

# ACADEMIC AND STUDENT SUCCESS

DR. SAMUEL HIRSCH  
VICE PRESIDENT

## 2016-17 GOALS AND ACCOMPLISHMENTS

### Student Success

- Plan, develop and implement Guided Pathways.
  - Complete identification of career clusters and redesign associated program maps.
    - The seven academic pathways were established, and the department heads and curriculum coordinators for the programs within the pathways have led discussions to determine possible common first semester courses, including general education courses that best fit the curricula.
    - Department Heads and Program Directors in the Math Science and Health Careers Division (MSHC) have identified two academic pathways (career clusters) that relate to the division's programs. All programs in the MSHC Division fit into either the Health Care Academic Pathway or the STEM Academic Pathway.
    - Program maps have been completed for all programs in the MSHC Division.
    - The STEM Academic Pathway has been renamed the Science and Technology Pathway. The programs contained within this pathway have been finalized.
    - Pathway (career cluster) decisions regarding Business and Technology programs have been finalized.
    - Full-time college-ready program maps for all Business and Technology programs will be completed by March 1. Related changes to full-time developmental, part-time college-ready, and part-time developmental program maps have begun.
    - The Liberal Studies Division has met its goal of redesigning 30 of 31 degree programs, including implementation of the Liberal Arts first-year experience course and associated proactive practices of support, with all programs providing revised, strategically designed program designs by March 1, 2017.
    - Program mapping of under-defined programs (such as International Studies and Mass Media) will promote greater distinction among the degrees in the Division and allow for greater student success, with proactive advising and support.
    - Music Performance and Sound Recording and Music Technology Programs – Each program in the Music Department will undergo significant redesign in the 2017/18 academic year, initiated by program mapping that occurred during this academic year. The programs currently require 67 and 72 credits for graduation; the redesign will lower that credit requirement and feature innovative program enhancements which will increase the profile of both programs.
    - To help programs in determining appropriate courses to fulfill general education electives, data regarding courses taken by recent graduates was generated and provided to department heads.
  - Oversee development of marketing materials and website changes.
    - Website for the College's Guided Pathways efforts has been developed.
      - <https://www.myccp.online/implementing-guided-pathways>

- Included at the website are:
      - Academic pathways and programs, with links to program course sequence grids
      - Intake Process
      - Academic Advising and Student Success
      - Developmental Education
      - Leveraging Technology
      - Guided Pathways Core Team
      - Resources
    - Progress has been made on developing an online SLO database. The program SLOs and the course SLOs have been gathered and the structure for the database has been discussed with Marketing. The SLO database will be available online in Early Summer.
  - Continue to establish necessary organizational structure and communication mechanism to support development and guidance.
    - Business and Technology held a half-day mini-retreat in fall 2016 and a full-day retreat in spring 2017, with a primary focus on Guided Pathways related initiatives.
    - The AAS Business-General degree was designed using the Guided Pathways model and approved in Spring 2017. It represents a merging of the Business and Business Administration degrees, which will be discontinued. The Business-General degree will be offered beginning in Fall 2017.
    - BUSL 201, the FYE course for business and professional programs, was approved in Spring 2017 and will be offered beginning in Fall 2017.
    - The Guided Pathways Core Team was established. The Core Team is comprised of individuals from across the institution. It is meant to break down silos and to facilitate communications, both from and to administrative leadership. This group convenes bi-monthly.
    - Articles on Guided Pathway efforts are written and posted on a monthly basis. Articles produced from with the division include: *How Will Guided Pathways Benefit Our Students?*; *Where We Are With Guided Pathways*; and *Engaging Adjunct Faculty with Guided Pathways*.
  - Ensure successful implementation of revised Liberal Arts and Health Care Studies Programs.
    - The Health Care Studies Program has been revised and was implemented Fall 2016 as a Guided Pathways model.
    - AH 101: Introduction to Health Careers was revised to become the Health Care FYE course and was offered Fall 2016 and Spring 2017. For Fall 2016, 561 students were enrolled in AH 101, and the pass rate for the semester was 81%. Other assessments (i.e. student evaluation of the AH 101 course) are being tabulated. Once students who have taken AH 101 in Fall 2016 complete the Spring 2017 courses, an assessment will be done on their progress in these courses. AH 101 faculty meet regularly to share best practices.
    - The first-year experience course, a requirement for Liberal Arts and Liberal Arts, Social and Behavioral Science students, ran in fall 2016 with 11 sections. Analysis of learning outcomes and pass rates is underway. Spring 2017 has 9

- sections running. An ESL-focused FYE will be offered in fall 2017, and an online course is being offered in the Early Summer session.
- Develop, integrate and launch supporting technology infrastructure (i.e. DegreeWorks, Starfish)
    - The Starfish system was launched at full-scale in academic year 2015-2016. It continues to operate at full-scale but has grown in several ways since the initial launch. Full-time advisors were connected in Starfish to their particular caseloads of students (first-time students in BUSN, BUSA, ACCT, LART, LSBS, CIST, PSYCH, HCSP and JUS). Creating this connection in Starfish allowed students to go to My Success Network on the student Starfish dashboard and make online appointments with their assigned advisor. Advisors in turn could filter their assigned students allowing them to easily track student progress (flags, kudos and referrals).
    - The Advising Center also launched a student sign-in kiosk in the fall of 2016. When students arrive at the Advising Center, they are able to sign-in on a computer kiosk.
      - Fall 2016 – 2,079 students met with a FT Advisor via scheduled appointment using Starfish.
      - Spring 2017 – 1,964 students met with a FT Advisor via scheduled appointment using Starfish.
    - In the fall of 2016, a Counseling appointment was configured in Starfish. Several trainings were held for counselors to instruct them on the use of documenting appointments in Starfish.
    - Kiosks have been configured for the Counseling Center at Main Campus and are being explored at each Regional Center.
    - Both Advisors and Counselors also have a Notes feature configured so that they can add information to a student's record without creating an appointment. Counselors have two types of Notes: 1) Confidential notes that are viewable only by other counselors, and 2) Advising notes that are viewable by other counselors as well as advisors. This allows information to be shared between the two departments making the transition of students from receiving services from one department to another a more seamless experience.
    - As of 2/28/17, 140 prospective students' visits to Counseling or Advising have been documented in Starfish.
    - Currently, to access Starfish, all users must enter Canvas LMS. The College's ITS department, Starfish lead and Starfish Support have worked together over the last month to allow a more direct access to Starfish. This has been completed; users are able to click on a Starfish icon and sign directly into Starfish. It is hoped that providing easier access to Starfish will increase the number of users (students, faculty and staff).
    - The College currently has three faculty members trained to provide support to their peers. One of the faculty trainers has been offering training sessions at NERC and NWRC in an effort to increase usage by faculty at the Regional Centers. The faculty trainers are also in the process of creating very short tutorial videos that will be available to faculty on the College's webpage.

- Training for non-credit instructors: Recently a training session was held for instructors of non-credit ABE, GED, and ESL courses (run through DACE). Instructors were trained on how to manually raise flags and kudos for their students and how to make a referral to Single Stop. A resource and support appointment was also configured for use by ABE, GED, and ESL students.
- In 2016-2017, 20% Progress Surveys were deployed to faculty teaching both 15-week courses and 10-week courses. Starting in the fall of 2016, 20% Progress Surveys were deployed in addition to 50% Progress Surveys for both 15- and 10-week courses. An increase in the number of tracking items between fall 2015 and fall 2016 was seen. In fall 2015, 18,951 tracking items were raised and in fall 2016, 30,315 items were raised. The number of individual students receiving at least one tracking item increased from 9,717 in the fall of 2015 to 10,169 in the fall of 2016. The number of referrals to campus resources (made by faculty) has also increased from 218 in the fall of 2015 to 518 in the fall of 2016.
- Efforts have been made to build the College's capacity to respond to flags and referrals (clearing flags and referrals). More cohort filters have been built allowing more student support and faculty across campus to be able to easily follow their particular group of students' progress.
- Faculty use of Starfish has remained fairly steady between fall of 2015 (374 faculty users) and fall of 2016 (377 faculty users). The total individual faculty users is about 500.
- This term (spring of 2017), Starfish data has been sent to IR who will be returning a list of students to the Office of Student Success Initiatives who qualify as medium risk students (based on a measure of risk arrived at by using the ratio of flags raised and credits taken). These medium risk students will be identified in Starfish and can receive special intervention in an attempt to support them in successfully completing their courses in the spring term.
- Starfish data will begin to be incorporated into Civitas to hopefully show relationships between Starfish tracking items and student persistence.
- o Redesign intake process for new incoming fall 2017 students.
  - Collected information from students and staff regarding necessary improvements to enhance the student experience (student focus groups, a New Applicant Survey, staff feedback during Fast Fact Friday and a staff survey).
  - Formed Healthcare Intake Group; work has begun reviewing and simplifying the process. In order to more effectively move this initiative forward, a small working subgroup has been created. The subgroup has streamlined the process so that students can have online information, receive timely information and obtain an application form from only one office area. The final proposal will be completed by Fall 2017 in time to pilot for the Spring 2018 semester.
  - Customized Student Orientation and Registration Events (SOaRs) added to the Regional Centers. SOaR coupled with New Student Orientation program has the objective of being two of the contributing factors for improved outcomes for first-time-in-college students. The New Student Orientation program places strong thematic emphasis on college persistence strategies and student success awareness for incoming first time students.

- Began process of designing two additional applications for students to select when they apply. This will bring the total number of different application choices to four, providing students with applications for General Admissions, International Students, Guest/Non-Degree Students, and one for Dual Enrollment students. The applications were designed to simplify the questions, streamlining the applications, having students only enter data relevant to their application type. This will allow for better communication with and management of students throughout the enrollment process.
- Pilot, evaluate and scale up developmental education and ESL innovative delivery approaches.
  - Accelerated courses (7A/7B) were developed for FNMT 016/017 and 017/118 effective Fall 2015. The number of sections has increased from 4 sections in Fall 2015 to 8 sections effective Fall 2016. A new 7A section of FNMT 118 has been implemented effective Fall 2017. Assessment of pass rates is in process.
  - Effective Fall 2016, certain sections of FNMT 016 and FNMT 017 were contextualized to contain health care information. Due to enrollment and placement issues, only the FNMT 016 sections ran in Fall 2016.
  - For Spring 2017, 6 out of 7 sections of contextualized FNMT 016 were offered, and 4 out of 6 sections of contextualized FNMT 017 were offered.
  - During the Fall 2016 semester, FNMT faculty incorporated ALEKS software into specific sections of FNMT 118. This provides an active learning classroom situation whereby student progress can be demonstrated and tracked.
  - A developmental mathematics steering committee was created utilizing certain faculty in the FNMT department. The charge was to identify promising practices to assess, engage, and retain students who need to take foundational mathematics so they may persist at higher rates into college-level courses and, ultimately, graduate from the College. A preliminary report has been submitted and is under review by the Department Head and Dean.
  - FNMT faculty created a topically relevant mini-mathematics summer session course for the Center for Male Engagement. The course included practical real-life foundational mathematics examples which enabled students to score higher in the Mathematics placement test.
- The English Department is implementing the Accelerated Learning Program at the College in fall 2017. Training by Susan Gabriel, Community College of Baltimore County, was conducted on 5/24/17. This model will provide a pathway for students to take a developmental English course (098) concurrently with English Composition (ENGL 101). Five co-requisite sections will be offered in fall 2017.
- Institute placement test changes, including multiple assessment measures.
  - The Assessment and Placement Center has been evaluating potential multiple measures of assessment for students at the College, in addition to ACCUPLACER. In the Fall 2016 and Spring 2017 terms, the Assessment Center examined the extent to which non-cognitive measures and high school GPAs could be used as strong predictors of course performance in addition to students' placement test scores. To this end, grades from entry level English and Math courses were regressed on ACCUPLACER scores, official high school GPAs, and non-cognitive measures. While the non-cognitive measures had no impact on

course performance in any of the entry level English or Math courses, high school GPAs were significant predictors of grades in the two developmental English reading courses (ENGL 099 and ENGL 108).

- The Assessment Center has begun employing high school GPA as a compensatory measure to help accelerate students who place in level 1 workshops. The new placement rule that now reassigns level 2 placement to students who initially place in level 1 reading workshops but have received a reading score in a specific range and have an official high school GPA of 3.0 or greater. Over the next academic year, it is projected that 20% of Level 1 Reading Workshop placements will be reassigned Level 2 placements. Over the next academic year, the Assessment Center will explore the utility of another measure, the GRIT scale, in placement decisions.
- The analyses of the new SAT scores found that the new SAT score of 560 in Evidence Based Reading/Writing and the new SAT score of 510 in mathematics are good predictors of ACCUPLACER Writing and Algebra scores. Therefore, the SAT score cutoffs for the new SAT for entering students are appropriate.
- The continued analysis of students, who were previously being placed at low levels (ABE, Level 1 or Level 2, with COMPASS or the old scoring system) and are now placing into English 101 and English 108, is proving successful for students. Based on a rater-reliability study conducted in the Summer 2016 term, the Assessment Center was able to show that the automated essay scoring that ACCUPLACER employs is as reliable a rater as any of the College's trained English faculty raters. As a result, the English Department agreed to discontinue faculty ratings and rely only on ACCUPLACER scores for English placement. This has made the process more efficient (i.e., instantaneous score reporting and placement decisions), just as effective (as evidenced by a comparison of student pass rates in entry level English courses), and more sustainable financially (i.e., a budgetary savings of \$20,000.00 annually).

This year, in collaboration with Developmental Education Office, DACE, the Welcome Center and ITS, the Assessment Center administered the College's Placement Test at the following 16 high schools, testing and placing over 450 high school students, which is close to a six-fold increase in the total number of high schools and students from those tested last year:

- MaST Charter High School
- Kipp Charter
- Dobbins
- District 1199c
- Frankford High School
- Fels High School
- Motivation High School
- Roxborough High School
- Overbrook High School
- George Washington High School
- Abraham Lincoln High School
- Kensington Health Sciences Academy

- Esperanza
- Edison High School
- Philadelphia Military Academy
- Universal Audenreid High School

This academic year, the Assessment Center was able to develop, implement, and trial a placement test for the ESL institute. In January 2017, 270 students were tested successfully, and both scores and placement decisions were reported to DACE within three days of test date. Overall, the test design and administration proved to be very efficient as well as effective for the purposes of placing students in one of three ESL Institute levels and did not interfere with the administration of other tests such as ACCUPLACER and Kaplan, which were also being offered concurrently on a rolling basis (for example, during the same 3-day period, there were 182 students who sat for the ACCUPLACER test and 37 students for the Kaplan test).

- Through the 2016 Brush-Up program (summer 2016), students who placed in developmental English were provided instruction and the opportunity to retest. The 2016 Brush Up program featured several innovations in populations served, format and scheduling. Most notably, the program expanded to include ESL and Level 2 students, as well as Level 3-4 students. ESL and Level 2 students received 48 hours of instruction, while the Levels 3-4 students received 24 instructional hours. With the support of the Admissions Department, recruitment for Brush Up began in March 2016. The early recruitment efforts and the program expansion to include Level 2 students more than doubled the number of students who registered (from 22 to 60). 70% of the students who completed the program retested at a higher English placement level, 63% (34 students) retested at College English – Levels 5 or 6. This is a 21% increase over 2015.
- Level 1 Workshops: For the second summer 2016 session, Fall 2016 and the first Spring 2017 cohort, 289 students registered into Reading and Writing Workshops. The writing workshops had an 89% retention rate and an 80% success rate. The reading workshops have a 72% retention rate and only a 31% success rate. The reading repeaters had an even lower success rate of 14%. Due to this low success rate in the Reading workshops, a redesign is underway to increase the success of students.
- Fully operationalize newly established Academic Advising Department with new full-time advisors.
  - The Fall 2016 semester was the first semester with the addition of seven full-time academic advisors. Jason Roscoe was elected as the department head and began his role on January 3, 2017.
  - The search process for three additional full-time advisors is in process, with a start date of August 2017.
  - A department evaluation plan was created by the full-time advisors and approved by the Dean. All full-time advisors were observed and evaluated by the Dean in the Fall 2016 semester as part of the department's evaluation process.
  - The advisors provided students in their assigned programs with the following:

- Ongoing outreach via email, phone and Starfish to their assigned students with special attention given to alerts and kudos being provided via Starfish.
- Full-time (FT) advisors assigned to LART/LSBS attended sections of FYE 101 to assist with implementing the educational planning process.
  - 20 classroom presentations were provided to FYE 101 classes for fall 2016/spring 2017 semesters.
  - 15 group advising sessions were held for first- or second-semester LART and LSBS students during the fall 2016/spring 2017 semesters.
- FT advisors assigned to HSCP students attended AH 101 and collaborated with faculty to ensure that students' educational plans were completed.
  - Fall 2016: 17 group advising/educational planning classroom presentations were held for AH 101.
  - Spring 2017: 15 group advising/educational planning classroom presentations were held for AH 101.
- FT advisors advising students in programs without a first-year course attended classes specific to their program of study to promote advising services and the educational planning process.
  - Justice: 2 group advising/educational planning classroom presentations for PSYC majors were held during fall 2016.
  - BUSN & BUSA: 8 group advising/educational planning classroom presentations for BUSN and BUSA majors were held during fall 2016, and 1 was held during spring 2017.
- FT advisors began utilizing educational planning before the Degree Works Student Educational Plan (SEP) was ready. Since the SEP has been available, the FT Advisors are inputting the plans as they can. Two FT Advisors are on the Degree Works team (and sub-group) to work on resolutions to the SEP technical issues.
- FT advisors provided extensive and proactive academic advising to students utilizing both individual and group formats via in-person and virtual delivery systems.
- FT advisors document all student contacts in Starfish to provide students with on-going wrap-around support.
- FT advisors referred assigned students to tutoring and other academic support services as needed.
- FT advisors created an ongoing and collaborative relationship with the administration and faculty in their respective programs.
- FT advisors also assisted with drop-in appointments in the Advising Office, and assisted non-assigned students with a myriad of advising support.
- A total of 3,147 students, who were first-time students in college, were assigned in the Fall 2016 and Spring 2017 semesters to Advisors in the following curricula: ACCT, BUSA, BUSN, CIST, HCSP, LART, LSBS, JUST, and PSYC. Of the 3,147 students:
  - A total of 2,411(76%) students are in good academic standing as of the end of the Spring 2017 semester.
    - 1,041 (43%) of these students are registered for Summer and/or Fall 2017.\*

- A total of 519 (16%) students are on full-time probation as of the end of the Spring 2017 semester.
  - 92 (18%) of these students are registered for Summer and/or Fall 2017.\*
- A total of 102 (3%) students are on part-time probation as of the end of the Spring 2017 semester.
  - 9 (9%) of these students are registered for Summer and/or Fall 2017.\*
- A total of 115 (4%) students have no academic standing as of the end of the Spring 2017 semester.
  - 7 (6%) of these students are registered for Summer and/or Fall 2017.\*

\*As of 5/18/17

- For the Fall 2016 students assigned to an Academic Advisor (2,336), a total of 2,172 (93%) enrolled in the Spring 2017 semester.

- Academic Support Services:

**Library:**

- From Summer I 2016 to the end of the Spring 2017, the Library faculty assisted 15,162 students in a variety of ways through reference services, across all locations.
- From Summer 2016 to Spring 2017, the Library department, across all locations, taught 294 information literacy sessions. Breakdown by location: Main 214, NERC 52, NWRC 17, WRC 11.
  - A more detailed exploration of information evaluation was incorporated into Information Literacy, as it relates to the “fake news” internet phenomenon and to engage with faculty and students to improve their skills in evaluating information they find on the “free internet, with an emphasis on identifying “fake news,” misinformation and disinformation.
- To encourage the use of library services by students taking online classes, preliminary conversations were held with FLOAT regarding the development of a library module for the online ENGL 102 sections. Through those conversations, a preliminary module was developed. The module is a combination of vendor-created content and content created specifically for College-related situations. The module is being tested in three of English 102 sections. A student survey was developed that will be administered at the end of the semester to gauge the success of the module. Improvements to the module will be based upon the feedback from the survey.
- Programming was held throughout the month of February including, but not limited to, the African American History and Heritage Month Breakfast; Readers are Leaders event; African American faculty, staff and administrators; and students’ meet and greet. First presentation (of three) of the Diversity Book Club featured History Professor Aaron Love, moderator, discussing the Ta-Nehisi Coates book, *Between the World and Me*.
- At the Northeast Learning Commons, Surface Pro technology will be introduced to facilitate enhancing the tutoring experience and extend the capability for supporting larger classes in the Library instruction classroom. A Clear Touch media training suite will provide a necessary resource for

supporting student workshops and faculty hands-on training, as well as serve as a future location for Faculty Media Creation Summer Boot Camps training in collaboration with the Faculty Center on Teaching and Learning.

**Learning Lab:**

- The Learning Lab provided academic support to academic departments in search of alternative ways to help prepare students for standardized tests and/or course materials with which students typically struggle. The departments with whom the LLAB have collaborated this past academic year have been Nursing, Allied Health and CAHM.
  - Nursing – prep workshops for students taking nursing test
  - Allied Health
  - KAPLAN (placement test prep)
  - AH101 (Medical Math)
  - CAHM – collaborative initiative with CAHM faculty to contextualize the math the students in the CAHM 151 and 170 courses will be encountering in the upcoming semester.
  
- Academic Instruction was provided to the incoming group of CME students (in Summer 2016) with their English (Reading and Writing) and Math assessment test scores by providing them with instruction in each of the respective areas.

**Outcome:** Of the 67 students enrolled in the CME’s 2016 iEXCEL program, 56 students retested in English and Math. The results of the retest are as follows:

English:

- 29 students showed improvement in their test scores although their improvement was not high enough to move into the next assessment level
- 27 students increased at least one level
  - One level – 9 students
  - Two levels – 11 students
  - Three levels – 6 students
  - Five levels – 1 student

Math:

- 43 students showed improvement in their test scores although their improvement was not high enough to move into the next assessment level.
- 12 students increased at least one level.
  - One level – 10 students
  - Two levels – 1 student
  - Three levels – 1 student
- One student did not re-take the Math assessment.

- There were 11 students who did not retest because they either placed directly into college level classes or did not complete the summer program.
- Institute new mandatory student orientation programs.
  - Program instituted fall 2015 which resulted in an increase in attendance at all locations from 55% in fall 2014 to 90% in fall 2015 and 73% in fall 2016.
  - Note that 2016 numbers included: 700 who started classes during the summer sessions. The majority of these summer students did not attend the event which brought down the overall percentages.
  - Need to explore the possibility of having first-time students who start during the summer session complete an online version of New Student Orientation.
- Develop and implement new strategies to improve outcomes for first-time-in-college students.
  - See update above – Redesign intake process for new incoming fall 2017 students.
  - Continued to meet and collaborate with those individuals developing student orientation programs to explore the various options and formats for student orientation programs given the student population in question and also given the geographic location of the campus where the orientation is held.
  - Created a New Student Orientation (NSO) review committee to review the process and information shared during NSO.
  - Made updates to New Student Orientation as a result of outcomes from committee including:
    - New Financial Aid video
    - Updates and creation of new materials for students
    - New “Live the Core Pin” for new student pledge
  - Fully engaged Regional Centers in the development and implementation process.
  - Update Emerging Leaders program to engage potential student leaders prior to the New Student Orientation.
  - CME – Summer Program:
    - The program staff worked with the College’s Learning Lab and Foundational (Developmental) English and Math departments to develop a modified curriculum that served as a “brush up” for students who placed into college-level courses and an opportunity to increase placement for those initially placed into developmental courses.
    - 56 out of the 67 participants were eligible to retake the placement test in English and/or Math depending on their initial assessment results.
    - English: while all students remained at least level, 14 students or 25% increased into college-level English.
    - Math: while all students remained at least level, 12 or 23% increased at least one assessment level.
    - Total projected tuition savings in the amount \$22,070.
  - Kensington High School Academy (KHSA) Project – The College is working with staff and faculty at Kensington Health Science Academy to assist with efforts to improve KHSA juniors and seniors academic skills. The goal is for students to be able to test college-ready when they enter the College. Data will be forthcoming.

- The Center on Disability’s Orientation assists students in their transition to postsecondary disability services through activities designed to increase knowledge of COD specific procedures and comfort level in discussing needs with faculty. Students who attended COD Orientation in Fall 2015 – retention data below:
  - 94 students invited to attend Orientation (choice of two dates)
    - 23% (22) participated/77% (72) did not participate
  - 95% of participants were retained from Fall 15 to Spring 16
    - 58% of non-participants retained Fall 15 to Spring 16
  - 68% of participants were retained from Fall 15 to Fall 16
    - 37% of non-participants retained from Fall 15 to Fall 16
  - 64% of participants were retained from Fall 15 to Spring 17
    - 33% of non-participants retained from Fall 15 to Spring 17

Fall 2016 Orientation Outcomes:

- 36% increase in students’ ability to correctly answer “An accommodation is a:” (31% Pre Orientation; 67% Post Orientation accurate response rate)
  - 31% increase in students’ ability to correctly answer the following: “How will instructors find out about your accommodations/academic adjustments?” (62% Pre Orientation; 93% Post Orientation accurate response rate)
  - 12% increase in the number of students who would more likely communicate directly with their instructors to discuss accommodation concerns with instructors
  - 15% increase in the number of students who would directly assert their legal rights with instructors regarding privacy issues.
- Continue supporting through intentional programming the 50th Anniversary Scholarship recipients.
    - Developed and implemented “Welcome” event for all new 50th Anniversary scholars prior to the start of the fall semester.
    - Provided five orientation programs (at Main Campus and Regional Centers) for students in cohorts 1 & 2 during fall 2016 and spring 2017.
    - Provided six student success workshops for all scholars to attend during the fall 2016 and spring 2017.
    - Utilized Peer Coaches in the office of Student Success Initiatives to facilitate outreach to those students in need of additional support.
    - Established opportunities for community and civically based activities for scholars to participate (per program guidelines).
    - During the fall 2016 and throughout the spring 2017 semesters, provided FAFSA workshops through the Office of Financial Aid.
    - Established cohort in Starfish for all new scholars (entering fall 2016) to allow for outreach from assigned counselor/mentor/coach.
    - TRiO Student Support Services:
      - Grant objectives and attainment: (2015-2016 – reported in Fall 2016).
        - (a) Persistence - fall to fall (71% attained)
        - (b) GAS (Good academic standing) (86% attained)
        - (c) Associate Degree or certificate (34% attained)
        - (d) Associate Degree or certificate and transfer to 4-year institution within four years (24% attained)

- The TRiO Summer Bridge Program 2016: English 098 students identified as TRiO eligible for fall 2016 semester will complete a 5-week Summer Bridge Program Writing Improvement Intensive (English 098) course; all will retest for better outcome; retest to English 101 for fall 2016 semester.
  - Eight (8) students (100%) completed the 2016 summer bridge writing improvement intensive and retested and achieved English 101 (English Composition) status for fall 2016
- Fully implement, in collaboration with ITS and external consultants, My Degree Path, the College's degree audit system, to include additional system functionality in the areas of advance reporting, student transfer prospects and student academic planners.
  - In August 2016, members of the Degree Works Implementation Team received training from an Ellucian Functional Consultant on the Degree Works Student Educational Planner (SEP) System. The training allowed the team to then build plans and templates for program plans that were implemented (rolled out to students) in November 2016. The process is ongoing and will be furthered in 2017, assisted by the creation of an SEP Subgroup composed of full-time Advisors, Counselors and select members of the Degree Works Implementation Team.
  - In November 2016, a work group composed of select members of the Degree Works Implementation Team, ITS and Institutional Research worked with an Ellucian Advanced Reporting Consultant onsite to implement Degree Works Advanced Reporting used for reporting from Degree Works data and to define and create customized reports. The implementation will be furthered in 2017 through collaboration with stakeholders to identify required reports and data.
  - In October and November 2016, the Degree Works Implementation Team and representatives from Admissions, Advising and ITS received training from and began the process of implementing Degree Works Transfer Equivalency Self Service, a module that allows self-articulation from prospective students, with the assistance of an Ellucian Functional Consultant. The full implementation of this module can be completed after the upgrade to Degree Works v.4.1.6 in 2017.
  - Full-time academic advisors and part-time advisors are all utilizing the students' academic audit (My Degree Path) on an on-going basis. This tool is the basis for students and full-time advisors to create the student educational plan (SEP).
- Expand functionality of the Hobson's Customer Relationship Management (CRM) system.
  - Participated in Hobson's training (two days, February 2017) which included discussion of additional functionality such as online chats.
- Implement a range of technology enhancements to strengthen student-related administrative processes and improve services to students.
  - Created Interest codes for self-identified veterans to assist in the recruitment and service we provide at the applicant level.
  - Continued to work closely with ITS to recreate Brio reports in Argos to assist in the smooth transfer to the new product.
  - Instituted a process to inactivate student records that are older than two calendar years. This not only assists in data review, but creates a need for a student who has been away from the College for an extended time to be re-admitted to and therefore enroll in the current program offerings of the College.

- Continued to make changes to enhance student experience with navigating our self-service portal; for example, created a direct link for “Bookstore Credit.” The old link was five to six clicks deep under “Active Message” which was not intuitive nor easy to find.
- Implemented “The Shopping Sheet.” The Shopping Sheet is a standardized form that was designed to simplify the information that prospective students receive about costs and financial aid so that they can easily compare institutions and make informed decisions.
- Continued to collaborate with ITS to upgrade the PHEAA module so awards can be more accurate and timely.
- Continued to increase the number of digital online forms available to students.
- Continued to create, modify and explore new features of Dynamic Forms to support requests made internally and externally. Dynamic Forms was promoted by Marketing to all enrolled students in September 2016; there were 4,967 Opens (28%) and 03 Clicks (2%). A survey was sent to assess students’ awareness and overall experience with using the forms. A total of 1,244 invitations were sent and 115 total responses (9.24%) were received. From July 2016 to February 2017, over 11,000 forms have been accessed and completed using Dynamic Forms.
  - New Dynamic Forms Feature:
    - Accepting and processing Credit Cards
  - New Forms Implemented:
    - Admissions:
      - Guest/Non-Matriculating Student Form
      - Transcript Evaluation Request Form
    - Graduation:
      - 10 Hour of Traditional PLS Course Form
  - Created Forms Pending Approval/Implementation:
    - Change of Grade Form
    - Incomplete Grade Form
    - Supplementary Attendance Form
    - Major/Catalog Change Form
    - Diploma Replacement Order Form
    - Course Overload Form
- In light of the more structured curricula, it is possible that students will ask for course substitutions. A streamlined process and dynamic form have begun to be developed.
- In Academic Advising at Main Campus (BG-12), a Starfish Kiosk was implemented and tested late in the Fall 2016 semester. On January 26, 2017, all students visiting the Main Campus Academic Advising Center (Room BG-12) for drop-in or appointment-based advising services were required to check in via the Starfish Kiosk. Using the Starfish Kiosk has provided some obvious benefits, including the opportunity for advisors to know more immediately that students are waiting to be served and redirect students who need the services of other offices on campus.
- Fully integrate Civitas Illume insights into planning and development of student interventions.

- A subgroup of the Student Success Team meets weekly to examine Civitas Illume data. This group then brings its findings to the larger Student Success Team, which discusses possible interventions for students in groups identified by the Illume data.
- Examples of interventions developed or cultivated based on Illume data so far in 2016-17 include:
  - Encouraging some part-time students to take 9 credits instead of 6.
  - Develop a withdrawal statement to be included on syllabi.
  - Identify “buckets” of students to contact, with specific College units/staff responsible for the outreach efforts.
  - Reviewing Starfish practices to determine effective practices.
  - Encouraging students taking one course per semester to increase to two or three courses.
  - Civitas data has been used to facilitate outreach efforts to the Fall 2014 and Fall 2015 cohorts to contact and encourage students who would be able to complete their degree within the next year.
- An intervention database has been drafted to better track student success interventions and the actual outcomes of them.
- Fully implement action plan for improving outcomes for Latino students and increase Latino mentoring program participation.
  - Reimagined Latino Student Mentor programs as a first-year experience initiative.
  - Worked closely with Latino student faculty advisor to reimagine and implement engagement strategies including:
    - Mentor/Mentee orientation and round robin event
    - Promotion of specific Latino Heritage Month events
    - Trip to museums to view the Mexican Revolution exhibit and possibly have a group tour.
    - Lunch with Mentors – “10 tips of Effective Mentoring.”
  - Recruitment event (two information sessions at the NERC campus).
  - Update Marketing Plan:
    - Had Student Life Marketing create an evergreen cling about the Latino Mentor Program to post around campus.
    - Created an information flyer for mentors with more detailed specific information.
    - Creation of Colonial Community.
    - Create a promotional video during Spring 2017 to inform about the program.
  - Email communication:
    - Dr. Lissette Perez emailed all the mentors and asked them to check-in with mentees regarding FAFSA, Spring 2017 registration, and invited them to the November 16th mentor lunch.
  - Created a community on OrgSync which includes 32 active mentors and communicates with 429 students who are members of the group.
- Ensure Center for Male Engagement goals are being met.
  - Given the large number of students majoring in a business-related program, the Business and Technology Division has agreed to work with the CME in their workshop offerings. Two workshops are planned for the spring 2017 semester.
  - CME submitted internal report on 4/28/2016 and final annual report on 1/23/2017.
  - Fall 2015-Fall 2016:

- Goal 1: Summer Enrichment Enrollment
  - Targeted: 75 Actual: 67 (89%)
- Goal 2 (a): Summer program participants will enroll at the College during the subsequent academic year
  - Targeted: 85% Actual: 82% (at the time of the report)
- Goal 2 (b): Summer bridge program will enroll at the College during the subsequent academic year
  - Targeted: 60% Actual: 79%
- 50% fall-to-fall persistence rate among FTIC African-American males who participated in the summer bridge
  - Targeted: 50% Actual: 57%
- 60% fall-to-fall persistence rate among continuing African-American males CME participants
  - Targeted: 60% Actual: \*50%
    - \*Please note: 31 participants in the returning denominator graduated and 13 students transferred to a four-year institution (National Clearinghouse Data) which explains in part why the retention goal was not met. 66% of non-graduating or transferring students returned.
- Up to 20 CME participants work in an internship experience annually
  - Targeted: 20 Actual 20
- Increase the academic performance, persistence and graduation rates in college among African-American male participants of the Center for Male Engagement (approximately 287 new and continuing and an additional 75 incoming students) through a focus on academic, career and financial planning, and student engagement.
  - Over 30 different civic engagement, career and leadership development, life skills, mentoring, and cultural enrichment activities were scheduled throughout the academic year.
  - CME members were active and contributing members of the College community participating in campus-wide events, occupying key leadership positions in clubs and Student Government (newly elected President, Vice-President, Senator-at-Large, and Treasurer).
  - CME members served as peer mentors through the College's Student Success Initiatives department, student ambassadors and orientation leaders, and student athletes.
  - CME members were highlighted in the College's internal and external marketing campaigns.
  - CME members were requested as College representatives at Vice President Joe Biden's press conference (April 2016), Habitat for Humanity luncheon (April 2016), Black History Month Events (February 2016), Campus-wide Diversity Dialogue (February 2016), and City Council Resolution at City Hall (January 2016).
- Add to the body of evidence demonstrating best practices to improve the retention and completion rates of African-American male students at community colleges.
  - Member of President's Diversity Council and chaired the College's Diversity and Civility Week.

- Presented at the College’s Faculty of the Future Conference.
  - Featured program on the College’s CPPTV network.
  - The Center’s director participated in a research study by a PhD student at Rutgers University’s School of Public Affairs and Administration titled, “Equity as an Outcome: The Use of Performance Information to Address the Achievement Gap in Higher Education for Men of Color.”
  - Staff conducted several retention, personal development and life skills workshops for the College’s Women’s Outreach and Advocacy Center, Student Success and Student Life departments, respectively.
- Initiate college-wide customer service improvement plan.
  - Added to Academic and Student Success Plan: Goal V – Emphasize a student-first culture through improved learner-centered programming, customer service and professional development initiatives.
  - Attended a webinar titled, “Good is Good, but Why Be Average? Tips for Improving Customer Service” as part of our continuous effort to further improve customer service.
  - Participated in numerous outreach events, e.g., panel discussion on Public Funding of Post-Secondary Correctional Education at the Cambria Correction Center, Foster Care to College Program, Kensington High School for the Creative and Performing Arts, Philadelphia Military Academy, and Paul Robeson High School for Human Services.
  - Conducted a Student Focus Group on November 28, 2016. The majority of student concerns were the confusion of sign-in for services/wait-time for services and the requirement of SOaR attendance.
  - Created a non-perishable Food Pantry for students with food insecurities. This pantry is supported by NERC staff and faculty and has helped several students during the fall and spring semesters. WERC has a Food Pantry staffed by SGA Officers.
  - Continued to train part-time temporary staff on customer service initiatives. These individuals are not included in division-wide professional development activities; however, we are finding ways to share knowledge and information with these part-time temporary employees to best equip them with improved skills as they interact with students, faculty, staff and guests in the College community.
  - Instituted “Triage Support” - Administrative staff assisted students by welcoming them and answering general questions and providing assistance at the Enrollment kiosks two weeks prior to the start of the Fall 2016 semester and one week prior to the Spring 2017 semester. It decreased the wait time for students and provided an enhanced screening to ensure students were directed properly.
  - Reviewing Orientation Leader and Ambassador’s duties to recommend changes to whom we deliver effective customer service consistently across the campus.
- Increase Complete with 15 Scholarships by 30% in the 2016-2017 academic year.
  - The number of Complete with 15 Scholarships did not increase in the 2016-17 academic year but remained close to the number awarded in 2015-16. 108 CW15 scholarships were awarded in 2015-16 (with 18 students receiving the award in the fall and renewing again for the spring). In 2016-17, 101 CW15 scholarships have been awarded, although we anticipate a few more may be awarded before the end of the spring term. Of the 101 scholarships awarded this year, 19 students received the

- award in the fall and renewed in the spring (82 student recipients). Of the 82 students, 5 students graduated in the fall of 2016, 30 are anticipated to graduate in the spring, 20 will still have between 1 and 4 courses remaining until graduation (after the spring term) and 27 students were awarded the scholarship with the expectation of needing to renew one or more semesters (given the number of earned credit hours at the start of the scholarship).
- Implementation of the new Integrated Library System (ILS).
    - In Fall 2016, an RFP process for a new Integrated Library System (ILS) commenced. The Library, ITS, and Purchasing collaborated on the RFP process. In Spring 2017, three systems were evaluated: OCLC WorldShare, Innovative's Sierra, and Ex Libris Alma. Ex Libris Alma was ultimately selected as the best system for our Library and funding was approved by the Board of Trustees. A contract between the College and Ex Libris has been signed. Implementation and migration will occur over the summer with a go live date of September 1, 2017.
  - Develop, identify logistics and implement processes to expand Single Stop's services to Regional Centers.
    - Single Stop obtained funding to expand services to Regional Centers. The three-year grant from Pew (\$225,000) will be first phased in at the NWRC and seeks to serve 200 students connecting them with benefits, services and referrals to increase their graduation and/or transfer rates.
    - Single Stop evaluation results:
      - As part of the "Subgrantee Evaluation Plan for Social Innovation Fund," Single Stop USA contracted with Metis Associates, an independent research and evaluation firm, to conduct a quantitative study of outcomes for students who use Single Stop services at the College. The evaluation design examined outcomes, such as semester-to-semester persistence, credit accumulation and degree completion, for participants and compared them to those of closely matched comparison students at the College who do not make use of the services. In order to match students, a rigorous propensity score matching technique was used to ensure that they were comparable across a variety of characteristics, including age, gender, race/ethnicity, enrollment status, marital status, and FAFSA filing status, among others. Quantitative findings include:
        - Single Stop participants enrolled at the College in fall 2014 had a significantly higher semester-to-semester persistence rate than their comparison counterparts by a 6.1% difference for first-time-in-college students and 3.3% for non-first-time-in-school students.
        - Single Stop participants significantly outperformed their matched comparisons in terms of cumulative GPA earned during the 2014-2015 school year by 0.247 points of difference for first-time-in-college students and 0.185 point for non-first-time-in-school students.
        - Single Stop students also had a significantly higher ratio of completed to attempted degree-bearing credits when compared to their matched comparison group with a 7.2% difference for first-time-in-college students and 4.9% for non-first-time-in-college students.
    - Qualitative findings based on staff and faculty interviews, as well as student focus groups and individual interviews, indicated that: a) Single Stop has been integrated

- into the College in a comprehensive and thoughtful manner, b) Single Stop Staff at the College blend a unique combination of strong content knowledge with deep caring in their work with students, c) Single Stop has support from the College's top administrators and, c) the various support organizations at the College work well together, maximizing the benefit for students.
- Connect with faculty and staff and collaborate with College departments and supportive services to extend Single Stop's services to new and current students.
    - Single Stop implemented a new online tool that facilitated the inclusion of Single Stop content in the Liberal Arts and AHA "First Year Experience" curriculum, duplicating the amount of students reached during 2017 spring semester.
    - In conjunction with the Nursing Department, Single Stop created and facilitated financial planning workshops for the pre-nursing groups, as well as for the RAP scholars, increasing program retention rates.
    - Single Stop served a new record high number of students serviced since its inception in 2013. Almost 6,500 students were screened for benefits, from which 30% (almost 2,000 students) were confirmed for Single Stop wrap-around services and referrals with a total of \$15.5 million dollars estimated student return in tax refunds, cash and non-cash benefits.
  - Review all existing programs as part of Guided Pathways transformation effort, identify opportunities for improvement, and begin implementation of program change efforts to capitalize on identified opportunities for improved student success.
    - All existing Business and Technology programs have been reviewed, opportunities for improvement have been identified, and corresponding changes have been made to all programs.
    - The Coordinator of Curriculum Facilitation oversees procedures for multiple types of program changes:
      - New programs/PCs
      - Revised programs/PCs
      - Program addenda
      - New courses
      - Revised courses
      - Course addenda
    - For the previous two academic years, the numbers of curriculum development projects completed were 62 and 65. Not including curriculum changes to program maps developed for Guided Pathways, 126 curriculum development projects completed or to be completed through May 2017. In addition, all but a handful of programs either added or revised courses and/or programs as part of the curriculum mapping process.
  - Identify primary transfer school targets for all programs, determine current status of transfer pathways, and improve transfer pathways (including associated articulation agreements) for students where warranted.
    - The primary transfer school targets have been identified for all programs. Work has begun on determining the current status of transfer pathways, with a focus toward improving transfer pathways where needed.
    - Identify primary transfer school targets: The transfer data produced by IR was provided to the academic division deans to provide to their programs. Data can be

- disaggregated by College program. Programs would then know based on the IR data to which institutions their students often transfer.
- Determine current status of transfer pathways: Programs have been conferring with the Director of Transfer and Articulation and the Counselor, Transfer Specialist regarding requirements for transfer institutions to which program students often transfer as part of their curriculum mapping process.
  - The Director of Articulation and Transfer reviewed all updated curriculum maps/course grids and provided feedback to programs.
  - Determine current status of transfer pathways: The Director of Articulation and Transfer worked with Temple to update the list of course equivalencies. Temple equivalencies have been determined for the majority of College courses; this information was provided to academic division deans.
  - Improve transfer pathways (including associated articulation agreements) for students where warranted: the Director of Articulation and Transfer and the Counselor, Transfer Specialist are reviewing current articulation agreements and work with several institutions (including Temple University, Rosemont College, Peirce College, Cabrini University, West Chester University, and Thomas Jefferson University) to update those agreements as necessary. These agreements include dual admissions, core-to-core, and program-to-program. Furthermore, new or additional agreements have been or are in the process of being established with multiple institutions, including Penn State Abington, Bloomsburg University, Harrisburg University, Kutztown University, and Delaware Valley University.
  - A new dual admissions agreement was completed for Drexel University, and the agreement with Rutgers University-Camden is being finalized.
  - Further develop industry standards based Computer Technologies curricula to facilitate greater student attainment of industry certifications.
    - Two new computer technology programs have been developed and approved (Cybersecurity AAS and Network Technology Management and Administration AAS), which prepare students for industry certifications in the information security and networking fields, respectively. During the Guided Pathways process, the CIS-IT degree was further enhanced to focus students within a particular field of computer technologies through the choice of their program electives. Having students focus in a particular area better prepares students for industry certifications in their area of focus.
  - Establish increased opportunities for co-curricular activities for students, including participation in program-related professional associations.
    - Currently in the process of applying for a National Association of Black Accountants (NABA) student chapter. NABA is “dedicated to bridging the opportunity gap for people of color in the Accounting, Finance, Consulting, Information Technology and other related business professions.”
    - Development of Latina/o Heritage Month calendar of events.
    - Development of African American History Month.
    - Brought author Cristina Henríquez to campus.
    - Development of Brain Awareness week.
    - Currently working with faculty and staff to develop a LGBTQ conference in October as part of the President’s Diversity Council.

- Working with other faculty to develop co-curricular events that are academic-program specific.
- Review current program assessment strategies for effectiveness, and implement revised strategies in identified areas in need of improvement.
  - Current program assessment strategies have been reviewed for effectiveness. However, there has been a delay in determining and then implementing revised strategies due to the delay in implementing a College-wide assessment system and, in some cases, faculty not working on assessment due to Federation communications.
- Redesign pathways for pre-college English courses (ESL and developmental English) to maximize linkages and alignment with college-level courses and programs of study.
  - Several contextualized developmental English and ESL courses were designed in Fall 2016. Faculty from Allied Health, Business, and Psychology participated in workshops to align pre-college courses with content from these broad areas to offer students contextualized courses in Spring 2017. Continued efforts are underway to ensure that logistical issues are addressed prior to Fall 2017 so the courses are adequately advertised and enrolled.
- Increase professional development opportunities for faculty around teaching pre-college level learners.
  - Offered Cultural Competence: Courageous conversations in creating a culturally inclusive environment training during PD week (January 2017) and for the Student Life Department on (1/24/2017).
  - Training is part of a 4-part training series in which participants can receive a diversity training certificate recognized by the College.
  - Through the PBI Grant, established and implemented faculty-to-faculty exchange initiative between College faculty (in math and English) and faculty from Dobbins High School, Youth Build, and Olney High School/Aspira to improve math and English skills of high school students in preparation for college placement exam and college level courses.
- Develop program management plans for all programs demonstrating weak degree attainment, retention, and/or viability.
  - This work will be undertaken as part of the Guided Pathways initiative.

### **New and Enhanced Program Development**

- STEM Honors Program
  - A draft plan for a STEM Honors Program has been developed.
  - Further discussion was postponed until the STEM Academic Pathway was finalized.
- Biomedical Equipment Technician II Proficiency Certificate
  - The BMET II Proficiency Certificate was created and approved. The first courses were offered Fall 2016.
- Culinary Arts Proficiency Certificate
  - A second proficiency certificate, Culinary Arts II, was developed and approved.
- Automotive Technology Proficiency Certificate
  - A second proficiency certificate, Automotive Technology II, was developed and approved.

- EMT/Paramedic Programs
  - An EMT Proficiency Certificate has been drafted and discussions continue as to how a partnership can be established between the College and LPC EMS Academy and Ambulance Service.
- Health Care Proficiency Certificates
  - The Clinical Assistant Proficiency Certificate will be moved to the Northeast Regional Center effective Fall 2017. The curriculum has been revised and the lab space currently available at NERC has been re-designed. New equipment will be purchased through the Perkins Grant. The appropriate courses have been placed on the Fall 2017 master course schedule.
  - Phlebotomy (MLT 102) will also now be offered at NERC as part of the Clinical Assistant Program.
  - A new Ophthalmic lab was created at the NWRC and became operative in Spring 2017. The Ophthalmic Technician Proficiency Certificate was revised to enable students to begin the program on a part-time basis. A lab was created at the NWRC through the efforts of Dr. Scott Goldberg, the program director for the program. Eight students will be graduating from the program at the end of the Summer 2017 semester, and all 8 students have been offered employment.
  - Since the Workforce Development and Economic Innovation Division has decided to develop a non-credit Massage Therapy program, a credit-based program will not be developed as originally planned.
- Mammography Proficiency Certificate
  - The Mammography Proficiency Certificate has been placed on hold until renovations and updates to the DMI lab are completed (Summer 2017). It is anticipated that the Proficiency Certificate will be completed in Fall 2017 and offered in Spring 2018.
- Honors College
  - A program for the establishment of an Honors College has been submitted by the Honors Curriculum faculty. Review of the proposal is currently taking place.
- English Language Immersion Institute
  - Development of a rigorous, fast-track into college-level coursework is nearly complete. Several faculty and the Assistant Dean of Liberal Studies are leading the efforts to offer an intensive-English fast track option for both community and international students in fall 2017. Three of the four levels ESL are offered in the 7A and 7B terms in fall 2017.
    - The Intensive English Language Program will also feature a Multilingual Center, offering all ESL and multi-language students a place for tutoring, enrichment, and academic support.
- Architectural Visualization Proficiency Certificate
  - A new 18-credit certificate offering students the training to build both the technical competencies and the strong collaboration skills needed to work in today's professional AV environments. The certificate will be offered beginning in fall 2017.
- Social and Youth Service Assistant Proficiency Certificate
  - The US Department of Health and Human Services awarded the BHHS program the Behavioral Health Workforce Education & Training Grant (BHWET) for \$280,000. The primary goal of the grant is to provide educational and experiential training to paraprofessionals in the field of youth development. The grant targets both in-house

students and those already employed in behavioral health agencies throughout the city, and offers students the opportunity to obtain the Social and Youth Service Assistant Proficiency Certificate, created for this grant. In spring 2017, 25 students graduated with Social and Youth Service Assistant PC. In summer 2017, an additional 54 students are on track to receive the certificate.

- Early Childhood Education Apprenticeship Program
  - The Education program is partnering with the 1199c Training Fund, through a William Penn Foundation grant, to offer paraprofessionals in early childcare centers a pathway to associate-degree attainment through an innovative apprenticeship program and coursework at the College. This summer, 32 apprentices will join the College and participate in this innovative, first-of-its-kind apprenticeship program.
- Early Childhood Education Proficiency Certificate
  - The Education program created a new proficiency certificate that aligns to the Education: Early Childhood Birth through 4th Grade program. The Early Childhood Education Proficiency Certificate is primarily for persons in the early care and education field who wish to expand their career options, as well as meet the Pennsylvania Early Learning Keys to Quality Career Lattice Level III. It is a 9-credit certificate consisting of ED 135, ED 151, and ED 230. Students who have completed the Child Development Associate (CDA) credential are awarded this PC, as they have met the applicable course competencies.
- AAS Cybersecurity Degree
  - The AAS Cybersecurity degree was approved Spring 2017 and will be offered beginning Fall 2017. Development of associated hybrid/online courses has begun.
- Cybersecurity Proficiency Certificate
  - Two new proficiency certificates, Cybersecurity I PC and Cybersecurity II PC were developed and approved Spring 2017, and will be offered Fall 2017. These certificates serve as stackable credentials that can be applied to the AAS degree. Development of associated hybrid/online courses has begun.
- AAS Network and Systems Administrator
  - The AAS Network Technology Management and Administration degree was approved Spring 2017 and will be offered beginning Fall 2017. Development of a hybrid/online version of the one computer technology course not currently offered in that format has begun.
- AAS Diesel Technology Degree
  - Work on this degree program was delayed given the initial uncertainty/delay in obtaining a new facility to house the program.
- Alternate Fuels Certificate
  - Work on this certificate program was delayed given the initial uncertainty/delay in obtaining a new facility to house the diesel program.
- Chef Apprentice Proficiency Certificate
  - This referred to revising the first/existing culinary arts certificate as needed to accommodate the second certificate offering. The only revision ended up being a renaming of the existing certificate Culinary Arts I.
- Increase the number and scope of online and hybrid offerings
  - As noted above, hybrid/online courses are being developed for the Cybersecurity and Network Technology Management and Administration programs.

- Eleven new courses (9 online and 2 hybrid) and 43 new sections were added, bringing a total of 54 new online and hybrid approved courses during 2016-2017.
- Accelerate degree attainment through developed non-traditional pathways
  - Work has begun to broaden the scope of the Technical Studies program to expand the degree from students with prior learning experiences in technical areas to an Individualized Studies associate's completion program for students with prior learning experiences in any field of study.
- Identify additional potential new degree and certificate programs
  - Planning has started for a new business-related AAS program (Business Leadership), which will serve as a "container" program that allows for various proficiency certificates to be embedded within a program housing a core of business leadership courses.
  - The potential for an aviation pilot area of focus within the Technical Studies/Individualized Studies program is under investigation. Numerous meetings have been held with Legacy Aviation, which would serve as a partner institution to provide the flight courses.
  - The potential for a Logistics proficiency certificate is currently being investigated.
  - Wistar Institute has received approval to offer the first, non-traditional apprenticeship program as an extension of the current Biomedical Technician Training Program.

### **Assessment**

- Ensure compliance measures continue to be met for Middle States assessment standard.
  - The Office of Assessment and Evaluation has just completed an assessment database. Training and faculty follow-up is now being launched.
- Establish continuous program and course assessment process.
  - Some progress was made with regard to creating a new assessment process that aligns with a revamped assessment system. The academic program deans defined a preferred assessment process and worked with the Assessment Office to have the new system reflect the preferred process. While the new system did not incorporate all aspects of the preferred processes, faculty were able to begin using the system mid-spring 2017.
  - The Accounting and Automotive Technology faculty worked with the Assessment Director to build new tools/rubrics to assess their courses.
- Ensure timely completion of course documentation for Act 335.
  - MSHC division has completed all Act 335 documentation for Fall 2016 and Spring 2017. The next set of course documentation is not due until August 2017.
  - The Business Administration faculty and the Marketing and Management faculty have submitted all overdue 335s. The Computer Technologies department head is still working on getting overdue 335s submitted.
  - Act 335 course documents for Liberal Studies are on track. For Spring 2017, 13 are due and in the pipeline for completion.
- Ensure timely completion of QVI's for all scheduled programs.
  - All QVIs were completed Summer 2016.
- Assist with completion of program audits per established schedule.

- Follow-up reports for the Health Services Management and Respiratory Care Technology audits were submitted.
- The Business/Business Administration audit was completed, and a follow-up report was submitted to the Board of Trustees SOC in April 2017.
- Liberal Arts, Paralegal, and Communication Studies and Mass Media audits were completed in Spring 2017.
- Assess effectiveness of First Year Experience Course.
  - For Fall 2016, 561 students were enrolled in AH 101 and the pass rate for the semester was 81%. Other assessments (i.e. student evaluation of the AH 101 course) are being tabulated. Once students who have taken AH 101 in Fall 2016 complete the Spring 2017 courses, an assessment will be done on their progress in these courses.
- Develop comprehensive assessment plan for programs, events, and activities for Student Life.
  - Repackaged the leadership conference to better serve and engage students in future campus leadership development programs and activities.
  - Surveyed all enrolled women students via Survey Monkey in December 2016 to assess the level of their interest in future leadership conferences and activities, and to determine the most important issues that the women’s leadership conference should address. Of the respondents, 80% are interested in future leadership development activities.
  - Identified as the top seven topics were: empowerment, self-esteem, work-life balance, mentoring, body image, communication strategies, and power & influence.
  - Restructured the leadership conference to include three em-Power Hour events scheduled for March 15, March 21, and March 30, 2017. Complementing the theme, “*In Her Own Words: Focus on Women’s Leadership*,” guest speakers will share their expertise and perspectives on work-life balance, power and influence, and empowerment.

### **Positioning for the Future**

- Establish new faculty mentoring program.
  - A new faculty mentoring program was initiated as part of the new faculty orientation program.
- Develop and implement professional development plan by intentionally designing professional development opportunities and service expectations that lead to greater awareness of student needs and accompanying service strategies.
  - Added to Academic and Student Success Plan: Goal V – Emphasize a student-first culture through improved learner-centered programming, customer service, and professional development initiatives.
  - Through the Achieving the Dream grant “Engaging Adjunct Faculty in the Student Success Movement,” provided professional development opportunities to adjunct faculty. This included supporting the Adjunct Institute in Fall 2016 and providing workshops on student engagement and on technology in Spring 2017.
- Review and modify, where appropriate, policies and procedures.

- A Business and Technology Division-Wide Classroom Policy committee was established and has drafted a set of policies that are now ready to be sent out to division faculty for review. The intent is to have a set of common policies that are acted upon and included in Business and Technology course syllabi.
- A written procedure for the faculty promotion processes has been developed.
- A Workload Tracking System is being developed in Banner to better monitor faculty workload in compliance with the Collective Bargaining Agreement; it is anticipated that this database will be operational in fall 2017.
- Two new forms were developed to streamline the VL hiring process and better document hiring decisions.
- In conjunction with IT, a report is being developed to accurately track and report on adjusted VL seniority units.
- A new logging tool (Smartsheet) was implemented to both improve tracking and expedite processing of C-forms.
- Operations staff is working with Admissions regarding Shared Programs to better understand the process and requirements.
- Updated SGA constitution and bylaws.
- Updated student club manual.
- Updated student club training.
- Through the Student Success Team, reviewed student withdrawal process; created withdrawal syllabus statement for all faculty to implement within their course syllabus:
  - Created a document to be uploaded to Banner Self-service page to provide students information of the withdrawal policy and consequences.
  - Employ a short survey to all students who withdraw to assess reasons for withdrawal which may better inform the need for policy change.
  - Employ additional information through Starfish Connect to alert students “in danger of failing” of campus resources prior to withdrawing from course.
- Through Student Affairs Standing Committee, reviewing and proposing format and language change to Code of Conduct for ease of read and comprehension for all users.
- In collaboration with General Counsel, established “Now You’ve Been Charged” document that will accompany “Notice of Charge” documents to better clarify the judicial and hearing process.
- In collaboration with General Counsel, developed and implemented required language and procedures to Student Handbook regarding VAWA, Title IX, and Dating Violence; informing those alleged of proper due process, appeals procedures, and timely notifications.
- To promote inclusion by design and shared responsibility for course accessibility with regard to disability, a Center on Disability staff person collaborated with faculty designing FYE 101, in Summer 2016. A survey was administered to Summit participants at the end of the Fall 2016 semester regarding their experiences in addressing course accessibility. 17 individuals completed the questions.
  - 29% of the respondents taught FYE 101 in Fall 2016, while 71% did not.
  - 53% strongly agreed and the remaining 47% agreed that COD participation in the Summit enhanced their understanding of “accessibility.”

- 60% strongly agreed and the remaining 40% agreed that discussing accessibility and UDL was valuable to the design of course materials for the FYE course.
- 64% strongly agreed and 29% agreed that the time spent considering accessibility and UDL enhanced their sensitivity to the variety of needs of students at the College.
- 57% strongly agreed and 36% agreed that discussions regarding accessibility during the Summit would affect their approach to designing materials and services in areas other than the FYE 101.
- 69% agreed and the remaining 31% strongly agreed that discussions regarding accessibility increased their confidence in working with students with disabilities.
- COD/Learning Lab/SACC/Library Retreat (Summer 2016)
  - Retreat was held to enhance the accessibility of vital student support services; to encourage dialogue between COD staff and staff in vital student support areas; and to increase the confidence of vital support staff in addressing the needs of students with disabilities.
    - 100% of participants strongly agreed that the forum encouraged open dialogue.
    - 66.7% strongly agreed and 33.3% agreed that the retreat increased confidence levels in addressing the needs of SWDs.
    - 66.7% strongly agreed and 33.3% agreed that the information provided at the retreat would assist in interacting with SWDs.
    - 66.7% strongly agreed and 33.3% agreed that the retreat encouraged them to continue discussions with their stakeholders about considering the needs of all students when designing curricula, programs, and services.
    - 88.9% strongly agreed and 11.1% agreed that they would feel more comfortable contacting the COD to discuss questions, concerns, or suggestions.
- Leverage technology to improve learning and program delivery.
  - Continuing to use OrgSync as an effective tool.
  - College events placed in OrgSync are now displayed in the new portal.
- Expand enrollment opportunities: online offerings; international students; Regional Centers; and other new markets.
  - A new Ophthalmic lab was created at the NWRC and became operative in Spring 2017.
  - The Ophthalmic Technician Proficiency Certificate was revised to enable students to begin the program on a part-time basis.
  - A hybrid version of BIOL 108 was developed for Spring 2017. Another section is in development for Fall 2017.
  - An additional on-line section of FNMT 017 and FNMT 118 was developed for Spring 2017.
  - An additional on-line section of FNMT 118 is being developed for Fall 2017.
  - Additional course offerings for the Business – General degree program are being offered at the NWRC starting Fall 2017.
  - A plan for offering an accelerated Business – General degree at NWRC is in the development stage.
- Oversee plans and strategies for necessary classroom, lab, and office renovations.

- Due to construction issues, a new phasing plan was developed for the third floor Biology labs in collaboration with Facilities; this is in an effort to keep all sections of Biology on Main Campus active while construction is proceeding. Phase A of the plan was completed by the end of April 2017, and Phase B was implemented without losing any sections for the Summer semester.
- As part of the first stage of the Biology lab renovation plan, eight new faculty offices were created and are now occupied by Biology full-time faculty. In addition, two new Biology labs and a Biology classroom were completed.
- In collaboration with Facilities, a plan was developed to convert W1-1 into the Math Science and Health Careers Division. It is anticipated that the move to W1-1 will take place during the middle of August 2017.
- In collaboration with Facilities, a plan was developed regarding how to utilize the front part of W2-5/7 for occupancy by Nursing faculty.
- 18 classrooms were upgraded with Smart technology.
- Increase enrollment of new students with emphasis on full-time and international students.
  - Hosted Admissions/Recruitment events to target full-time new student enrollment:
    - Special Events (which include On-Track, Latino College Day, Register Now) - 22
    - Open Houses - 4
    - High School Visits - 254
    - Community Events - 109
    - Ask Admissions Days - 98
    - Campus Tours - 152
    - Webcasts - 60 individual webcasts
- Increase retention and completion rates.
  - Through the College counseling department, employed probation student outreach initiative which includes support to over 1,200 through the following mechanisms:
    - Students offered course registration, re-entrance to college, and student success workshops assistance.
    - Established caseload model for all counselors to track specific students through Starfish Connect.
    - Goal: transition 25% of current probation students to good standing by fall 2017.
  - Initiated College-wide call campaign to over 3,000 students prior to the fall 2016 semester; approximately 1,100 students from call lists were registered; over 100 staff, faculty, and students assisted in campaign.
  - Established caseload model for all CME program participants; employed additional study skills workshops (adding two more sessions per semester).
  - Through counseling department, performed outreach to approximately 50 students eligible for graduation, but who have not completed the graduation process.
  - Academic Advisors were assigned to first-time students in ACCT, BUSA, BUSN, CIST, HCSP, LART, LSBS, JUST, and PSYC.in Fall 2016 and Spring 2017 (see outcomes above).
- Work with Workforce Development and Economic Innovation to identify potential synergies between credit and non-credit opportunities that support current workforce demands in the Philadelphia region and potentially increase enrollment interest in for credit programs.

- Along with the Workforce Development and Economic Innovation Division, a grant was obtained from CAEL to develop a system that facilitates the translation of non-credit to credit work. This grant will provide professional development to certain faculty in the division who will most likely be in a position to work with this translation.
- Determination of how to grant prior learning experience credit from current WEI advanced manufacturing offerings has begun.
- Behavioral Health Workforce Education & Training Grant (BHWET) – The BHHS program was awarded a \$280,000 grant by the US Department of Health and Human Services. The primary goal of the grant is to provide educational and experiential training to paraprofessionals in the field of youth development. The grant targets both in-house students and those already employed in behavioral health agencies throughout the city.
- Early Childhood Education Apprenticeship Program – The Education program is partnering with the 1199c Training Fund, through a William Penn Foundation grant, to offer paraprofessional in early childcare centers a pathway to associate-degree attainment through an innovative apprenticeship program and coursework at the College.
- Agreement with the Joint Apprenticeship Committee (JAC) for Carpenters – The Liberal Studies Division and Architecture, Design and Construction department are developing an agreement to offer credit for life experience to graduates of the JAC apprenticeship program who matriculate into the Construction Management A.A.S. program. This will be completed during the Spring 2017 semester.
- Participate in the development of the new Transportation Technology Center facility, and extend recruitment activities of transportation technology students into Bucks and Montgomery counties.
  - Rich Saxton and Pam Carter traveled to NC (Central Piedmont CC) to visit a best-in-class facility and worked with architects and facilities to identify needs for College facility. Review and feedback on several sets of architectural drawings has been provided. Major auto tech and diesel equipment needs for the new facility, along with expected costs, have been provided.
  - There are six CTE high schools in Bucks and Montgomery counties (three each), and outreach activities have taken place at three of the six thus far.
- Design opportunities for greater student and College engagement to better utilize the Athletic Center through enhanced fitness workshops, training activities, and programs.
  - Expanded group fitness offerings by returning Yoga to the schedule and adding a Boot Camp session; training activities are offered daily.
  - Partnered with Human Resources in the Biggest Loser Challenge, where 60 full-time employees will compete on 10 teams throughout the Spring semester. Athletics will offer their services, provide an orientation, and conduct a tutorial and workshop on how to jump start an exercise routine. Athletics Staff will be available throughout the challenge as an additional resource.
  - Filled all opened positions, fully staffing the Athletic Center which enabled greater efficiency and the opportunity for extended open hours in fitness center and gymnasium.
- Engage in program-related outreach activities

- Automotive Technology held Odyssey Day, a national event, at the West Regional Center resulting in positive news coverage and valuable industry connections.
- CAHM is partnering with PHL Diversity and the Greater Philadelphia Hotel Association to sponsor and host Hospitality Education Day on Main Campus, with over 200 student participants expected to attend.