

## **ACADEMIC AND STUDENT SUCCESS**

### **DR. SAMUEL HIRSCH VICE PRESIDENT**

#### **2017-18 ACCOMPLISHMENTS**

##### **STUDENT EXPERIENCE**

- Plan, develop and implement Guided Pathways
  - Complete identification of career clusters, and review and revise associated program maps
    - Updated internal and marketing materials with changes to academic pathways
    - Academic program and non-program maps have been created. The Academic program maps are currently on the website.
  - Revise academic programs maps to show how program ready and non-program ready line up.
    - Academic program and non-program maps have been created. The Academic program maps are currently on the website.
  - Oversee development of marketing materials and website changes
    - Worked extensively with Marketing on various webpages. These included the individual program's program map pages (with most of the efforts related to the course and completion sequences) and the All Offerings page. Conferred with EMSI to make refinements to increase accuracy of career information. Added link to career assessment tool to All Offerings page.
    - Added Accomplishments and Next Steps to the division's Guided Pathways webpages and updated other pages as needed.
    - Oversaw writing of articles on Guided Pathway efforts posted online (with contributions to the first): Guided Pathways and Veterans and Guiding Students to the Path and Keeping Them On It (on students with disabilities).
  - Continue to establish necessary organizational structure and communication mechanism to support development and guidance
    - Assisted in exploring possible structures, such as a leaderships team and a student support resource team.
  - Implement multi-year evaluation plan
    - Developed evaluation plan for Guided Pathways. The evaluation plan encompasses metrics that address subcomponents of each part of the Guided Pathways quadrant: clarify the path; help students get on a path; help students stay on their path; ensure students are learning. Incorporated metrics suggested by AACC and CCRC. Consulted with IR on next steps for data collection.
    - Documented accomplishments and next steps for subcomponents of the four quadrants.

- Reimagine and restructure operational infrastructure and support services
- Ensure successful implementation of revised and new degree programs
  - Under the Coordinator of Curriculum Development, many programs underwent curriculum development ahead of the 2018-19 academic year. The totals across the three academic divisions were:
    - New Program: 1 (Business – Accelerated)
    - Program Revision: 2 (Music Performance, SRMT)
    - Program addendum: 15
    - New Proficiency Certificate: 5 (Fire Science and Public Safety, Music Production, Post-Baccalaureate Accounting, Recovery Leadership, Web Development)
    - Proficiency/Academic Certificate Revision: 5
    - New Course: 10
    - Course Revision: 35
    - Course Addendum: 42
- Develop, integrate and launch supporting technology infrastructure (i.e. Starfish)
  - Starfish Degree Planner and Course Registration project was created. This project includes the build of program plans and support of a second registration system. The project is currently in the testing phase.
  - Supported Argos Implementation and Banner 9.
  - Implemented a process for inactivating students after two years of non-enrollment.
- Comprehensive redesign of student intake process
  - An Intake Redesign sub-group is in place and planning the new intake process for CPP students. The timeline for implementation is October 2018.
  - Worked with team on redesigning the intake process. Collaborated on student learning outcomes for the intake/onboarding process and mapping those SLOs to the various components of the intake/onboarding process.
- Pilot, evaluate and scale up developmental education and ESL innovative delivery approaches
- Institute placement test changes, including multiple assessment measures
  - In the Fall 2017 and Spring 2018 terms, the Assessment Center continued to examine the extent to which other measures such as high school GPAs, and high school transcript information could be used as strong predictors of course performance. Placement rule recommendations were made to the Vice President of Academic and Student Success and to the President; to be implemented in Fall 2018 for students enrolling in Spring 2019.
- Fully operationalize newly established Academic Advising Department with new full-time advisors
  - Data provided by Institutional Research which illustrates the impact on outcomes of students in programs assigned to advisors in Fall 2016 compared to students in programs not assigned to advisors in 2015:
    - Fall 2015 First Time in College Students in Assigned Programs = 1,601
    - Fall 2016 First Time in College Students in Assigned Programs = 2,891
    - Fall 2015 FTIC students retained to Spring 2016 = 1,151 or 71.9%
    - Fall 2016 FTIC students retained to Spring 2017 = 2,168 or 75%
    - Fall 2015 FTIC students retained to Fall 2016 = 718 or 44.8%
    - Fall 2016 FTIC students retained to Fall 2017 = 1,460 or 50.5%

- \* **Programs include 2015 = LART, LSBS, BUSA, BUSN, CIST, PSYCH, JUST**
- \* **Programs include 2016 = LART, LSBS, BUSA, BUSN, CIST, PSYCH, JUST, HCSP**
- Two full-time advisors were hired during the beginning of the Fall 2017 semester. The Academic Advising department currently has a total of nine full-time Academic Advisors, and the hiring of a tenth Advisor for the NERC is currently in progress. The goal is for the full-time Academic Advisor hired at NERC to begin working by the end of June 2018.
- In the Fall 2017 and Spring 2018 semesters, the Department of Academic Advising continued its use of the Starfish Early Alert System. During the Fall 2017 semester, 10,427 students met with an Advisor. 280 students cancelled their appointment, and 322 students were no-shows. During the Spring 2018 semester, 11,539 students met with an Advisor.
- Full-time advisors made a total of 138 classroom visits associated with the first-year courses in AH, BUSG, and FYE 101, as well as requests from discipline faculty.
- As of May 16, 2018, 5,056 students were enrolled and assigned to the nine academic advisors.
- Implement a system to track identified milestones
- Implement a system to track a milestone whereby students in the Health Care Studies Program take certain courses by the time they reach 24 credits.
  - The system has not yet been implemented.
- Implement electronic course substitution process
  - Completed development and implementation of electronic course substitution form, which went live in January 2018. Developed materials, such as an FAQ for students and informational materials for department heads.
- Continue to assess FYE courses
- Determine if a Science and Technology (STEM 101) FYE course should be developed and where it should be located.
  - The Department Heads of the programs in the Science and Technology Pathway have determined that a STEM 101 FYE course was needed, and the current thinking is that it should reside in a new degree program. The new degree program would enable students who are waiting to come into a STEM be admitted to a degree program while they are completing pre-requisite courses.
  - Faculty from Biology, Chemistry, and Computer Technologies completed the creation of a STEM 101 FYE course. The course is currently undergoing an approval process by the Science and Technology Academic Pathway Department Heads.
- Resolve problems surrounding students being required to take AH 101 within the first 12 credits.
  - This concern has been addressed and we continue to work towards a solution. Solutions include making sure that students are better informed about the 12 credit stipulation during registration and the advising process as well as utilizing the Guided Pathways Academic Program Maps to better inform the students.
- Resolve problems surrounding students who are not taking the contextualized Health Care FNMT courses.
  - It was determined that the best way for students to take a contextualized Health Care FNMT course was to create a new course (Mathematics for Healthcare) which would

- be required in the Health Care select programs. The course would be designed so as to count as the minimum General Education mathematics requirement. The course has been written and is currently in the hands of the Director of Curriculum Facilitation.
- Meetings with Counselors and Academic Advisors has increased the number of students who are registered for the contextualized Health Care FNMT courses.
  - Develop a comprehensive assessment plan that documents the success of Guided Pathways key initiatives with a special emphasis on AH 101 and FNMT health care contextualized courses.
    - A comprehensive plan has been developed for the AH 101 course that collects data both on the AH 101 course learning outcomes, as well as data on the impact of the AH 101 course. The data collected includes, but is not limited to 1) documenting the success of students as they take subsequent courses; 2) documenting the rate of transfer into CCP's select health care programs; 3) results from the "At-Risk Student Survey" and 4) data showing the success rate of students who took AH 101.
  - Finalize a plan for a streamlined Health Care Admissions process.
    - The streamlined plan has been created and approved.
  - Develop a timeline for the implementation of Foundational Mathematics Initiative which includes the transition from pilot to scale up implementation.
    - A number of discussions have occurred as to the direction that the Foundational Mathematics Department recommends taking in order to improve the success rate in developmental math classes and in FNMT 118. The pilot for the Accelerated 7A/7B Fall and Spring courses has proven very successful. Pass rates in the courses over four semesters (Fall 2015 to Spring 2017) average a pass rate of 74% (FNMT 016), 74% (FNMT 017), and 63% (FNMT 118). The number of students taking these courses has increased from 11 to 39 (FNMT 016), 28 to 76 (FNMT 017) and 17 to 30 (FNMT 118) over the four semesters. Thus, the pilot of these accelerated courses (FNMT 016 and FNMT 017; FNMT 017 and FNMT 118) has moved from a pilot to full implementation.
    - A process for informing students of this opportunity has been developed. The process includes identifying a certain score on the Math placement exam whereby students are determined appropriate candidates for the course and sent letters informing them of this opportunity and flyers developed to let students know about this opportunity have been designed and posted at the Main Campus and at the Regional Centers.
    - A new course is in development to accelerate the progress of students who start at the FNMT 016 level. The course will be a combination of FNMT 016 and FNMT 017 to run in the 15-week semester. A curriculum facilitator has been assigned to the faculty members writing the course. Implementation is expected to occur for the Spring 2019 semester.
  - Determine how the Science and Technology Pathway will work for students who are not immediately eligible to enter the program of choice.
    - The Department Heads of the programs in the Science and Technology Pathway have determined that a new degree program should be developed to enable students who are not immediately eligible to enter their STEM program of choice an opportunity to be admitted to a STEM degree program. A draft of the Integrated Science Program

was created. However, it was determined that more work needed to be done on the degree. This work will take place during Summer 2018.

- Institute mandatory new student orientation program
  - Completed:
    - Newly enrolled student population selections - worked with IT
    - Invitation Letters based on the 7 Pathways
    - All MMS/Facilities/Catering/ Marketing items and orders
    - Designed a two-day NSO vibrate program / All New Student Roundup morning program
    - Designed 7 distinct orientation break-out sessions based on a student's Pathway
    - Designed orientation track based on learning outcomes
    - Recruited staff volunteers
    - Executed an inaugural marketing partnership between the Union representatives work with Orientation Team
    - Led weekly NSO Monday meetings with 15 members. This culminated with leading a team of 50 (staff and students) from September 2017 to the two-day NSO January 11th and 12th.
    - Created Assessment tool based on desired student learning outcomes for each of the three sessions during each of the 7 pathway sessions the new students attended.
    - As part of the recommendation provided by CCP's *Intake Redesign / Onboarding Subcommittee*, the Committee proposed that the College should purchase an online orientation software package. Research was conducted on Advantage Design Group and received overall campus-wide support and enthusiasm for moving forward in working with this group for the upcoming 2018-2019 academic year to institute a new mandatory online student orientation program - projected to launch for Fall 2018 (late October).
  - The CME program hosts a four-week summer program for 75 first-time incoming students designed to promote academic, career, and personal preparedness for success at the College. More specifically, participants will be able to:
    - Cultivate their self-awareness and ownership for learning;
    - Receive “brush-up” instruction in reading, writing and math, and eligible participants will be able to retake the placement test and test into college level courses;
    - Develop an academic, career, and financial plan;
    - Enhance career, personal and leadership development skills;
    - Identify and develop social and cultural capital;
    - Provided with a detailed overview of the College processes and procedures while being introduced to the various academic programs (majors), supportive academic and (non)academic services and resources, and Student life available at the College; and
    - Off-campus leadership retreat at Kutztown University.
    - Other benefits:
      - Breakfast and lunch daily;
      - Weekly transpass;

- Supplemental materials including access to IPADs during classes; and
  - A \$300 stipend for successfully completing the summer program.
- Institute strategies to reduce time to completion
  - In collaboration with the Foundational Math and Math Departments and with the Transfer Credit and Placement Office, the Assessment Center finalized and implemented a credit-by-exam process for FNMT 118, MATH 161, MATH 171, and MATH 172.
  - In collaboration with Educational Testing Services and College Board, the Assessment Center staff received training and test center Certification for the College-Level-Examination Program (CLEP). This academic year there were five CCP students who sat for the credit-by-exam tests but none for the CLEP. For both new testing programs, the plan is to work with admissions, academic departments, counseling, advising, and marketing to publicize and promote these two prior learning assessment opportunities.
  - Business & Technology successfully ran six Winter Term courses from the Business Administration and Marketing and Management departments.
  - Meetings were held with Temple to assess the changes to the math/statistics sequence in the business programs, and it was eventually determined that the current math/statistics requirements in the Business-General and Business Administration degrees meet the new requirements.
  - Working with the Assessment Center, credit by exam were developed for MATH 171 and MATH 172.
- Ensure adequate training and professional development
  - As part of Achieving the Dream's Engaging Adjunct Faculty in the Student Success Movement grant, workshops and webinars were offered to adjuncts in Fall 2017 and Spring 2018. An appreciation event was held each semester, with service awards organized by HR presented at the event in April 2018.
  - Business and Technology held two half-day mini-retreats, one in fall 2017 and one in spring 2018, with a primary focus on designing a future for the division that best supports student success.
  - Presented the two Mathematics Department awards which were the Thomas R. Scott award and the James P. Diskin award.
- Build an environment in which faculty are engaged and supported to explore innovative approaches to teaching and learning
- Increase diversity within the faculty
  - New FT teaching faculty offers have been made to and accepted by three faculty hires for fall 2018 in the areas of economics, business leadership, and networking. In terms of diversity, the new hires include two white women and one Asian man.
  - A new FT academic year Instructional Aide was hired in the culinary arts area and began in spring 2018. In terms of diversity, the new hire was a white woman.
  - Full-time Faculty hired: 14
    - White Non-Hispanic: 8
    - Black Non-Hispanic: 4
    - Hispanic: 1
    - Asian: 1
- Develop and implement new strategies to improve outcomes for first-time-in-college students
- Improve outcomes for students in developmental education and ESL

- Pilot and evaluate co-requisite model for developmental English – Accelerated Learning Program (ALP) and scale ALP model for all 098 students by Fall 2018.
  - In Fall 2017, six sections of ALP were offered including a 10-week section. In Spring 2018, this was expanded to eight sections.
  - Both qualitative data and quantitative data indicate that students in ALP sections outperformed students in regular 098 sections as well as students who were placed in LVL 6 in their pass rates for English 101.
  - Based on the data from Fall 2017, full implementation of ALP will occur in Fall 2018, with sixteen sections. No 098 standalone sections will no longer be offered.
  - Since ALP students are essentially at par with students who place into LVL 6, in Fall 2018, they will be eligible for enrolling in college-level content courses.
- The English department piloted a reading workshop model for students who passed English 098, but did not pass ENGL 099 and allowed them to enroll into ENGL 101/108.
  - In Fall 2017 and Spring 2018, reading workshop sessions were established for these students with assistance from Dr. Sandy Harrill, Director of Academic Connections. Students attended workshops and enrolled in a 10-week ENGL 101/108. Student success increased, but the logistics were complex. Therefore, in Fall 2018 students will concurrently attend a mandatory Learning Lab and enroll in ENGL 101/108.
- Foreign Language: All of language courses are available for students requiring developmental education. The goal this semester was to make sure that all of the language courses we offer utilize course materials that allow for additional practice with listening comprehension and speaking. The following were outcomes of this category: verified that Spanish, Italian and French have textbooks with the technology to support such outcomes; Arabic now has a link to the publisher's audio material for students to access; and a meeting with the part-time faculty is set to inform faculty of the mandatory use of the lab manual and aid in its use online.
- Music: The department refined the placement levels for all courses on the open course list to reflect what placement levels are required for entry into a course. This will allow Music and SRMT students to stay on track in their degree as they take developmental courses.
- Justice: The program developed a contextualized Justice 101 course and added Justice 101 to the open course list, so that students have a program course and a social science elective open to them while taking ESL or developmental English courses.
- Continue supporting through intentional programming the 50th Anniversary Scholarship recipients
  - Mandatory Program Orientation Meetings:
    - Held for all 50<sup>th</sup> Anniversary Promise Scholarship recipients (Cohorts 1, 2, & 3) at the beginning of Fall 2017 and Spring 2018 semesters
    - Orientation meetings were held at the Main Campus (three meetings per semester on staggered days and times) and at the Northeast Regional Center (two meetings per semester)
    - Meeting content was tailored to the Scholarship recipients and included topics such as Scholarship eligibility requirements, how to get involved on campus, time management tips, student success and strategies and study skills, upcoming academic

- success workshops and extracurricular activities, graduation requirements, and financial aid information
- During the orientation, students were introduced to the five program coordinators who were also the presenters
- Extracurricular Activities (campus or community based)
  - Students were invited to participate in the 2018 MLK Day of Service at Girard College in collaboration with the Student Leadership & Involvement office
  - Students were invited to participate in the 2018 College commencement as volunteers in collaboration with the Student Life office
  - Students were connected with the College's Institute for Community Engagement and Civic Leadership for community service opportunities
- Academic Success Workshops
  - Students were given the Counseling Center and Learning Lab workshops listing with descriptions to attend throughout the semester
- Implement strategies outlined in the new Strategic Plan
  - Produced document with equity data for Board of Trustees to examine during the retreat. The data will be looked at more closely by the Board over the next year.
- Fully implement, in collaboration with ITS and external consultants, new expanded integrated software platform in the areas of advance reporting, student transfer prospects and student academic planners
- Expand functionality of the Hobson's Customer Relationship Management (CRM) system
  - Focused on educating staff and academic departments on the functionality of Hobson's.
- Fully implement action plan for improving outcomes for Latino students and increase Latino mentoring program participation
- Develop, identify logistics and implement processes to expand Single Stop's services to Regional Centers
  - Worked with Facilities, Purchasing and other departments to set up the new office at the Northwest Regional Center (NWRC), and hired a part-time Regional Centers Coordinator to offer services. The office opened its doors in October 2017.
  - During the Marketplace Open Enrollment Period and in collaboration with navigators from the Public Health Management Corporation and The Health Federation of Philadelphia, offered healthcare enrollment assistance to students at NERC, NWRC and WERC, as well as at the Main Campus.
  - Distributed food vouchers during final weeks at NWRC, NERC and the Main Campus.
  - Coordinated outreach efforts to increase the visibility of the Regional Centers office operation, resulting in the screening for benefits of 85 students. Other outcomes include: 39 public benefit applications, 5 legal referrals, and 4 financial counseling sessions.
  - Given that the Regional Centers Coordinator left the position after three months of service, conducted a new search, finalized the hiring process, and a new Coordinator started on May 7, 2018.
- Connect with faculty and staff and collaborate with College departments and supportive services to extend Single Stop's services to new and current students
  - The mid-term external evaluation findings highlight the confirmatory analysis of higher (statistically significant) semester-to-semester persistence, Grade Point Average, and degree-bearing credit pass rate for students who utilize Single Stop services, compared to those who do not use them.



- Single Stop surpassed contract goals for the fifth consecutive year, screening almost 2,500 students during 2017-2018. The total number of students screened for benefits at all campuses from October 2013 to May, 2018 is more than 9,100 students. The total estimated student return adds up to more than \$20.5 million in tax refunds, cash and non-cash benefits.
- In collaboration with Pathways PA (tax preparing partner), established a new record high of taxes filed during tax season (1,100) with an estimated return of more than \$1.7 million.
- Collaborated with Community Legal Services (legal partner) to advocate for a new SNAP rule that expands the access of community college students in Pennsylvania to access food stamps benefits without having to comply with a previous work requirement.
- Single Stop staff continues to collaborate with various departments and programs including English, Nursing and AHA to raise awareness and promote services offered to enrolled students. During 2017-2018, Single Stop delivered presentations, facilitated workshops and also collaborated with the Business division to create an introductory module on Canvas.
- Collaborated with the Women Outreach and Advocacy Center to promote healthcare enrollment services during the Open Enrollment period through the organization of the CCP Annual Health Expo.
- Played a key role in the contract negotiation, in collaboration with Single Stop USA and CCP's General Counsel.
- Represented CCP at various panels and speaking engagements.
- 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
  - Music: The program continued work on transfer agreements and met Kutztown University and aligned credits for transfer. Still working on University of the Arts (in the middle of program redesign), Penn State Abington (meeting scheduled for May) and Drexel (another meeting took place and they are once again looking into the opportunity to allow transfers in their Music Industry program).
  - Established transfer pathways for the Business and Business Administration degrees, were reviewed in first step of determining which articulation agreements are viable and extending articulation agreements to the Business-General and Business-Accelerated degrees.
- Further develop industry-standards-based Computer Technologies curricula to facilitate greater student attainment of industry certifications
- Establish increased opportunities for co-curricular activities for students, including participation in program-related professional associations
  - Business & Technology established a series of co-curricular events during the fall and spring semesters, including an inaugural Dean's Speaker event, three B&T @ the Movies events (one co-sponsored with C-CAP including attendance of high school students), two workshop events presented by Campus Philly, one workshop event presented by Career Connections, an International Festival Week "Food in the Cube" event, and a "Chat with the Dean" event.
  - Collaborated with faculty and staff across the campus to develop a more engaging co-curricular experience including:

- Developed and hosted an LGBTQ Conference in October 2017, planned by faculty/staff as part of President's Diversity Council.
- Developed thematic programs for Latina/o Heritage Month, African American History Month, and Women's History Month.
- Coordinated and sponsored a cultural, study abroad trip to Merida, Mexico during Spring Break 2018, with 17 trip participants (14 students + 2 faculty + 1 administrator).
- Coordinated the 34th Annual International Festival Week, hosting 16 events in early April.
- Supported various academic programs, such as: Spring Poets & Writers Festival, Magner Nichols Speech and Monologue Competition, and April Is Art.
- Sponsored various co-curricular field trips with faculty, such as: Honors Curriculum Bus Trip to NYC, Liberal Studies Bus Trip to Washington, D.C., etc.
- Sponsored and planned various academic celebrations, such as: Nurses Pinning Ceremony, Dental Hygiene Ceremony, Diagnostic Medical Imaging Pinning Ceremony, and Respiratory Care Ceremony.
- Establish Student Ambassador concierge service
  - The Student Information Desk Team as staffed by the Student Ambassadors was established in September 2017 in the Bonnell Building.
  - Expansion plan for Fall 2018 - Winnet, West, Mint and CBI buildings will have designated areas and will be staffed.
- Redesign pathways for pre-college English courses (ESL and developmental English) to maximize linkages and alignment with college-level courses and programs of study
  - Compiled and formatted developmental education maps for most programs.
- Increase professional development opportunities for faculty around teaching pre-college level learners
- Develop program management plans for all programs demonstrating weak degree attainment, retention, and/or viability
  - A proposal to merge the Marketing and Management department into the Business Administration department was written and is going through the approval process.
- Develop an Academic and Student Success Master Plan to include an Enrollment Management component
  - A plan has been created for the Regional Centers.
  - Continued work on the Academic and Student Success Master Plan, gathering additional input from various stakeholders; developing two document revisions; and presenting plan drafts at an open College forum, an Extended Cabinet meeting, and a Department Head meeting.
- Investigate and create bridge programming for highly enrolled programs, such as Business, Accounting and Justice
  - In fall and spring, several sections of contextualized courses were offered, including ENGL 098/099 (ESL) for Business and ENGL 098/108 for Psychology, Biology and Education students. All of these sections were offered to create an academic bridge for students into popular programs at the College. To facilitate enrollment and increase offerings, the English department has worked with the IT department to add subject specific labels next to the sections for increased visibility in course searches.
- Honors Program redesign to envision a more comprehensive, cohesive and visible imprint

- This goal was not accomplished, although the Honors faculty did train a new faculty member in the program and will launch a Psychology hybrid block of Psychology/English in Fall 2018.
- Develop unique agreements, such as 2 + 2 programs and 3 + 1 programs, with key institutional partners
  - This goal is still in progress and includes the ASL/Interpreting program, the Education (Birth – 4th Grade) program who are both having specific conversations around these types pathways.
  - Facilitated discussions with Bloomsburg University regarding an accelerated business transfer degree.
  - The agreement with Harrisburg University was completed, allowing students to complete various bachelor's degrees at Harrisburg University in the City.
  - Within past year, the following agreements were finalized Rutgers University-Camden, University of Harrisburg, Kutztown University and Bloomsburg University
  - Within the past year, the unit began developing agreements with Chatham University and University of the Sciences
  - New clinical agreements for the MLT program include, Penn Presbyterian OP lab and Our Lady of Lourdes Hospital.
- Identify leakage points for students in specific programs and address those issues within the control of the program faculty
- Promote a new model for credit-bearing study abroad experiences for students in diverse programs
  - Developed new interdisciplinary Honors capstone seminar course, IDS 299H.
  - Organized a new Honors Study Abroad offering in partnership with Arcadia University – during Summer 2018, the new IDS 299H will be offered in an Honors block with ART 101H (Visual Communication - Honors). Eleven students and two faculty members will travel to London.
- Promote extra-curricular and enrichment activities for program students, tailored to career and transfer interests
  - ASL/Interpreting: The program promotes extra-curricular and enrichment activities for program students. The program maintains a bulletin board of resources/activities for students. In addition, the program planned an event in the fall with a Deaf actor/motivational speaker that was attended by over 200 people. Additionally, the final ASL course planned and hosted a Deaf event for the community that drew over 400 students from various ASL courses in the area as well as Deaf community members.
  - Behavioral Health and Human Services: The Office of Collegiate Recovery has an established “Recovery Club”, which is peer mentored and overseen by the OCR coordinator/BHHS faculty, Pat Scoles. This club is part of the Student Life, but has a strong connection to the BHHS program. In addition, all students, including those involved with the OCR, may earn a new proficiency certificate in Recovery Leadership.
  - Justice and Paralegal Studies: Offered service learning opportunities such as expungement clinics, field trips to court, formal internships in Paralegal Studies, informal volunteer opportunities for Justice majors, informational interviews, classroom visits from police agencies (PA State Police, Philadelphia Police, North Carolina Police) to recruit CCP graduates, and encouraged PLS students to be active in Philadelphia Association of Paralegals.

- Justice and Paralegal Studies: In concert with the Fox Rothschild Center for Law and Society, provided programs and workshops of interest to help maintain student focus on career and educational opportunities such as Constitution Day, Employment Law, Criminal Law Updates, and visits from local elected officials like District Attorney Larry Krasner.
- Music: The program created a new concert series linked to Institutional Advancement which will showcase voice students. The first concert of the series, entitled “CCP Voices”, occurred in December 2017. It was very successful in showcasing the students in the department, as well as the talent of our faculty. It gave the students an important performance opportunity outside of their ensemble and jury concerts as well. Also, to increase the number of external/public appearances for ensembles, the jazz band in particular has been performing more often around campus, but also at bars, clubs and other events around the city.
- Refocus on transfer function
  - Develop and implement comprehensive assessment plan for transfer
    - As part of AES, developed comprehensive assessment plan for transfer. Have assessed two outcomes in 2017-18.
      - Review of agreements
        - Developed schedule for review of agreements on five-year rotating basis.
        - Meetings were held with several universities. The goal was to improve the transfer guidance for Allied Health students interested in careers in nutrition and dietetics. Dual admissions agreement updated for LaSalle (for review this summer due to one change in a class at each institution). Dual admissions agreement created for Drexel. Met with faculty from West Chester and transfer agreement created.
      - Data analysis for transfer outcomes
        - Worked with the Director of Articulation and Transfer on the Dual Admissions Partners breakfast, held in April 2018. Shared information on data sharing with partners.
        - Have developed preliminary list of data needed from transfer institutions.
      - Institute changes for improvements
  - Continue to improve transfer webpages
    - Worked with Director of Articulation and Transfer on a schedule for regular review and improvements to the webpages. Several updates and revisions were instituted throughout the year.
  - Determine if possible to set criteria for agreements
    - Oversaw development of draft set of criteria, which was reworked to be for informational gathering purposes only for when a school approaches the College for a transfer agreement.
  - Solidify the transfer function in Social Science courses and programs by developing a relevant, transferable degree or certificate option
    - This goal was not accomplished, although some consideration of an interdisciplinary program in Social Science is occurring.
- Ensure academic program coherence and excellence through assessment and development
  - Develop assessment plan for curriculum development process

- Steps to assessing the curriculum development process have been undertaken. Input from faculty who regularly work on curriculum development and from deans has been gathered. Review and revision of curriculum development documents have begun.
- Formalize aspects of Curriculum Facilitation Team, such as job description
  - Mission statement for the Curriculum Facilitation Team and job descriptions for the team members were developed under the Coordinator of Curriculum Development
  - Formalized extended time proposals and reports for CFT members.
- Determine areas for enhancing webpages for Curriculum Development (e.g., curriculum/course document repository)
  - Resources on curriculum development have been expanded and posted to the division's website. Topics include curriculum development process, tips for curriculum developers, syllabus guidelines, template and documents, and the curriculum development calendar.
  - The SLO database was completed and posted at the division's website.
- Institute strategies to reduce time to completion/Institute strategies to eliminate gaps in student success outcomes
  - Complete intervention database and determine means to provide updates/reports on regular basis
  - Based on interventions from past year and on any for this upcoming year, determine if possible to set schedule for some interventions to be done on a regular basis
- Continue work with DACE as part of the RISE Lenfest grant project to create an ICT (information and communication technology) focused dual enrollment high school program
  - Completed work with DACE on the RISE Lenfest grant project to create an ICT (information and communication technology) focused dual enrollment high school program. Grant proposal was submitted, but not funded.
- Complete CAEL grant work focused on establishing non-credit to credit pathways between the College and Philadelphia Works via granting college credit for prior learning experiences gained through ITA training. Grant work anticipated to end December 2017.
  - Oversaw completion of contract with CAEL for the PLA Accelerator.
- Investigate ACBSP accreditation for business-related programs in the division as a means of establishing best practices in assessment, professional development, strategic planning and continuous improvement
  - Assessed feasibility of ACBSP accreditation for business-related programs. While benefits would include establishing best practices in assessment, professional development, strategic planning and continuous improvement, it was determined that current faculty resources were not sufficient for completing the work associated with applying for and maintaining accreditation.
- Focus on the continuous improvement cycles in each program assessment plan, supporting faculty in their efforts to learn and establish best practices for their regular program assessment and periodic program reviews, including establishing enrollment-related targets for each program
  - The continuous improvement cycles in each program assessment plan in the Business Administration department (the other department faculty did not submit continuous improvement cycle documentation due to current union negotiation status) were

- examined and feedback provided. Establishing enrollment-related targets for each of the programs in the Business Administration departments will continue over the summer.
- Develop and implement strategies to reduce the cost of textbooks/course materials
    - All departments in the Business & Technology division have actively engaged in discussions and actions toward lowering the costs of textbooks for students. In fall 2018, Accounting and Economics will pilot the First Day program, several courses across the three departments are planning to use Cengage course materials as part of the Cengage Unlimited program, and one business course section plans to pilot the Barnes and Noble OER program.
  - Emphasize training and use of Starfish with all faculty, particularly in sending alerts/kudos
    - As part of the Adjunct Engagement grant, technology tools were included in various resources made available to adjuncts via workshops, the Adjunct Institute, and online resources.
    - The Business Administration department held a detailed Starfish training session for faculty to encourage greater understanding and effective use of the tool.
    - Faculty peer training throughout semester
    - Starfish training during PD week each semester
    - Faculty training video on completing a progress service
    - Faculty training drop in sessions with faculty trainer or SSI administrators
    - Representative from the Student Success department provides a detailed orientation of the Starfish system with incoming participants during the CME summer program.
    - Support Coaches regularly check Starfish and close the loop with students and faculty based on the type of alert and/or kudo submitted by faculty.
  - Create workshops for faculty developing, teaching or using online materials or methods
    - The Computer Technologies department held an online and hybrid orientation for all student taking online or hybrid courses in the department, as well as open house and walk-in registration workshops for all students in their programs. In the recent program reviews for Computer Technologies programs, these efforts were credited with contributing to increased retention and graduation rates.
  - Complete RFP for Child Development Center
  - Review and revise (as applicable) the grade change/appeal process and Academic Integrity Code
  - Provide each faculty and staff with professional development opportunities in the areas of customer service
  - Complete College Complaint form
  - Increase Complete with 15 Scholarships by 15% in the 2017-2018 academic year
    - The goal to award 108 scholarships during the academic year Fall Semester 2017 and Spring 2018 was not met.
    - In response to not meeting the goal, the Student Success Initiatives staff has begun an informational campaign in collaboration with the of Student Life Marketing and Engagement Coordinator to create communication vehicles that will foster attention to the scholarship and increase enrollment in the program during the next year.
  - Develop Snack Rack Sustainability Plan
    - Operations
      - Fully housed and managed by the Student Leadership and Involvement Center (SL&IC) and the Student Government Association.

- Volunteers - SL&IC solicited students and it's written in the job description of the 2nd Vice-President of the Student Government Association
- Snack Rack Food Donations
  - College-Wide Donations: Twice in both the Fall and Spring College-wide announcements to " Pack the Pantry" go out to the College community; monetary donations are also accepted.
  - Food and monetary donations are accepted year round.
- Fiscal
  - Grants - Received the Leo and Peggy Peirce Family Foundation grant for \$5000 (Grant period 10/17-10/18).
  - College Employee Payroll Deduction Form (I mentored an Initiative by the Leadership Institute team - Food for Thought and this is supported by the Office of Institutional Advancement).
- 3-Tier Snack Rack Plan expansion
  - Tier I - Established Informal Donation and Food Distribution Initiative
  - Tier II - Established the Snack Rack Food Pantry
  - Tier III - Established the Snack Rack/Food for Thought Urban Garden Initiative (On-campus with the Leadership Institute and off campus with the North Philly Peace Park). Per a meeting on February 13, 2018 with VP of Finance Jacob Eapen and Facilities Director Tyrice DuPass the plot of land between the Bonnell Building and the 17th Street Open Lot has been dedicated for the use of the Snack Rack/Food for Thought Urban Garden. The SRFfT Urban Garden will teach students to grow food in an urban environment.
- Establish consistency with pre-requisite, co-requisite and placement for courses at the College in collaboration with the Coordinator of Curriculum Development, Advisors and the Scheduler II
- Assess GRIT inventory in the assessment and placement process to assess if the instrument can be used as a multiple measure for placement of students
  - In the Fall 2017 and Spring 2018 terms, the Assessment Center continued to examine the extent to which other measures such as the GRIT scale, high school GPAs, and high school transcript information could be used as strong predictors of course performance. In a set of general linear modeling analyses, grades from entry level English and Math courses were regressed on ACCUPLACER scores, official high school GPAs, relevant high school course grades, and GRIT scale measures. The GRIT scale measures were found to have no impact on course performance in any of the entry level English or Math courses; however, high school GPAs and high school course grades were significant predictors of grades in both college-level English and Math courses (i.e., ENGL 101 and FNMT 118).
- Increase ACCUPLACER testing at High Schools beyond 2016-2017 level
  - This year the Assessment Center continued to collaborate with DACE, the Welcome Center, and ITS to administer the College's Placement Test off-site at several Philadelphia high schools. Eight locations were added for the 2017–2018 academic year.
  - Overall, a comparison of two similar time periods (i.e., May 11, 2017, to May 10, 2018 versus May 11, 2016, to May 10, 2017) shows a 53% increase in high school testing (cf. 690 versus 450) this academic year.

- From January 2018 to May, 2018, Academic Connections, in collaboration with the Admissions Recruiters, implemented 14 Test Prep Programs in 13 different area high schools or non-profit organizations. This program reached 223 high school students. Placement test outcomes are being collected as well as data on students who matriculate to CCP in the Summer or Fall, 2018 semester and will be reported on in Fall 2018.
- The COD, in collaboration with the Overbrook School for the Blind (OSB), developed a streamlined accommodated Placement Test process for students from OSB. The COD worked with the Welcome Center to customize admissions events that address their needs, and provided students with a brief overview of the interventions available to support their success at CCP, establishing the COD as a point of contact for the students.
  - During AY 2018, the number of students with significant vision loss who are registered with the COD has risen from 13 to 27 students (108% increase).
- The COD worked in collaboration with CCP offices/departments developed a special admissions event for PSD in April 2018. Approximately 40 students of all grade levels attended the event, and the PSD transition coordinator reported that several seniors are excited about the prospect of attending CCP.
- The number of students with significant hearing loss who are registered with the COD has increased from 14 to 23 (65% increase) during AY 2018.
- Track high school students who tested at the high school locations to see what the enrollment outcomes are for these students
  - The Assessment Center is collecting information on the 450 students who tested at high schools in 2016-2017.
- Work with Admissions recruiters to increase the number of students who send their high school transcripts via Naviance
  - Submission of high school transcripts increased by 1.2%.
- Implement Integrated Library System (ILS) – ALMA (ExLibris) by Fall 2017 semester
  - The library migration team preserved valuable data in the former Millennium system and cross walked it to Alma. The Information Technology Services Department provided support in this endeavor.
  - The library team met weekly with ExLibris, Alma's vendor, along with scheduled and ad-hoc team meetings for specific functions of Alma. Alma went live on December 23, 2017 and the successful migration to Alma means students can now renew books and check their library account with much greater ease, and Alma allows the student experience of the Library's online resources increasingly streamlined.
  - In addition, the Summon discovery tool, replacing our catalog, has resulted in all of the library's resources (print and electronic) being made more readily accessible through a single search. Loading College users into the library system is now an automated process, which runs daily, overnight (this replaces a manual process). Alma is also connected to the College's single sign on (SSO) system, so students now login through MyCCP to check their library account. Ultimately, Alma gives the library greater control over the collection, which results in increased ease of access for our students, and Alma's streamlined processes and workflows give library workers more time to provide better library service.



- Scale up Brush-Up summer sessions for students in Math, ESL and Writing by adding weekend sessions for high school students in the Spring 2018
  - The number of ESL students in the Brush Up more than doubled – from 10 in 2016 to 21 in 2017.
  - The number of students in the Math Brush Up was 23. However, only 6 of the 19 students who completed the program improved to College Level Math.
  - The overall success rate for the Brush Ups:
    - 35% improved to college level courses in either English or math
    - 23% improved but remained in developmental courses
    - 42% did not improve in either English or math
- Develop and launch at least one web-based narrated informational tool to assist students/faculty in navigating testing procedures in the Center on Disability
  - In process for 2018-2019
- Implement on-line tutoring platform
  - In process for 2018-2019
- Review and modify, where appropriate, policies and procedures
  - Information on withdrawal policies and procedures has been reviewed with the intent to make improvement that would positively impact student success. Members of the Student Success Team reviewed policies and procedures at peer institutions and drafted text to provide information on all withdrawals in one place online. Have worked with ITS to determine technological implications.
  - The number of incomplete grades, late grades, and late 20% and 50% attendance reports in the B&T division were reduced due to sustained department head efforts.
  - Reviewed the following:
    - Excused withdrawals
    - Time/Academic Amnesty
  - Completed early packaging for the 2018-2019 academic year by February 28, 2018.
  - Packaging all students who are eligible to be awarded regardless of registration status, thereby allowing students to make the decision to attend the institution by showing them their eligibility.
  - Reinstated Transfer Monitoring (Financial Aid).
  - Refined financial aid communication strategy to students.
- Leverage technology to improve learning and program delivery
  - Worked with IT to determine a solution for chronic technology problems in networking and cybersecurity courses, which were negatively affecting students' experiences of their courses over a three semester period – solution was implemented in May 2018.
  - Implemented ALEKS software platform in the health care contextualized courses and some on-line courses.
- Expand enrollment opportunities: online offerings, international students, Regional Centers and other new markets
  - Continued to provide recommendations for course offerings to maximize enrollment. Submitted a proposal for spring and summer 2018. Have had discussions with English Department Head, Biology Department Head and Foreign Language Department Head on various options with regard to expansion of course offerings at WERC. These initial discussions resulted in two additional foreign language sections (Swahili and Spanish)

- and continued strong commitments to college level English course offerings with a section of Public Speaking in fall semester and in spring semester (WERC).
- Increased the number of full time FNMT faculty who can offer on-line courses. Fifty percent of the full time faculty now teach on-line courses.
  - Increased the number and quality of the Accelerated FNMT courses. These courses are running during the Fall and Spring semesters in a seven-week format.
  - Increase enrollment in underserved programs
    - Both the Engineering Science Program and the Mathematics Program underwent an Academic Program Review. As part of the Action Steps for each program, the issue of low enrollment was addressed.
  - Oversee plans and strategies for necessary classroom, lab, and office renovations
  - Increase enrollment of new students with emphasis on full-time and international students
  - Increase retention and completion rates
    - Eleven students successfully completed the Ophthalmic Technician Proficiency Certificate which was an increase from the 8 students in a previous cohort.
    - Implemented more technology use in the Dental Hygiene Program which included digital radiography and chair-side computer use.
    - Thirty first-year dental hygiene students were able to attend a presentation from the Orascopic representative for their DH 191 class. They were introduced to magnifying loupes and then allowed a free trial period to utilize them in the dental clinic.
    - Fifteen first and second year dental hygiene students went to the Pennsylvania Dental Hygienists' Association and presented topics at the sessions.
    - The MLT completion rate has increased from 94% (Class of 2016) to 100% (Class of 2017).
    - A new assessment tool, Media Lab, was introduced into the MLT 295: Clinical Practice course during the Spring 2018 semester. Media Lab is a computer simulation of the ASCP board exams which MLT student must take to become certified.
    - MLT faculty have started using the Kahoot learning platform for a more interactive assessment of knowledge.
    - Expanded the Mathematics A.S. student database to better track Math majors as an effort to better engage students.
    - Developed introductory exercises in Matlab for Engineering Science students and implemented the exercises in Engineering and Physics labs. This software is utilized at Drexel University and other transfer institutions.
    - Took students in ENGR 102 and ENGR 202 to labs at Drexel University and the University of Pennsylvania to introduce them experiments that are too advanced to be done at the College because of the equipment involved.
    - For the third year, Nursing faculty offered the "Pre-Nursing Workshop with the goal of increasing retention in NURS 101. Forty students participate in the workshop. Retention in NURS 101 decreased by 3% while retention in NURS 132 increased by 0.5%.
    - Offered the Annual Student Professional Development Day for all nursing students. The event allows students to participate in a professional conference. For Fall 2017, the keynote speaker spoke on Trauma Informed Care. The event also includes Paula Umana from Single Stop and a panel of Nursing students who have graduated from CCP's Nursing program.

- The Nursing students of NURS 132 participated in the Evidence Based Practice Conference. The keynote address was on research related to pain management in chronically ill patients with specific emphasis on sickle cell disease. Each clinical student group also presents a concurrent session on a relevant topic with the most recent evidence for best practices in Nursing.
- During the Fall and Spring semesters, four faculty members served as coaches for the Nursing students. Each student was seen at least once each semester and coaches engaged the students in a variety of activities to challenge their thinking and preparation. Students evaluated this practice as very helpful. Each coach engages the students until they are successful on the NCLEX exam. This has resulted in an increase in the pass rate from 86.7% to 89.71%.
- Faculty teaching in NURS 101/132 created a series of maternity simulations and newborn assessment activities to help prepare students for the workforce.
- Throughout the Fall and Spring semesters, Nursing faculty have visited and spoken to students in the AH 101 classes. Frequently accompanied by current Nursing students, faculty discuss the requirements for the program and the requirements for admission and success in the program. This academic year, 20 AH 101 sections have been visited by Nursing faculty.
- The Nursing program received a grant from the Independence Blue Cross Foundation for \$5,600. This grant enabled the faculty to provide 10 scholarships of about \$560 each to students in the nursing program.
- The Annual Pass Rate for first time test takers in Nursing was 89.7%.
- New Program Flyers regarding MLT were created informing students of two information sessions held at the Main Campus. One more information session is planned for June, 2018.
- TRiO Student Support Services achieved:
  - 71% persistence; of students served will enroll in the fall 2016 semester will persist to fall 2017 = 79% attained.
  - 86% of all students will have GAS (good academic standing) = 94% attained.
  - 30% of students eligible to graduate will achieve an associate's degree and or certificate attainment within 4 years = 31% attained
  - 80% of students eligible to graduate will achieve an associate degree and certificate attainment and transfer to a 4-year Institution within 4 years = 29% attained.
  - Seventeen students received Grant Aid of \$600.00 each totaling \$10,200.00 in Grant Aid. Some students will receive additional Grant Aid during summer semesters.
  - Nine (9) students participated in 098 Summer Bridge Intensive Writing Improvement Workshop. Nine (9) 100 percent of students completed workshop and 100% retested to English 101 for fall 2017 semester.
- Library faculty provide information literacy instruction, as requested by discipline faculty, to educate students on how to find and evaluate information related to their course work. From Summer 2017 to Spring 2018, the Library faculty, across all locations, had taught 244 information literacy sessions. Breakdown by location: Main 180, NERC 51, NWRC 12, WERC. Of all the English 102 class section, Library Faculty conducted Information Literacy Instruction in 94% of the sections.
- To prepare Allied Health students for standardized testing and program requirements as they relate to math, the Learning Lab provided students with workshops with

opportunities to practice sample test problems, learn and/or strengthen standardized test-taking strategies, and ask questions regarding their upcoming test. A total of 172 students attended these workshops this past academic year – the majority of which were in the Fall 2017 semester, as a number of the Spring 2018 semester days/times scheduled were impacted by the College's closing due to inclement weather.

- Conducted two graduation fair events for 2017-18 graduates and potential graduates (OSRR).
- Program-level management and advisement of new and returning program students to ensure they are being engaged and to decrease program attrition.
  - Architecture, Design and Construction: Continue developing and hosting more robust student orientations utilizing the ADC Advising Presentation, completed in 2017, which provides detail of all ADC programs, General Education course requirements, and outlines all common transfer institution programs. Two orientations are now held each semester, which have initiated earlier and more frequent requests for academic advising assistance. The ADC Handbook, completed in 2017/18 will be distributed for the first time Fall 2018. An Articulation Agreement with Temple University was effective Fall 2017 for the AAS in Facility Management (Design Option) to the B.S. in Facility Management. Also, draft Articulation Agreements with Jefferson University + Philadelphia University have been completed for the Architecture, Interior Design, and Construction Management programs.
  - English: Lower level ESL students require more one-on-one advising/counseling when they begin at the College. The department designed a new approach to orientation for these students; beginning in Spring 2018, a two-tier approach to new student orientation and registration will be conducted for ESL students. Students who place into 071 and 071 will meet with a counselor for a one-on-one session and students who place into 073 will go for the usual SOAR event.
  - Foreign Language: The department began the review of part-time and full-time faculty syllabi. Continued with ongoing observation of all faculty members within the Department. Four part-time faculty were observed this semester. Added two meetings to the end of the Spring semester (1) full-time faculty; (2) part-time faculty where departmental policies, expectations and training were addressed. Informed part-time faculty of the department evaluation plan. Finally, the department reviewed student evaluations and spoke with faculty regarding concerning comments.
  - Music: The program has been working to improve advising, especially with the program revisions, it has been very important to make sure students understand the changes and how it impacts them. The program created hybrid courses for Summer 2018 for students to “level up” on their theory and has made sure the advisors assigned to the Creative Arts Pathway were present at department meetings where all of these changes were discussed.
  - Photographic Imaging: The department created a database of majors and students in the certificate programs to be used for phone and email contacts by faculty. Students are contacted by staff as needed regarding coursework, classroom performance and use of equipment. The department assigned an adjunct faculty member to regularly meet with students to discuss academic difficulties. Another adjunct faculty member assesses individual student progress in PHOT299 for PHOT and DVP majors. The department created a series of promotional events/exhibits highlighting student course

- work. The department had 4 exhibits of student work in the B1 hallway showcases, the annual Photo Student Show was held in the Rotunda in March, the Student Photo Print Sale was held after the show, colorful posters were created to promote courses, and new student work was installed in the President's Office.
- Improve levels of student satisfaction and engagement as measured by Noel-Levitz and CCSSE Student Surveys
    - Strengthen Veteran Services and Engagement:
      - Successful Veterans Compliance Audit (OSRR)
      - A-133 Audit successfully completed (OSRR)
      - Complete all semester processing in Banner (OSRR)
      - Registration Unit processed over 558 Special Request for Financial Adjustment since April 23, 2017 (OSRR)
    - Continued safe spaces for members of the LGBTQ students.
    - Completed and have operational space for Student Life including computer and furniture.
    - Maintained opportunities for ongoing, scheduled programmatic initiatives of Student Life for all students at WERC.
    - Held successful Student Appreciation Day.
    - Held successful Thanksgiving Dinner for students.
    - Utilized classroom spaces for the maximum academic experience of the course content and student learning.
    - Continued providing spaces to enable students to seek quiet and reflective time when necessary, including prayer spaces.
  - Develop and launch improved one-stop enrollment strategy for returning students
  - Additional departmental and programmatic efforts to increase student enrollment at the College:
    - ASL/Interpreting: The program promoted and recruited potential students from nearby colleges/universities through presentations at area college ASL programs such as Temple University and West Chester University. Several students have taken or scheduled to take the program's ASL screening process.
    - Foreign Language: The goal to sustain and increase enrollment was mainly focused on promoting the Department and the International Studies Program, strategically assigning faculty and editing the master schedule. This involved a number of actions and activities, such as attending open houses, creating more ten-week term offerings, and updating program and department information.
    - Geographic Information Systems: the coordinator gave presentations to Mastery High School students and presented to high school students about GIS during Law and Society Week.
    - Justice: The Justice program engaged in several proactive activities to support enrollment, including participating in open houses, holding a Justice career fair, hosting High School Law Day, and bringing high school students to participate in the Law and Society Week's career fair.
    - Paralegal Studies: the program was successfully led through a re-approval process with the American Bar Association. The program was also actively engaged with the continuing students and the community to increase enrollment. Activities include attending Lobby Day in Harrisburg, guest presentations at the Philadelphia Association of Legal Secretaries, and participation in the Justice career fair.

- Photographic Imaging: The department sought to improve links to the Philadelphia School District's media programs and did so by hosting two groups of high school students for tours and class observations.
- A Business Open House was held for current and interested students.
- The Automotive Technology faculty worked with Recruitment to host an Open House for high school students not in CTE programs, which resulted in a good turnout.
- Students were recruited for the A.S. Degree program in Chemistry through email, open houses and career fair participation. Two faculty were also assigned to correspond with students interested in a Chemistry major and to hold "Meet and Greet" information sessions. There were 42 majors at the beginning of the Fall 2017 semester and 72 majors at the end of the Spring 2018 semester.
- Additional departmental and programmatic efforts to improve student persistence, completion rates, and educational quality:
  - ASL/Interpreting: The program will continually enhance program curricula, materials, methods, assessments, and lab experiences. INT 240, ASL 201 and ASL 202 are in the process of being revised. Funded by Perkins, new curriculum materials have been ordered and will provide updated information for teachers/students.
  - Psychology: The program embarked on two major goals this academic year. The first was to create alignment across Psychology courses by developing and delivering content across program courses, representing cross-course themes (e.g., Correlation is not causation, recognizing pseudoscience—what counts as real evidence?). In the Spring 2018 semester, the program piloted the first cross-course theme: The role of experiments in understanding human behavior. In the Fall 2018 semester, the program will implement the second cross-course theme: The Ethical Psychologist. The second goal was to develop and implement strategies to understand and encourage the development of science identities. In the Spring 2018 semester, the program administered the Second Psychology Majors survey via CCPIR's Survey Monkey account. In Spring 2018, the program reviewed the course offerings of local transfer institutions to determine which courses to develop and offer at the College with specific interest in courses that represent Psychology as a science. As a result of this exploration, Psychology faculty will develop Biological Bases of Behavior and Cognitive Psychology courses.
- Study Abroad, Fox Rothschild Center for Law and Society, and grant-related achievements
  - The Center for International Understanding and the study abroad coordinator will have offered two study abroad trips, Merida, Mexico and Japan, with a total of 24 students, 4 faculty, and 1 administrator. Lectures and presentations in Japan will be supported by the TeamUp Micro grant, for which we were granted an extension through August 2018. These two trips will close out the Monell Foundation grant which primarily supported the costs for students and faculty going to Japan. For Merida, the Monell Foundation funding only supported faculty travel and expenses.
  - The Center for International Understanding and the Student Life division partnered with the University of Pennsylvania Middle East Center to co-sponsor a two-part speaker series in November. In April the Center for International Understanding co-sponsored the International Festival with fiscal support from Student Life. To both of these events, students, faculty and staff from across the College attended.
  - Program-based Study Abroad: In partnership with Arcadia University, the Division developed a program-based study abroad trip with the Honors Program. Two faculty and

eleven students will travel to London, England in May. The trip was funded by a scholarship from Arcadia and matching funds from Liberal Studies, the Vice President of Academic and Student Success, the VP of Strategic Initiatives, the office of Institutional Advancement, and the Monell Foundation grant.

- TeamUp Micro Grant: Through a continuation of the TeamUp Micro grant (2017), the Dean of Liberal Studies coordinated a memorandum of understanding with Junsei Educational Institution in Japan to partner with Kibi International University to offer an exchange program between the institutions. The MOU is the first of its kind for Community College of Philadelphia.
- The Fox Rothschild Center for Law and Society: The Center had a strong year under the direction of its new director. Several workshops, presentations and events were conducted over the past academic year.
  - Fall 2017
    - Constitution Day Lecture: First Amendment
    - Expungement Clinic (Service Learning for JUS and PLS students as well)
    - Family Law Clinic (Service Learning for PLS students in child support cases)
    - Human Trafficking Conference (all day event with workshops and Red Sand walk, several hundred students participated)
    - High School Law Day (150 high school students came for half day program. Partner with Diane Kae's office)
    - Participatory Defense - took part in planning of new program in Philadelphia where family members of defendants learned to assist lawyers with case preparation.
    - Snitching Conference 10th Anniversary (partnered with Rick Frei, psychology faculty)
    - Co-sponsored Re-entry Program's graduation program
  - Spring 2018:
    - 2 Expungement Clinics (one of which largest turnout, 36 participants in CCP history. Service learning for JUS and PLS students)
    - Co-Sponsor Black History Month program and breakfast
    - Co-sponsored Clothing Drive with Career Services office
    - Law and Society Week – held workshops and events on Employment Law, Fire Scene Investigation, Domestic Violence, Music Industry Law, Immigration Law Update, Ethics in Judiciary, Marijuana Law Update, Geographic Information Systems, Career Fair, Estate Planning, Gerrymandering, Community Law School Day, High School Day, Nursing and the Law, Restorative Justice, Mock Trial
    - Co-sponsored Re-entry Program's graduation program
- Education for Sustainability Grant: The College partnered with Bryn Mawr College on a National Science Foundation grant titled Philadelphia Teacher Initiative in Education Sustainability (EfS). Faculty from Education, Earth Science, English and Physics worked on the grant to partner with the Philadelphia School District to develop materials, experiences, and projects grounded in core concepts of Education for Sustainability. Several workshops, presentations, and field trips emerged from the faculty work. The grant closes on 5/31/18.
- The Early Childhood Education Teacher Preparation Transformation Initiative Grant: The grant was successful in developing strong field work sites for Education (Birth – 4th

Grade) students. It supported project development of a collaborating teacher certification. It developed a stipend program to support collaborating cooperating teachers at identified practicum sites. It piloted a process to use ECEHigherEd.com to match high quality field placement sites with students. The grant supported a partnership with the College's on-campus childcare to serve as a high-quality field placement for students. Finally, the grant supported the embedding of diverse learners and infant toddler emphasis into all student learning outcomes in the Education (Birth to 4th Grade) curriculum

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

- EMT/Paramedic Programs
- Mammography Proficiency Certificate
- Honors College
- English Language Immersion Institute
  - Launched Intensive English Language Program in Fall 2017. Students could take two levels of ESL courses in one semester for their reading/writing and listening/speaking classes.
  - In Fall 2017 ran one section of each from the Intermediate level to the Advanced level reading/writing and listening/speaking courses. Later added another section of English 098/099 in the second 7-week session due to demand.
  - In Spring 2018, ran the same number of sections, but added an additional section of 098/099 in 7A and a section of 082/092 in 7B.
  - Preliminary findings based on Fall 2017 students' performance seem to indicate that students' pass rates in the IELP section were comparable, and sometimes exceeded, those in the regular sections.
  - Established and launched the Multilingual Hub in collaboration with the Learning Lab where ESL students engaged in enrichment activities in addition to regular tutoring. Based on the results of student surveys, ESL students seemed to benefit and enjoy the activities at the Hub and acknowledged a sense of community.
- Chef Apprentice Proficiency Certificate
- Fashion Merchandising/Retail Management A.A.S. degree program
  - A strategy was developed to hire a consultant to advise on the development of a fashion-oriented degree program, including type of degree, potential curriculum design with course descriptions, career and transfer pathways, and potential faculty and/or advisory board members – current status: potential consultant identified, who has provided a number of initial insights with a meeting scheduled for June 4<sup>th</sup>.
- Increase the number and scope of online and hybrid offerings
  - History, Philosophy, & Religious Studies: developed and offered several new online and hybrid sections, notably the FYE 101 and HIST 142, History of Food.
  - Education: Program strengthened course delivery options for nontraditional students by developing several hybrid and online sections and offering a core course at childcare facility; the Education (Birth through 4th Grade) program is just two courses away from being available fully online.
- Accelerate degree attainment through developed non-traditional pathways
- Identify additional potential new degree and certificate programs
  - Fire Science: New coordinator developed Fire Science Certificate Program for students who might not be ready to commit to a degree program. The program also



- offered a course at Philadelphia Fire Academy, which made it easier for students to attend class after work.
- Behavioral Health and Human Services: The program created a new proficiency certificate in Recovery Leadership which all students, including those involved with the Office of Collegiate Recovery. The faculty also developed a new BHHS elective entitled Principles and Practice of Positive Youth Development (BHHS 110) to address the need for a youth-centered course after the discontinuation of the Youth Works certificate and courses.
  - Finalize the revisions to the ASET program
    - Inclusion of Nanotechnology
    - Inclusion of Electronics
    - Inclusion of Drone Technology
      - Two new courses will be developed this Summer 2018 which are Introduction to Nanotechnology and Introduction to Additive Manufacturing.
      - A plan to revise the ASET program was developed. The implementation of the plan is delayed due to the stepping down of the current ASET Program Director. A search for a new, part-time faculty ASET Program Director is underway.
  - Determine what are the most viable programs to implement for 2018-2019 academic year and develop a timeline for completion
    - Biomedical Technician Training Apprenticeship
      - The program at Wistar has been created. Discussions continue as to how the current BTT Program and the new BRT (apprenticeship) programs will be revised and incorporated into the College's credit format.
    - Maritime Technology
      - A draft of a proficiency certificate has been created.
    - Health and Fitness Proficiency Certificate
      - The curriculum is still under development by Biology faculty.
    - Public Health Program
      - This program was not developed because of other priorities.
    - STEM Honors Program
      - A draft of a STEM Honors Program was developed. Discussions around implementation were postponed until the Guided Pathways' Science and Technology Pathway faculty conclude their discussions around the direction of a new degree program.
    - Others
      - Music: A New SRMT Program will launch, effective Fall 2018, including a new theory course sequence, tech competency requirement and streamlined course offering. Program dropped from 67 credits to 60 credits.
      - A new MUSC Program will launch, effective Fall 2018, including a new theory course sequence and tech competency requirement, as well as requiring Music Business for all students.
      - All MSHC Division Department Heads were informed that future requests for full-time faculty would need to have a rationale that is based on program development needs.

- The AA Business-Accelerated degree program was designed and moved successfully through the approval process, and is currently being implemented including three information sessions scheduled in June, for a fall 2018 launch at the Northwest Regional Center.
- The Web Development proficiency certificate program was developed and approved with a scheduled launch in fall 2018.
- Work began on revising the AAS Hospitality Management degree program, with plans to transition the degree to an AA Hospitality Management degree program focused on transfer, and also developing a Hospitality Management proficiency certificate that will be stackable within the proposed AA Hospitality Management degree and the proposed AAS Business Leadership degree programs.
- The Clinical Assistant Proficiency Certificate was revised so as to include AH 112 and delete AH 106/111. The name was also changed to Medical Assisting.
- The Clinical Assistant Program was re-located to NERC. Two cohorts began the program.
- Determine what new courses should be developed and develop a timeline for completion.
  - FNMT 119: Contextualized Health Care Course
    - A draft of the course was reviewed by the FNMT Department Head and the Dean. Revisions were completed. Currently waiting for comments from the Curriculum Development Director.
  - MATH 141
    - Not completed by Mathematics Department
  - Others
    - A new Music Production Proficiency Certificate will launch Fall 2018, that is aimed at the casual music producer looking to increase their basic theory, keyboard and production skills.
    - History, Philosophy and Religious Studies: The faculty developed a new course for Business - General students, HIST 151 (History of Capitalism) – scheduled to run in Fall 2018. Recruited new adjunct faculty with areas of specialization in Food History and History of American Health Care to meet increasing student demand in those areas. Revised RS 101 (Introduction to Religion) to be a Writing Intensive course.
    - A Machine Learning course to enhance the Computer Science degree program is in the last stages of development.
    - Work will begin in May 2018 on two IT Project Management courses, which may evolve into the development of an IT Project Management proficiency certificate.
    - The division launched several new courses and programs, including BUSL 101 Navigating Leadership and Business Professions, the FYE course for business and professional programs; AAS Cybersecurity degree; two stackable Cybersecurity (I and II) proficiency certificates; AAS Network Technology Management and Administration degree; a stackable Automotive Service II proficiency certificate; a stackable Culinary Arts II proficiency certificate; and the AA Business-General degree.
- Redesign Sound Recording and Music Technology program to decrease number of credits, sharpen its appeal to the external music-making community, and to incorporate Spring Garden Records

- The official launch of Spring Garden Records, the College's record label, will be Fall 2018. However, behind-the-scenes work has been ongoing. A new course, MUS 280 Music Entrepreneurship, Licensing and Marketing, will launch in Fall 2018, and will link course content directly with artist projects on the label. The visibility of Spring Garden Records externally should make the general public and possible future students more aware of the College's degree options.
- Develop the AAS Business Leadership degree with the goal of offering the program beginning Fall 2018 and determine associated proficiency certificate development needs
  - Development of the AAS Business Leadership degree continued with course development work starting for the Business Leadership proficiency certificate, which will be stackable in the degree.
  - Development of a Corporate Social Responsibility proficiency certificate, which will be stackable in the proposed AAS Business Leadership degree, began with extensive research leading to a robust market assessment, identification of potential career pathways, and an outline of the curriculum with proposed course descriptions.
  - Development of a Social Entrepreneurship and Innovation proficiency certificate, which would be stackable in the proposed AAS Business Leadership degree, was explored resulting in a potential outline of a curriculum with proposed course descriptions.
- Complete the transition of the AAS Technical Studies degree into an AAS Individualized Studies degree, and develop an associated Individualized Studies Academic Certificate with the goal of offering both programs beginning Spring 2018
  - Work continued on the AAS Technical Studies degree revision, with current plans including transitioning the degree to an Individualized Studies academic certificate, which could be incorporated into proposed AAS Business Leadership degree.
- Develop an accelerated version of the Business-General degree at Northwest Regional Center with the goal of offering the program beginning Fall 2018
- Develop an IT Project Management proficiency certificate with the goal of offering the program beginning Fall 2018
- Enhance the Entrepreneurship proficiency certificate, including increasing the credit hours so that it becomes eligible for financial aid
  - The Entrepreneurship proficiency certificate was revised to include a new Entrepreneurial Law class, which increased the credit hours to 16 making the certificate eligible for financial aid, and all courses are now available online.
- Develop an Accounting Post-Bachelor certificate that facilitates attainment of required knowledge and credit hours needed to take the CPA examination
  - A Post-Baccalaureate Accounting proficiency certificate program, which targets potential students holding non-accounting bachelor degrees wanting to complete requirements to sit for the Pennsylvania CPA exam, was developed and approved with a scheduled launch in fall 2018.
- Begin development of the AAS Diesel Technology degree and Alternative Fuels proficiency certificate, and engage in related relationship-building with industry contacts (assuming progress continues on new automotive technology facility)
- Identify additional departmental or programmatic activities to increase access and/or enrollment opportunities

- Architecture, Design and Construction: The newly completed Architectural Visualization Certificate was effective Fall 2017 and awarded several certificates in May 2018. Certificate courses shared with other ADC programs are running at near-capacity and courses required only for the Certificate are running with strong enrollment.
- Foreign Language: offered SPAN 111 through Einstein Hospital, JAPN 101 and 102 offered through DACE, and offered hybrid SPAN 101.
- Social Science: Several programs and disciplines in the Social Science department made a concerted effort to provide increased opportunities for students to take courses in a variety of modalities, including online, hybrid, and accelerated (winter term) course.
- Completion of Year 1 of the Early Childhood Education Apprenticeship Program grant, a nationally recognized venture that is the first such apprenticeship program of its type.
  - Thirty-two apprentices began in two cohorts in Summer 2018 and successfully passed their coursework.
  - Six apprentices in Cohort 2 graduated in May 2018.
  - Students will earn a total of 18 credits toward their Education (Birth through 4<sup>th</sup> Grade) degree for on-the-job learning and attainment of the Childhood Development Associate certificate (CDA).
  - The 1199c Training Fund awarded to the Community College of Philadelphia's Education program the "Outstanding Educational Partner Award" for support of the ECE apprenticeship work through this grant.
- AH 101 was revised based on assessment results. A Technology Boot Camp, a Building Medical Terminology and a Medical Math unit were added in order to better prepare students for subsequent courses and select programs.
- To increase enrollment in the English contextualized Health Care course at NERC, flyers were made and faculty spoke with NERC counselors, enrollment services staff and academic advisors. The enrollment in the course increased from five to 20 students.
- The AH 101 faculty worked with the NERC math tutor to develop a medical math workshop in the Spring 2018 semester. Only a few students attended as a snowstorm was beginning and the College was closing early.
- Created a Starfish Health Care Studies Academic Plan to be available for Fall 2018. This will facilitate the students' progression to their Pathway goals.
- New information was added to AH 220 which provided an opportunity for students to use Electronic Health Record Simulations.
- A new video for the Dental Hygiene program was developed with the assistance of students from the Digital Video Production Program. The purpose of the video is to provide information about the Dental Hygiene program for potential students.
- The DMI Program and courses were revised to align with changing accreditation changes.
- The Clinical Laboratory Technician program was revised to include a name change to Medical Laboratory Technician, revised program learning outcomes and curriculum map, changes in prerequisites and changes to the Humanities and Social Science requirements.

- The Respiratory Care Technology courses were revised to better align the program outcomes and clarify the student learning outcomes.
- The BIOL 241: Microbiology course was revised.
- Over 200 students taking biology courses participated in the Science Poster session at the Main Campus, NERC and the NWRC.
- Over 400 students taking biology courses during the Spring 2018 semester made use of the Biology Open Lab for additional help with their courses.
- Approximately 40 students taking chemistry courses participated in the Science Poster session at the Main Campus, NERC and the NWRC.
- Created Departmental Syllabi Templates for FNMT 016, 017 and 118.
- Revised MATH 150 and MATH 251 to provide a statistics oriented pathway (FNMT 017 to MATH 150 to MATH 251).

### **Assessment**

- Ensure compliance measures continue to be met for Middle States assessment standard
- Establish continuous program and course assessment process
  - Art: Created an improved model for course level assessment and implemented a new program and course level assessment calendar. The first round of course level assessment revealed that students are progressing well from midterm to final exam in the courses under review. Using particular course assessment documents at various points during the semester also assisted in targeting struggling students early and assisting them in successful persistence and completion in the classes.
  - The academic program deans worked with the Vice President to create an assessment support document outlining recommendations for the College assessment program and the creation of a new role, Division Curriculum Assessment Facilitators, including proposed responsibilities and qualifications.
  - The academic program deans participated in the Assessment Management System selection process including providing input for requirements, evaluating submitted proposals and vendor presentations, and recommending a vendor solution.
  - Regular review of Business & Technology program enrollment data (when able to access/use Argos) began to start identifying patterns, as well as potential issues with the data.
  - Review of new Institutional Research dashboard data for Business & Technology programs began to enable better understanding of CCP student success metrics and inform future division planning.
- Ensure timely completion of course documentation for Act 335
  - All ACT 335 documents have been completed with the exception of three Allied Health courses which will be done next month. (MSHC)
  - A large backlog of Act 335 forms in the Business and Technology division was significantly reduced.
- Ensure timely completion of QVI's for all scheduled programs
  - All QVIs for Summer 2017 were completed. (MSHC)
- Ensure high quality Department Evaluation Plans
  - The Business Administration faculty approved a new and improved Department Evaluation Plan.
- Assist with completion of program audits per established schedule

- The AS Computer Science, AAS Computer Information Systems – IT, Computer Programming and Software Development proficiency certificate, and Network and Systems Administration proficiency certificate program reviews were developed and are scheduled to go to the Board of Trustees in June.
- Complete the Academic Program Review for the A.S. in Mathematics.
- Develop comprehensive assessment plan for programs, events and activities for Student Life
  - Created and conducted coach's evaluation and recruitment guidelines for assessing Intercollegiate Athletic programs.
  - Created and implemented Fitness Center survey to assess wants, needs and delivery of health and wellness initiatives.
- Create an assessment plan for all programs to document the assessment of all PLOs and CLOs
  - All Departments have reviewed and revised their Assessment Plan to include a calendar for documenting assessment of all PLOs and CLOs. (MSHC)
- Review and complete Nursing accreditation Self-Study in preparation for a Spring 2018 site visit by ACEN
  - The Nursing Department has been working on the Self-Study which will be completed at the end of Summer 2018.
- Review current program assessment strategies for effectiveness, and implement revised strategies in identified areas in need of improvement
- Monitor Data collection related to Department Assessment Plans.
  - Assessment Data for Spring 2017 has been submitted. Assessment data for Fall 2017 and Spring 2018 will be requested during Summer 2018.
- Complete Audits as scheduled by the Office of Assessment
  - All Academic Program Reviews requested by the Office of Assessment have been completed. The APRs were Nursing, Dental Hygiene, Diagnostic Medical Imaging, Engineering Science and Mathematics.

### **EXTERNAL AND INTERNAL COMMUNITY RELATIONS**

- Improve transition alignment with ABE/GED/ESL
- Develop strategic alliances with high schools
  - Seven MAST 10th graders took the AH 101 course at NERC. Five of the seven students successfully completed the course.
  - On Site Services
    - On-site placement testing has increased and expanded to organizations as well as schools.
    - The recruitment team participated in a pilot test prep program. Each recruiter had at least one high school participate in a faculty led workshop that prepared applicants to take the College's placement test.
- Cultivate strong community partnerships
  - Philadelphia Education Fund – partnered to host their April 27 Spring Institute (Admissions)

- 1199C – we continue to present a CCP Overview at all of their student orientations which are scheduled mornings and evenings every 6 weeks. Approximately 40 adult students participate in each session. (Admissions)
- Youthbuild - this group has drafted an MOU to partner with the College through the recruitment team. (Admissions)
- Philly College Team (formerly Mentor for Philly) has worked with our office to track the success of the cohort they recruited to the College (Admissions)
- Graduate! Philadelphia – we have supported this organization that serves “comebackers” responding to 133 referrals this year. We also co-hosted their Adult Education fair at CCP on April 14. (Admissions)
- Career Link – we are in the initial stages of executing the MOU that was signed with this organization. (Admissions)
- Partnered with DACE Dual Enrollment program and co-represented at the Philadelphia National College Fair and implemented two public events (November & April) to recruit students to Advance at College and also recruit the current Dual Enrollment students to become matriculated students at the College. (Admissions)
- The Northwest Regional Centers has served over 400 people from the Northwest Regional Community by letting our space be used for free. In addition, for providing services and programs that speaks to community, academic and economic development, the at least seven community groups were given access to use our facility free of charge. (NWRC)
- Maintained ongoing Community contacts with organizations such as small business owners in the Lancaster Avenue corridor, Community Education Center, Signa Beta Clubs providing mentoring to African American males in middle and high school, and Small Business Association. (WRC)
- The division again partnered with PHL Diversity and the Greater Philadelphia Hotel Association to sponsor and host Hospitality Education Day on main campus in May 2017, with approximately 200 students participating.
- The Business Administration department participated in the graduate student diversity project.
- The automotive technology faculty hosted and served as judges for the Philadelphia School District’s Automotive Technology competition.
- Accounting, CAHM and Automotive Technology faculty participated in Advisory Committee meetings at high school CTE programs, and conducted additional visits to increase awareness of their respective programs.
- A program was organized for AH 101 students at NERC with a Holy Family Nursing faculty member pertaining to simulation in nursing education. Over 40 AH 101 students attended.
- A Great American Smoke-Out table at NERC was presented for students at NERC.
- Guest speakers for AH 101 classes at NERC were from Jefferson University, Holy Family University, West Chester University and CCP Nursing. Over 60 students attended the presentations designed to help them learn about transfer opportunities.
- The 2018 graduating class of Dental Hygiene students treated a total of 955 patients. Patient Survey Data showed a satisfaction rating from 99.2 % to 100%.

- Faculty and students participated in the PDHA Sealant Saturday.
- Second year dental hygiene students volunteered on the St. Christopher's Mobile Van for 6 hours. Students provide prophylaxis and sealants to elementary aged children.
- Twenty-eight second year dental hygiene students were able to demonstrate their skills to approximately 20 Speech and Pathology Students from Salus University.
- Ensure opportunities for the academic blending of community service and co-curricular activities
- Secure internship opportunities
- Create CTE pathways from high school to college to careers
  - Undertook efforts to increase the number of programs of study articulated to College programs. Met with staff from School District of Philadelphia, including meetings with deans and faculty. Reviewed current SOARs for possible articulations and developed outline of possible articulations, which was provided for faculty to review. At least two new programs will be articulated.
  - Developed new CTE Outreach position, which the PA Department of Education approved. The position was posted and applications have been reviewed, with interviews to be scheduled soon.
- Regional Center growth expansion
  - Dean and Regional Center Directors created a Regional Centers Strategic Plan with 2018/19 Action Steps to support the Master Plan.
  - Worked with SEPTA to increase bus service to the NERC.
- Participate in the development of the new Transportation Technology Center facility, and extend recruitment activities of transportation technology students into Bucks and Montgomery counties
- Create a "cohort" of new faculty and engage them with special orientations and meetings throughout their initial years as College faculty
  - Revamped the new Faculty Orientation Program. Developed schedule with team of faculty over the summer for implementation in Fall. Program included topics for new faculty, book discussions, guest speakers, etc. In consultation with deans, paired new faculty with mentors. Developed and disseminated materials to guide mentoring process.
- Develop area-specific professional development strategies that foster a sense of professional attainment and community
  - Dean of Business and Technology was voted onto the Board of Directors of Philabundance. The Philabundance leadership team will be visiting CCP for a tour in late May/early June 2018.
  - The department head of Business Administration and assistant professor, automotive technology, joined the Board of Eastern Pennsylvania's Alliance for Clean Transportation.
  - Assistant professor of computer technologies began working with Philadelphia Works to assist in the development of IT career pathways for training recipients.
  - Several professional development opportunities were funded by the Business & Technology division budget, including certification maintenance training for two Automotive Technology faculty and conference registrations for six faculty.
  - Completed approximately 60 adjunct faculty peer observations as part of the FNMT Departmental Faculty Evaluation Plan.
- Work with marketing to create effective division, department and program websites



- A College-Wide Website Review Committee was formed
- Work in partnership with DACE to develop a non-credit to credit pathway for targeted ESL populations
  - The creation of Building an E-partnership for Student Success and Transition (BESST) was a collaborative effort between the CCP and the School District of Philadelphia ESL leadership team and faculty, which has been in development since the summer of 2017.
  - The initiative focuses on building a partnership to ensure student success and academic achievement (whereby students spend less time post high school graduation in pre-college level courses such as ESL) by aligning curricula and sharing expectations between CCP and SDP.
  - The initiative, which is aligned with current research, continues to develop:
    - Developing dual enrollment opportunity in collaboration with DACE
    - Courses to be offered in the afternoon as early as Spring 2019
    - Analyzing and sharing high school completion/college placement data
    - Offering placement tests for current ESL students on SDP campuses
- Perkins Local Plan
  - Completed procedures manual for Perkins Local Plan for both internal and external processes.
  - Increased collaborations with other units, including Accounting, Controllers office, Purchasing, Academic and student Success Operations to continuously improve processes.
  - A schedule for activities has been included in the procedures manual.
  - Names of possible Participatory Planning Committee members were gathered; these people were contacted. One new member was solicited.
  - Underwent first on-site audit since 2004 with minimal corrective actions
- Create three partnerships with external agencies/institutions to support students in Collegiate Recovery
- Additional External and Internal Community Relations work:
  - Worked with Philadelphia Works on a grant for dislocated workers. Reviewed possible eligible programs, entered program into statewide database, disseminated information on the grant to current and recent students.
  - Completed grant application with Graduate Philadelphia and three other institutions for a Lumina Talent Hub grant. This is a three-year grant with the goal of enrolling students with some credits but no degree who will then complete their degree.
  - Admissions Processing Accomplishments:
    - Developed Credit Removal Request Dynamic Form (Admissions)
    - Processed over 2,600 Guest/Non-Matriculating Student Requests (Admissions)
    - Processed approximately 2,400 Transcript Evaluation Requests (Admissions)
    - Serviced over 3,700 students in person via the Transfer Credit and Placement Office (Admissions)
    - Processed over 8,300 high school transcripts (Admissions)
    - Processed over 8,200 high school transcripts (Admissions)
    - Processed over 1,000 high school program applications (Admissions)
    - Processed approximately 200 Corporate College program application (Admissions)
    - Recorded prospective student inquiry data for over 260 recruitment events (Admissions)

- Admissions Recruitment Accomplishments:
  - Express Enrollment Days – 8 held in this FY including one dedicated ESL Express Enrollment Day (Admissions)
  - Lunch & Learn – 73 High School Counselors attended on 12/8/17 (Admissions)
  - Breakfast & Learn – 64 Organization leaders attended on 1/26/18 (Admissions)
  - Ask Admission Days held at Main Campus = 20 (Admissions)
  - Ask Admission Days at Regional Centers= 50 (Admissions)
  - High School visits/events = 242 (Admissions)
  - Organization visits/events=102 (Admissions)
  - Program specific events – Admissions collaborated with an increasing number of departments and programs at the College resulting in the following successful events:
    - WERC – Start Your Career Engine (62 students)
    - Dual Enrollment Pathways Events (November & April)
    - ESL Information Nights (July – NERC, November – NWRC)
    - High School Law Day (104 students)
    - Scholarship Night (174 students and parents)
    - Big Bang STEM – (109 students)
    - Hospitality Education Day, May 30, 2018 - target 200 students
- Information Center Accomplishments:
  - Call center responses to over 60,000 calls annually (Admissions)
  - Worked (along with Welcome Center colleagues) Open House, Admissions Events at both Main Campus and Northeast Regional Center. (Admissions)
  - Managed outbound call campaigns: Students dropped for Non-Payment – over 1,400 calls; Summer/Fall Application, but no placement – over 1,500 calls; Fall 2017 placement but no registration, over 2,000 calls (Admissions)
  - Provide notification of system or communication glitches (Admissions)
  - Staff participates in committees, PD and training throughout campus to enrich engagement, knowledge and personal interest (Admissions)
  - Proficient in BANNER, Hobson’s Connect (8010 Operators only), and college website (Admissions)
- NERC:
  - Served on the Greater Northeast Philadelphia Chamber of Commerce – Women in Business Conference Committee.
  - Provided welcome and coordination of the “Meet the Legislatures Breakfast” co-sponsored by the Northeast Philadelphia Chamber of Commerce.
  - Organized the first “Student Safety Focus Group” seminar where students and public safety officials discussed ways to improve the safety for all. Over 100 participants attended.
  - Organized and moderated the second annual “Civility and Diversity Panel Discussion.”
  - Assisted Marketing and Government Relations with the press conference highlighting the MC2 graduating students.
  - Organized the NERC Faculty and Staff “Meet and Greet” event.

- Managing Student Food Pantry.
- NWRC:
  - PHEAA High School Counselor Leadership Event; over 50 professionals attended the program.
  - PHEAA High School Counselor Workshop; over 100 counselors and other college enrollment professional participated in this program and the admission officer was given an opportunity to present to the counselors.
  - Delta Sigma Theta Philadelphia Alumnae Chapter 7 week SAT preparatory Workshops; over 60 students participated and the Director and Admission officer was given an opportunity to present to the students and parents twice.
  - Open House program with a special focus on our Ophthalmic Tech Program; approximately 25 people attended the program.
  - Philadelphia Futures Workshops; over 90 High School students attended the workshop.
  - Field Trip to Washington D.C.; 40 students participated.
  - Breast Cancer Awareness Week. Staff, students and faculty wore pink for week. Literature that enhance awareness of the disease and race to find a cure was also distributed.
  - Multiple Student Appreciation Days (Fall and Spring).
  - Free Ophthalmic Eye Screening for all students, staff and faculty,
  - Women Lunching “Celebrating Women Month,”
  - Super Bowl Party for students.
  - Valentine Student Appreciation Day.
  - Cultural Appreciation Day.
  - Career Connections Programming.
  - Career Fair sponsored by College Connections.
  - Single Stop Service, Fall Semester 2017.
  - Nursing Conference – Evidence-Based Practice.
  - Tai-Chi and Breathing Exercise Session.
  - Stress Management Workshop.
- WERC:
  - Recommendations for Regional Center Advisory Boards.
  - Hosted Penn Pipeline students - high school students taking our college-level classes for two classes in Fall 2017, Math and Business Management classes.
  - Developed new, ongoing collaboration with Netter Center of University of Pennsylvania (initiatives with high school students - West Philadelphia HS, Robeson HS and Sayre HS) used spaces at WERC for various activities.
  - Hosted Power-Up program in Fall 2017.
  - Hosted the following employers for individual visits in Spring 2018: SEPTA, Philadelphia Police Department and Philadelphia Fire Department
  - Hosted first WERC Job Fair in Spring 2018 with 11 employers
  - Ongoing collaboration with Local Initiatives Support Corporation (LISC).

- Successful Diversity Week program attended by approximately 30 students and 2 faculty. Session addressed domestic violence - “Clothesline Project” which is the use of art on t-shirts to express opinions, feelings, etc., regarding domestic violence.
- Hosted remote Town Hall sessions on all dates they were held on Main Campus.
- Business and Technology:
  - Faculty and staff participated in all College-wide call and email campaigns to promote student enrollment.
  - Served on the Curriculum Committee, Technology Coordinating Committee, Emergency Management Team, First Year Experience Team, and Guided Pathways Core Team.
  - Served on the Research and Data Analyst, Academic Quality and Student Success search committee, which resulted in a successful hire. Also served on the Director, Assessment and Evaluation search committee, which thus far has resulted in two failed searches due to the selected candidate refusing the offer; a third search attempt will begin May 2018.
  - Continued the annual Business and Technology Dean’s Award program to recognize faculty and staff who have made exceptional contributions to the division during the academic year. The second year of awards were presented to three faculty during the spring half-day retreat. The recipients were Robert Spencer (assistant professor, computer technologies), Daniel Reed (assistant professor, automotive technology), and Linda Knapp (adjunct faculty, marketing and management).
- Math Science and Health Careers:
  - A series of Allied Health Student Community Health Videos were produced by a section of AH 101 students and posted on Libguides.
  - Biology faculty participated in the Big Bang Day event by providing a lab experience (“DNA Fingerprint”) for over 100 high school students.
  - Over 20 faculty and students participated in the Philadelphia Science Festival on the Parkway by manning a booth which informed the audience of facts about acids.
  - Chemistry faculty participated in the Big Bang Day event by providing a lab experience (“Making Chocolate that Melts in your Mouth”) for over 100 high school students.
  - Chemistry faculty also hosted high school students as part of the College Connection for Science and Technology in the Chemistry lab throughout the Fall and Spring semesters.
  - Completed the evaluation of the JAC Carpenter’s Union curriculum for college credit. The Curriculum was determined not to be aligned with College level Math courses.
  - Students and Faculty worked with the American Red Cross by participating in the Bone Marrow Drive.
  - Students and Faculty volunteered at the Maritime Charter School to do height, weight and vision screening for 600 students.
  - Faculty and students began the Community CPR Campaign as part of the 50th year Celebration. To date they have had 200 people participate in the Hands Only CPR activity.
  - The Independence Foundation Zip Code grant continues to support the service learning activity for students and faculty and the collection and analysis of services rendered throughout the community. This year students interacted with over 5,000

clients in the community. Emphasis on Trauma Informed Care, mental health issues and the opioid crises have been included in this effort.

- Students and Faculty participated in Older Adult Day at South Philadelphia High School.
- Faculty and students instituted several new programs with older adults at the Watermark including “speed communication which provides socialization for residents and the ability to practice communication skills for the students.
- In coordination with Admissions, approximately 20 representatives of community based organization came to the College to learn about the Biomedical Equipment Technician Program.
- In conjunction with DACE, approximately 30 high school juniors attended information sessions regarding the Biomedical Equipment Technician Program to learn about employment opportunities in the Philadelphia area and how CCP provides a pathway to these opportunities.

## **WORKFORCE DEVELOPMENT, READINESS AND ECONOMIC INNOVATION**

- Align transition strategies from non-credit to credit
- Ensure career and technical program alignment from non-credit to credit to employment
- Identify and cultivate industry-driven program partnerships
  - An ATE grant proposal was developed that focused on developing an AAS Alternative Fuels degree program, which would include a choice of one of three proficiency certificates to stack into the degree: Biodiesel, Electric, and Compressed Natural Gas (CNG). While it was decided to delay submission of the grant, valuable contacts and new partnerships were established and are being maintained with individuals in the alternative fuels community of Greater Philadelphia.
  - Hosted a group of industry representatives from eight companies that utilize nanotechnology. Based on the outcome of the focus group a new Introduction to Nanotechnology course will be created for the ASET curriculum.
- Secure job placements
  - Assistant professor of computer technologies began working with Philadelphia Works to assist in the development of IT career pathways for training recipients.
  - A survey of the 2017 MLT graduates shows that 100% of the students who responded to the survey found employment or went back to school within 6 months after graduation.
- 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
  - Business and Technology completed participation with WEI and Philadelphia Works (and MSHC) on a small CAEL grant that provided technical assistance in developing best practices for granting academic credit for prior learning experiences, including trainings offered through Philadelphia Works and WEI.
  - Business & Technology faculty have taught non-credit WEI courses.
- Based on assessment review of division advisory committees in 2016-17, revamp all program advisory committees focusing on strategic membership, meeting schedules and content, and communications with members beyond meeting events

- Advisory Board meetings were held for the Culinary Arts and Hospitality programs, the Automotive Technology programs, and the Computer Technology programs. An Advisory Board meeting is scheduled for the Accounting/Business programs in June 2018. For all Advisory Board meetings, a greater emphasis was placed on gaining input and insights from advisory board members and there was a corresponding reduction in time spent providing program details and happenings to members.
- Develop and implement an automotive technology camp for middle school students to be run late summer 2017
  - Automotive Technology held an extremely successful STEM Camp for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students in summer 2017 at the West Regional Center, resulting in positive news coverage and community demand for a camp in summer 2018. A number of external partners contributed to the success of the camp including the Auto Dealers Association of Greater Philadelphia, the Port Authority and the Philadelphia Airport.
- Develop strategies for strengthening CTE high school pipeline for all division programs in which students can receive credit for their high school programs
  - See above - Create CTE pathways from high school to college to careers
- Explore and determine the feasibility of offering summer camps in the areas of computer programming, computer technology, culinary arts, entrepreneurship and hospitality management. A primary goal would be to introduce career opportunities and further study at the College.
  - Summer camps for youth interested in the areas of computer programming, computer technology, culinary arts, entrepreneurship, and hospitality management were discussed among faculty in the respective departments. While it was determined that summer camps in these areas are good ideas and should be pursued, the issue of faculty resources was often an issue.
- Develop and implement non-CTE high school recruitment plans for automotive technology students
  - Faculty in all division programs discussed potential strategies for strengthening CTE high school pipelines in which students can receive credit for their high school programs, resulting in additional AP exam acceptances and additional culinary arts course credit for the Philadelphia School District's baking program.
- Work in partnership with workforce development to develop a credit pathway for the CDA credential

## **FISCAL STABILITY AND SUSTAINABILITY**

- Develop strategic enrollment planning process incorporating 4DX model
- Create greater marketing outreach
  - Added adult student outreach campaign
- Expand strategic recruitment activities with increased focus on distance and international student markets
- Renew efforts on quality and effectiveness of student services
  - Fast Fact Friday topics:
    - Student referral scenarios
    - Communicating Effectively with Students

- Enrollment Management Leadership Team retreat focus on Customer Service via Empowerment
- Customer Service Skills Assessment conducted with 70% of Enrollment staff
- Create centers of destinations at off-campus locations to increase enrollment through new programmatic initiatives
- Expand development of innovative career programs leading to direct employment
- Set up a series of financial/budget professional development trainings for department heads, curriculum coordinators and full-time instructional aides
  - A series of financial/budget professional development trainings for department heads, curriculum and program coordinators, and full-time instructional aides will be planned as soon as the Banner 9 transition occurs. In the meantime, individuals in the above roles have been encouraged to attend the current Banner 9 training being offered by IT. (B&T)
- Establish quarterly budget meetings with department heads, curriculum coordinators and full-time instructional aides
  - Periodic budget meetings have been held with department heads and curriculum coordinators, and instructional aides.
- Develop proposals for areas across Student Life to generate revenue
  - Rented out Gym to local college and high schools to host games.
  - Submitted proposal for charging staff fitness center fee.
  - Submitted proposal to charge admission to basketball games.
- Explore departments/division for cost savings
- Fully implement the faculty workload tracking database
  - The workload database is nearly complete. The final stage in the process is the development of reports from the system to assist the Vice President, Deans and Department Heads with managing faculty workload, and work is currently underway with ITS to develop these reports.
- Continue to identify ways to improve efficiency and effectiveness of procedures within the Operations unit to provide a high level of service to the division, with a focus on technology as a means to accomplish this
  - Periodic meetings were held regarding non-credit processes/procedures. Changes were made to improve the effectiveness of monthly meetings of the non-credit work team and improve the flow of information, including registration forms, to Records and Registration.
  - The use of Smartsheet software was instituted two years ago; changes were made this year to include additional faculty workload information including tracking substitutions to ensure compliance with the Collective Bargaining Agreements.
  - Meetings were held regarding the feasibility of using Dynamic Forms to assist in the processing of extended time faculty work. All have agreed that this is a viable option, and work will continue to institute this process.
  - With the switch from Brio to Argos, all reports were reviewed, including Master Schedule reports, to ensure relevancy and several were eliminated, saving ITS valuable time since they did not have to convert many of the existing reports.

## **WORLD CLASS FACILITIES**

- Create interactive learning spaces that provide opportunities for increased faculty and student engagement
  - Ophthalmic Technician Proficiency Certificate Program Director created a fully functioning Ophthalmic lab at the NWRC.
- Increase availability and access to advanced technology that supports innovative teaching and student learning
- Technology-focused reform of student enrollment services
  - Our team created customized presentations that were utilized by the Vice President's staff as well the International Student Office and the Advancement Office. (Admissions)
  - An interactive presentation that focused on how the College prepares students for middle skills jobs was so well received we have received several request to present it onsite at a number of City organizations and events. (Admissions)
  - Establishing monthly meetings of all Director-level staff in Enrollment Management to address system and reporting needs (Enrollment Management Systems)
  - Establishing bi-weekly meetings with ITS that includes Director staff of Enrollment Management (Enrollment Management Systems)
  - Assisting the implementation of Banner 9 for registration (Enrollment Management Systems)
  - Continued Support of daily processes for Admissions, Financial Aid, Registration and the Dean of Enrollment Management (Enrollment Management Systems)
  - Learning a new reporting software, ARGOS (Enrollment Management Systems)
  - Assisting in the conversions of Brio reports to Argos (Enrollment Management Systems)
  - Created new reports to share with the Vice President and President (Enrollment Management Systems)
  - Worked with Banner9/XE committee to define registration processes for new release. (OSRR)
    - Completed new Banner 9/XE student registration development in time for Summer/Fall 2018 registration in April 2018.
    - The look and feel of the landing pages were customized to best fit the CCP environment.
    - Key stakeholders of Enrollment Management were given a demonstration.
    - Collaborated with Marketing to provide training materials to be posted on the web for easy access for students.
  - Progress has been made in digital communication with the student veterans in using Org-Sync and with current listserv emails, along with strides being made in locating all enrolled student veterans in Banner. Four desktop computers were received which has allowed us to assist 25% more veterans applying for school. One of our senior veteran students was chosen for the Student Veterans of America's Leadership Conference, the only Community College chosen out of 1500 nationally.
- Implement a range of technology enhancements to strengthen student-related administrative processes and improve services to students
  - Creating a new student type in conjunction with IR and ITS for dual enrolled students (Enrollment Management Systems)



- Found and implemented a texting software to quickly inform students (Enrollment Management Systems)
- Banner Document Management (BDM): OSRR staff provided technical support for the creation and implementation of new Dynamic Forms, now electronic forms - Financial Aid, Counseling, and Academic Advising.
- Converted all OSRR veteran paper forms; all forms are now accessible via BDM. (OSRR)
- Staff obtained Next Gen Training to successfully implement new dynamic form features. (OSRR)
- Created ad-hoc reports as requested (Enrollment Management Systems)
- Design opportunities for greater student and College engagement to better utilize the Athletic Center through enhanced fitness workshops, training activities and programs
  - Scheduled additional and diverse group fitness sessions to meet at least twice a day.
  - Implemented marketing campaign to draw more spectators to basketball games.
- Make appropriate contributions to the design, development and construction of the new automotive technology facility, and the installation of associated equipment
  - Contributions to the design and development of the new automotive technology facility have been made when requested throughout the past year, including meeting with architects and consultants, providing equipment budget lists, and participating in RFP proposal development meetings.
- Oversee the Biology renovations
  - All Biology Labs have been renovated to include state of the art design and interactive spaces for student to faculty or student to student work. A punch list of some incomplete items has been generated and is currently being addressed by Facilities.
- Plan, implement and oversee the move of the Math, Science and Health Careers Division Office to W1-1
  - A plan to move the Division Office to W1-1 was created. The move will take place on May 30, 2018. Twenty-four faculty and staff will re-locate their offices to W1-1.
- Coordinate the move of the Nursing Faculty into W2-5/W2-7
  - A plan for the front office space of W2-5/W2-7 was developed and will be completed during Summer 2018. Nursing faculty have been assigned to their new offices and IT has been notified of the need to install computers and phones in the offices. Facilities has been notified regarding the moving of the materials stored for the Nursing Faculty. Eleven Nursing faculty will re-locate to W2-5/W2-7.
- Establish the Health Care Center as a vehicle for faculty and student interaction
  - Due to the postponement of the completion of the renovations and move to W1-1 from Summer 2017 to Summer 2018, this has not yet been completed.
- Facilitate the completion of the Physics Lab renovation
  - Requested information regarding the re-design of the current Physics lab has been provided; currently awaiting next steps in the planning process.
  - The lab in W4-37 was enhanced by adding separate networking capability to support the Biomedical Equipment Technician students having hands-on experience related to networking of medical devices in the hospital environment. In addition, a compressed air system was installed to enable the Biomedical Equipment Technician students to have laboratory experiences with ventilators and the testing of ventilators

- Complete space modification plan for Center for Male Engagement, making their space more conducive to working 1:1 with students in need of support
  - In April 2017, a facilities modification request was submitted and approved.
  - In October 2017, sound proof equipment and sliding doors on cubicles were installed in S1-05 and S2-21.
  - New Office furniture (shelves) and an accent wall were painted in S1-05 and S2-21.
- Work with Facilities department to complete staircase repair in Athletic Center
  - Completed
- Replace workout equipment in Athletic Center that is worn or non-functioning, and add workout equipment at NERC and NWRC
  - Replaced and serviced wearing equipment and padding. Stairmaster still needs to be replaced (no funds available).
  - Submitted Regional Center proposal, layout and pricing quote.