle. Implement year two of assessment plan.
Document outcomes		Review assessment results of first cycle. Implement year two of assessment plan.
Publish information		Post data to IWAC – W drive.

Goal 2: Increase success rate of developmental and ESL students

Objective 1: Increase number of students who successfully complete 20+ credits in one year

Strategy	2011-2012	Next Steps
Think Tank produces white paper	Developmental Education White Paper completed in August 2011.	Timeline for implementation of Developmental Education White Paper established for Fall 2012.
New program using sound practices		Pilot new accelerated options for developmental education.
Assessment of outcomes		Collect outcomes data on pilots.
Implement service audit recommendations		Require annual update on all service audits.
Cost-benefit analysis		Conduct Cost benefit analysis.
PD for faculty		Share results and hold PD session.

Objective 2: Increase success rate of students entering College through ABLE and other DACE programs

Strategy	2011-2012	Next Steps
Correlate TABE with COMPASS	Though on hold with loss of ABLE program, began work with Temple University's WELL program and Academic Transition Partnership to align TABE with COMPASS for ABE students.	Continue work with Temple University. Determine correlation between TABE and COMPASS, outreach to ACT (makers of COMPASS) for support and partnership around the correlation of COMPASS with other assessments for adults and high school students (e.g., TABE, SAT, ACT, etc.) Implement placement based on alternative measures.
Track student transfer	Baseline data obtained: A total of 477 literacy program students attempted English 098 from fall 2007 to spring 2011 with a success rate of 350 students or 73%. A total of 276 literacy program students attempted English 101 from fall 2007 to spring 2011 with a success rate of 222 students or 80%.	Continue to use information on cohort success to improve programming.

B. *Faculty Development*

Goal 1: Increase faculty knowledge and use of 21st century teaching/learning skills

Objective 1: Faculty report use of 21st century teaching/learning skills

Objective 2: Full time faculty participate in professional development each year

Strategy	2011-2012	Next Steps
21st century skills incl in hiring	Faculty interview revised.	Using information gained in the interview process, revise PD, TC programs etc to meet emerging needs.
Create CCP 101	Institute created for Summer 2011.	Not to be continued.
College-wide faculty liaison/mentoring program		Establish baseline data reflecting which depts. have mentoring programs. Create opportunities for expansion.
Individual PD plans		Ensure dept plans reflect 21st Century needs. Report results on QVI.
Dept heads track PD participation of non-tenured faculty		Create a template for reporting information and create baseline data.
Re-vamp promotion requirements		Recommendations will be made summer 2012.
Standardize tenure review		Formalize template and share with dept heads.
Award for PD	Certificates awarded for Web 2.0 series participation.	Teaching Center recognition, PD recognition.
Incentives to participate in long-term PD	Same as above.	Dissemination of recognition to College community.
Mini-grant program for PD		Not to be continued.
Expand Teacher-in-Residence in TC	Increased from 2 to 3.	Not to be continued.

Objective 3: Increase part time faculty who participate in PD

Strategy	2011-2012	Next Steps
Increase online PD	Increased through online faculty meetings and Magna online, through PD office.	Collaborate with PD office to continue expansion.
PD liaison for regional centers	Academic Computing and PD working to identify needs at regional centers.	Identify faculty teaching at Regional Centers to work on PD and insure workshops etc offered at Centers.
Orientation for new part		Collaborate with TC and PD.

time faculty		
PD liaison for part time faculty		Not to be developed.
Recognition for part time faculty re PD		Ensure adjunct faculty are included in recognition ceremonies and encourage their nomination for awards.

C. Assessment of Student Learning

Goal 1: Complete assessment cycle and document use of data to enhance student learning

Objective 1: Course learning outcomes used to improve instruction

Objective 2: Program learning outcomes used to improve instruction

Strategy	2011-2012	Next Steps
Data team provides guidance	Shift of responsibility to deans.	Work with Director of Academic Assessment to create web page and standard reporting procedures.
PD for dept heads and faculty		Director of Academic Assessment identify needs.

Objective 3: General Education competencies have been assessed at least once

Objective 4: Curricula are reviewed annually

NEW: Objective 5: Audits are completed on schedule

Strategy	2011-2012	Next Steps
Articulate structure for Gen Ed oversight	Structure defined; document disseminated.	Completed.
Academic Affairs tracks compliance	VPAA tracking	Continue cycle of assessment.
Presentation to SOC	Audit documents revised;	Further refinement of audit process; QVIs to SOC annually; increase audit output.

Goal 2: Improve efficiency by aligning assessment, curriculum development and reporting requirements

Objective 1: Documentation of course evaluations meets 335 compliance requirements

Strategy	2011-2012	Next Steps
Revision of 335 documents	Revised Spring 2011	Completed.
CFT tracks & reports compliance	Monthly reports	Completed.

Objective 2: Promote timely completion of course and curriculum development

Strategy	2011-2012	Next Steps
Revise CFT documents	Revised Spring 2011	Completed.
Pilot technology based approach	Reviewed software	Not to be continued.

Part II: SPECIAL EMPHASIS TOPICS

Goal 1: Enhance and expand distance education as a learning option

Objective 1: Increase number and diversity of courses offered via distance

Objective 2: Increase the number of students enrolling in distance education courses

Strategy	2011-2012	Next Steps
Increase faculty prepared to teach online	Total # of faculty teaching online increased from 96 to 112	Expand access to new LMS; prepare faculty to teach online; Distance Education to identify discipline gaps.
Review process for development	The current process, based on Quality Matters, is the only research based assessment of online design. Until another equally accepted method is identified, CCP should continue using the abbreviated QM.	Continue QM membership and review of best practices.
Add degree options that can be completed		Dept heads identify degree options.
Develop system for non credit	On hold	On hold.
Increase web enhanced student experience	Re-did entry page; FOS now online Created online new student orientation.	Expand opportunities for online orientation. Explore virtual opportunities for student engagement.

Objective 3: Improve student outcomes to exceed peer median in National Benchmark Project http://www.nccbp.org/content/benchmarks

Strategy	2011-2012	Next Steps
Obtain info about student online experience	Online student evaluations of online courses implemented.	Evaluate response rates and compare to on site.
Pilot course for high school students	Offering of first online Science, Technology and Society (STS) course to high school students through ACE summer program.	Evaluate outcomes after first year, look at expansion for future options.
Full implementation of *Quality Matters*	All new online courses are processed through a abbreviated QM review.	Full QM review for selected courses. Seek funding for expansion.
PD for faculty		Further discussion.
SET for online		Further discussion.
Student orientation for online	Video orientation available online. Live, Webinar format available summer 2012.	Evaluate effectiveness.
Enhanced early alert		Completed.

Goal 2: Increase and enhance Science, Technology, Engineering and Mathematics (STEM) initiatives

Objective 1: Increase offerings based on STEM careers
Note: Process Technology 3 sections running

Strategy	2011-2012	Next Steps
Add green curricular offerings	Revision of ADC courses to include green, LEED content. TAACCT grant funded non credit green certificate programs	Completed.
Increase faculty participation STEM partnerships	Eleven faculty members participated in the Philadelphia Science Festival Parkway event. There were an estimated 1000 visitors to the booth. Faculty teaching PTEC courses and the faculty moderator of the Science Club have taken students on field trips to the Philadelphia Water Department and the Chemical Heritage Foundation.	Continue to encourage participation and create baseline for assessment of outcomes.
Work with Corporate Solutions to increase responsiveness		Create plan.

Objective 2: Increase enrollments in STEM initiatives

Strategy	2011-2012	Next Steps
Collaborate with High Schools	College Connection for Science and Engineering Technology hosted 5 on campus experiments for high school students. A total of 67 students participated in at least one experiment.	Continue CSET and increase high school student participation.
Partnership/Pipeline SDP		Further discussion needed.
Summer enrichment activities; Year round speakers	Two summer camps for high school students were offered in Summer 2011 focusing on Forensic Science and Applied Engineering Technology. Speaker Series, "What Will it Take: Skills for the Careers of Tomorrow" was presented to students during the Spring 2012 semester.	Two additional camps will run in Summer 2012, both focusing on Forensic Science. Continue speaker series.
Identify students as possible majors	The Center for Science and Engineering Education initiated the creation of a Science Club to encourage interested students to pursue STEM majors. Biology Faculty recruited students for the new Biotechnology course.	Work with DACE and Admissions to reach out to HS students to stimulate interest in STEM. Seek funding e.g. Upward Bound and work with DACE to identify HS partners.
Pilot FOS section with focus on STEM	One Math faculty member has paired with Counselor to offer a math course and FOS 101 in tandem with each other.	Completed.

Objective 3: Increase research opportunities

Strategy	2011-2012	Next Steps
Hire faculty with research interests	Hired 3 Bio faculty. Newly hired Psychology faculty researching assessment of study abroad.	Completed. Continue effort.
Identify grants to support research	NSF- green research pending. S-Stem grant proposal being developed to focus on student research.	Submit grants including ATE and EXCITE.
Publicize student research	Approximately 300 students from the Main Campus, NERC and NWRC participated in the Spring 2012 poster session.	Profile student research in publications.
Increase research in courses	Develop required research courses in new psych curriculum. Engineering Science Students visited the labs at Drexel and University of Pennsylvania to do state of the art experiments not possible at CCP.	Develop Psych courses.

Goal 3: Position Corporate Solutions as a recognized leader in workforce development in the Philadelphia region

Objective 1: Increase new clients by 5% per year for 3 years

Objective 2: Retain 80% of Corporate College clients and 50% of Customized Training clients annually

Strategy	2011-2012	Next Steps
Identify new prospects & convert to clients	Partially implemented with limited success. New clients increased by four. 16 of the 19 Corporate College clients were retained (84%). Only 7 of the 20 contract training clients were retained (35%).	Cross train team members to use client management system. Update database.
Implement marketing campaign	Completed with support of Marketing Dept.	Continue to refine this strategy and measure results.
Face to face visits	This is an ongoing strategy.	We will revisit the effectiveness of one-to-one visits vs. outcomes generated by attending networking events.
Two seminars per year	We conducted one Corporate Solutions Seminar. The second seminar was promoted but had to be canceled due to low enrollment.	Begin planning for 2012-2013 by soliciting ideas from local chambers of commerce, economic and workforce development organizations, and employers.
New product & service notification system	Implemented with limited success in Spring using GroupWise signature feature.	Review this strategy for Fall 2012.
Two part in person contract evaluation and follow up process	Not Implemented.	Review this strategy for Fall 2012.
Develop second level program evaluation form & process for evaluations by supervisors of program participants	Not Implemented.	Review this strategy for Fall 2012.

Objective 3: Increase new programs and services

Strategy	2011-2012	Next Steps
2+ job profiles per year	We were unsuccessful in selling or giving away job profiles.	Work directly with PWIB and PWDC to market these services to employers.
50 WorkKeys assessments per year	237 WorkKeys assessments conducted year to date.	Continue this strategy.
4 KeyTrain workshops per year	No fee based programs were conducted. (Over 90 free seats provided in-house.)	Review this strategy to see if there are other ways to market this service beyond the brochure and website.

Refine program concept submission process	Met with Academic Deans to discuss new approaches for gaining faculty support and interest in Corporate Solutions program development process.	Meet with Department Heads to identify potential program areas that would be a good fit for Corporate Solutions/Departmental collaboration.
Develop 1 new employer driven competency based certificate/degree with faculty per year	Energy certificate & Building Science degree aligned with Apprenticeship standards	Monitor and evaluate the outcomes of this initiative.
Work with CareerLink and Earn Centers to market assessment services	Completed. This process is ongoing via the implementation of current grant funded programs.	Remain engaged with CareerLinks and Earn Centers to see if changes will be required after July 1, 2012.
Develop & market Key Train workshops	Completed.	Continue to offer and monitor.

Objective 4: Increase Corporate Solutions recognition above Clarus 2009 report data

Strategy	2011-2012	Next Steps
Create ambassadors among employees	Not Completed.	Review this strategy for Fall 2012.
Implement brochure & internet best practices	Some changes made. Process ongoing.	Continue making changes as required to get to the standard.
Develop comprehensive, integrated strategy for all areas of College to share information & support	Not Completed.	Review this strategy for Fall 2012.
Increase frequency & quality of assessment & evaluation using technology	Not Completed.	Review this strategy for Fall 2012.
Use CCPTV to provide information for the business community	In process.	Creation of CCPTV show on entrepreneurship.

Goal 4: Position the College for leadership in community engagement

Objective 1: Develop a lifelong learning initiative

Strategy	2011-2012	Next Steps
Identify point person	On hold (responsibility currently shared between both Managers of Adult and Community Education under the direction of DACE dean).	Not funded.
Create programming for 50+	Working with Southeast PA Network for Families, Health and Welfare and AARP to research programming opportunities for 50+ .	Continue and expand work with Southeast PA Network and AARP as well as engage Regional Centers around the collective approach to creating non-credit programming for 50+.
Create informal meeting opportunity for seniors	Working with Southeast PA Network for Families, Health and Welfare and AARP to craft forum topics and ideas for seniors to engage in at regional centers and on main campus.	Continue and expand work with Southeast PA Network and AARP as well as engage Regional Centers around the collective approach to creating and marketing forum topics and ideas for seniors to informally engage in at regional centers and main campus.

Objective 2: Develop community initiatives

Strategy	2011-2012	Next Steps
Create faith-based partnership	Created non credit certificate in Faith based counseling successfully offered twice during academic year.	Continue to offer.
Create ethnic community partnerships	Worked with Latino Community organizations (Congreso, ASPIRA, Casa Del Carmen) by offering GED and non-credit ESL classes onsite.	Expand partnerships. Work with Regional Centers to created additional opportunities e.g. on Advisory Board.

Objective 3: Increase initiatives with SDP, consistent with Imagine 2014 and with other school systems

Strategy	2011-2012	Next Steps
Explore creation of middle college	College representation in national and regional discussions about early/middle college through Philadelphia Youth Network, Gateway National, Early College High School Initiative, developed and piloting early college model program with Mastery Charter Schools.	Begin pilot program in 2012-2013, evaluate progress and outcomes, expand program with Mastery and other SDP schools or charters.
Explore CCPTV opportunities	Continue programming where mutually beneficial, such as Car Corner for Automotive Technology programs.	Not continued.