

ACADEMIC AND STUDENT SUCCESS

DR. SAMUEL HIRSCH VICE PRESIDENT

2018-19 GOALS AND ACCOMPLISHMENTS

STUDENT EXPERIENCE

- Continue to implement Guided Pathways Initiatives within the Division.
 - Completed initial analysis of multiple enhancements to the student experience implements as part of Guided Pathways. Data on the following were reviewed and baselines established:
 - Developmental education programs: enrollments and pass rates for Accelerated Learning Program; Intensive English Language Program; contextualized sections of English and Foundational Math; accelerated sections of Foundation Math
 - Placement testing: placements and pass rates after refinements to placement test
 - First-Year Experience courses: Enrollments, pass rates retention, and persistence for students in AH 101, FYE 101, and BUSL 101, including equity analysis
 - The History, Philosophy and Religious Studies department responded to expected program needs produced by Guided Pathways initiatives across the College.
 - Successfully offered a new course, HIST 151 - History of Capitalism, to meet program needs of Business - General students.
 - Developed and offered successfully a new 10-week online variation of HIST 142 - Food History to meet program needs of students in the Culinary Arts as well as Tourism and Hospitality Management programs. This involved recruiting new adjunct faculty with this specific area of expertise.
 - New adjunct faculty were actively sought and developed to teach sections of HIST 150 - History of American Health Care, a course required for students in the Health Services Management program.
 - Implement a streamlined Health Care Admissions process.
 - A streamlined Health Care Admissions process was designed and discussed with members of the Health Care Admissions special committee. The first step was to move the two Admissions staff who handle these applications to the MSHC Division Office (W-01). This was accomplished in Summer 2019. This step enables the Admissions staff to work more closely with health care program directors and also enables them to meet directly with applicants to health care programs to assist them in the application process. The remainder of the Health Care Admissions process will be completed this Summer 2019.
 - Created new coding that better identifies students interested in select health care programs in Banner. Currently in the process of building this in Recruit, but this new process has removed some of the confusion for students by creating “specializations” for the select piece of their academic program. This new process will affect the over 7,000 students who apply each year for a health related major.

- Develop the Academic Pathway Community for the Health Care Pathway and the Science and Technology Pathway.
 - The Health Care Academic Pathway Community is fully established and the co-facilitators have met with the members of this Pathway Community. They have also conducted focus groups with students to gather information. The Science and Technology Pathway will meet this Summer, 2019.
- 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.
 - Not yet implemented.
- Finalize the new degree program, currently called Integrated Science, for the Science and Technology Pathway.
 - The Integrated Science degree program documentation was completed and reviewed by all program faculty in the Science and Technology Pathway. Based on comments from faculty and based on a review by the Dean of Business and Technology and the Dean of Math, Science and Health Careers, the decision was made not to forward the document for further approval. A new plan will be put in place to provide a pathway for students interested in programs in the Science and Technology Pathway but not yet ready to be admitted to select programs.
- Finalize the STEM 101 FYE course.
 - Course documentation for the STEM 101 FYE course was completed and reviewed by all faculty in the Science and Technology Pathway. Given that the Integrated Science Degree Program, which would have housed the course, was not sent forward for approval, the future of this course will be determined at a later time.
- Analyze and review assessment data from AH 101.
 - Assessment data from AH 101 is analyzed at the end of each semester by program faculty according to the stipulated Course Learning Outcomes and a 6-point assessment plan. Data and analysis from the Fall 2018 semester are attached.
- Continue to refine the AH 101 course assignments and activities to optimize the students' learning experiences in this course.
 - As stated above, AH 101 course assignments and activities are revised after the assessment of semester data.
- Consider the creation and implementation of a Health Care bridge program to assist in program retention efforts.
 - This idea was discussed but it was determined that activities within the AH 101 course could be developed to increase retention.
- Investigate ways that students can become more involved in co-curricular activities (e.g. service learning, internships, research, student clubs, etc.).
 - This initiative has not been a priority this semester. Individual faculty have continued to work on involving students in various co-curricular activities. For example, Nursing (Community health fairs, Lobby Day, Volunteer Community Interns) Dental Hygiene (Student volunteer on the Ronald McDonald Van) Biology (Students are provided opportunities to do research at CHOP).
- Developmental Mathematics
 - Finalize the creation, approval and implementation of two new FNMT courses:

- FNMT 119 – Mathematics for Healthcare Students
 - ✓ The course documentation for FNMT 119 has been completed and approved by the Foundational Mathematics Department. The course has been reviewed by the Department Head of Nursing and Allied Health for inclusion in the Health Care Studies Program. Further discussion between them and the Foundational Mathematics Department Head will take place during Summer 2019. Discussion with the Mathematics Department Head will also take place in Summer 2019 to insure that FNMT 119 will work as a prerequisite for MATH 251 since this is a course that many Health Care students take as an elective.
 - FNMT 019 – Basic Algebra (combined 016/017 course)
 - ✓ Faculty in the Foundational Mathematics Department are in the process of reviewing the course document for FNMT 019. It is expected that the course will be finalized at the first Fall 2019 department meeting.
 - Create realistic and concrete steps to improve progress through developmental courses.
 - Discussions with the Foundational Mathematics faculty have occurred. Data on course completion rates have been presented to them. They have been given the opportunity to discuss the next steps they could take to increase the success rate. Follow-up is to occur during the Fall 2019 semester.
- Implement a web-based system for reviewing and storing Health Care documentation required for admissions to select programs (e.g. Criminal Background Check, Drug Screening, Child Abuse, etc.).
 - The College has contracted with the vendor CastleBranch to review, process and store Health Care documentation required for admissions to select programs. Contracts have been reviewed and signed by the appropriate individuals, and IT has done a security check on the storage of documents and transmission of information. The first implementation of the system will be for Fall 2019 applicants. Faculty have been trained on the use of the system, and a guide of how to use the system has been prepared for faculty and students. Students have begun uploading their information into the system.
 - Was not accomplished due to problems with the idea and concerns of all involved about its implementation.
- The Academic Advising department will conduct the search to hire two additional full-time academic advisors by Fall 2018. The department will build the structure whereby students will be assigned to faculty in their respective curriculums.
 - As part of Perkins Local Plan 2018-19, refined job description for full-time advisor to work specifically with CTE students. Two CTE assigned advisor positions were approved by PDE for Perkins funding; one position has been filled so far.
 - One full-time academic advisor was hired during the fall 2018 semester. There is currently an on-going search to hire a twelfth full-time academic advisor who will be located at Main Campus. The goal is to hire the qualified candidate in summer 2019. All newly hired and future full-time Academic Advisors will work within the Guided Pathways model.
- The Academic Advising department will continue to collaborate with the Starfish team to implement the Starfish student academic planning tool.

- In the Summer 2018, Fall 2018 and Spring 2019 semesters, the Department of Academic Advising continued its use of the Starfish Early Alert System.

	Summer 2018		Total
Status of appt.	Drop-in	Full-time	
Appts. made	1971	2289	4260
Cancelled	9	314	323
Not attended	5	381	386
Attended	1957	1594	3551

*Number of drop-in advising appointments completed by FT Advisors:
Summer 2018 - 65 students out of 2338*

Fall 2018 - Spring 2019

	Fall 2018		Spring 2019		Summer 2019		Total
Status of appt.	Drop-in	Full-Time	Drop-in	Full-time	Drop-in	Full-time	
Appts. made	2338	3890	2326	3942			12496
Cancelled	7	444	10	379			840
Not attended	16	822	6	649			1493
Attended	2315	2624	2310	2914			10163

*Number of drop-in advising appointments completed by FT Advisors:
Fall 2018 - 181 students out of 2338
Spring 2019 - 226 students out of 2326*

- The Dean of ESS and the DH of Academic Advising in collaboration with Coordinator of Curriculum Development will explore and establish consistency with pre-requisite, co-requisite, and placement for courses at the College, in collaboration with the Advisors and the Scheduler II.
 - As part of the curriculum development process, Coordinator of Curriculum Development modified pre-requisite, co-requisite, and placement information for courses at the College as needed for new or revised programs and courses.
- The Assessment Center, in coordination with the admissions office, will employ, starting in Fall 2018, CCP student applicants' unweighted high school GPAs and transcript information to determine readiness for ENGL 101 and FNMT 118 in addition to the other measures already employed. Implementation is set for Fall 2018 for Spring 2019 entering students.
 - The Admissions Application Processing team entered into Banner all unweighted grade point averages, as well as the highest levels of English and math a student completed from submitted high school transcripts to be used for placement. Various combinations of GPA, English and math courses give ENGL 101 and FNMT 118 placement.
 - In order to fully implement this initiative, in cooperation with the Manager of Enrollment Management Support services, the Assessment Center created and modified a set of flow charts and other aids such as annotated lists of high school courses at different levels in order to assist the transcript readers. In addition, the Assessment Center staff was directed to help with the ongoing monitoring and correcting of all erroneous placements on a bi-weekly basis. These efforts have helped decrease the error rates by at least 8 % and are now at an acceptable rate of below 5%.

- During the first term of full implementation (Fall 2018), there were an additional 229 students who met college-level English placement requirements through their high school transcript information, increasing overall college level English placements by 9%. Similarly, there were an additional 327 students who met college-level math placement requirements through their high school transcript information, increasing the total of college level Math placement by 13%.
- As of April 30, 2019, we have over 800 college-level English and/or Math placements through high school GPA and transcript information.
- In terms of multiple measures analysis, student grades were regressed on ACCUPLACER scores, and Mindset Assessment Measures. Unfortunately, the Mindset Assessment measures had no impact on course performance in any of the entry-level English or Math courses. As a consequence, the recommendations are to hold off on any implementation and to reanalyze this measure as well others (i.e., non-cognitive and Grit) in terms of persistence and retention outcomes. This will be conducted during the next cycle.
- To increase student persistence and completion rates, the IPEDS Completion Project seeks to support students through their academic careers to completion at the College.
 - A cross divisional team of faculty and administrators meet weekly to review first-time, full-time students in various cohorts at the College. The team sets action plans and strategizes about how to best intervene with each cohort of students.
 - ✓ Data reviewed includes persistence and completion rates, students' grade point averages, grades in specific courses, and patterns of course taking, to name a few.
 - ✓ Strategies include direct outreach by advisors, counselors and the Academic Connections staff, communication to student who have a specific need (i.e. math tutoring). In addition, faculty and staff closely monitor and conduct outreach to students if they need to repeat a course in timely fashion.
- The Assessment Center will continue to analyze the needs of each Academic Pathway to design, implement, and maintain contextualized sets of placement rules that align with each pathway.
 - See above.
- The office of Academic Connections will provide students opportunities to improve to the highest academic placement by scaling up Brush-Up summer sessions for students in Math, ESL and Writing by adding weekend sessions for high school students in 2018-2019.
 - Academic Connections implemented two Brush Ups in Spring/early Summer 2019. The first was for the Division of Access and Community Education for 4 of their Parkway Central students who had not achieved College English placement. Two of those four students re-tested into College English at the end of that Brush Up.
 - The second Brush Up is for the Early Childhood Education (ECE) program. Nine students are registered for that program which ends on May 9, 2019. The students are scheduled to re-test on Tuesday, May 14, 2019. Finally, both DACE and the ECE program have requested another Brush Up for their students. DACE's program will be July 9th through the 29th and include both English and Math. The second ECE program will begin May 21st and end June 13th.
 - The "regular" Summer Brush Ups planned for 2019 will begin earlier. The first program is June 17th to 27th and the second is July 8th to 18th. A third may be held July 29th to August 8th – depending on registration.

- Thus far in 2018-2019, the Test Prep program served 125 students, 56 of those students tested. Overall results are noted below:
 - 16% placed Pre-ESL/ABE/LVL 1
 - 46% placed ESL or Developmental English
 - 38% placed College English
 - 75% placed FNMT
 - 25% placed College Math
 - 12 students (21%) enrolled at CCP during the Spring, 2019 semester

	Total	Tested	ESLP & ABE	LVL 1	ESL	Dev English	College English	FNMT	College Math
Franklin*	53	19	3	0	15	1	0	17	2
Mercy	18	14	1	0	0	4	9	10	4
GW	37	23	1	4	1	5	12	14	8*
Preliminary Totals	125	56	5	4	16	10	21	41	14
Main ESL	Pending								
NERC ESL	Pending								

*Two test prep sessions are underway

*1 student did not take Math test

*12 students from Franklin Learning Center enrolled in English 073 during the Spring, 2019 semester, AACF- 7 P, 2 MP, 3 F.

- The Center on Disability will implement a student database.
 - Not completed due to circumstances beyond COD and ESS control – Target RFP to be posted summer 2019.
- The Center on Disability will develop and launch at least one web-based narrated informational tool to assist students/faculty in navigating testing procedures in the Center on Disability.
 - Not completed – goal for 2019-2020.
- The Dean of ESS, in collaboration with the Learning Lab DH, will create and implement a new plan for the future of the Learning Lab.
 - The Dean of ESS created a redesign for the Learning Lab, to be implemented in 2019-2020.
 - Priorities include incorporation of best practices in higher education academic support, College Reading and Learning (CRLA) tutor certification at Level 2 (see below – awaiting level 1 certification approval), employ strategies to increase the number of student and peer tutors and the addition of peer coaches, review (ongoing) of tutor data to enhance services, overhaul and enhancement of LLAB website, active participation on Academic Pathway Communities focusing on the role of academic tutoring, changing the name of the LLAB, and supplementing, when tutoring services are not open, with online tutoring support and establish an assessment plan for all priorities for 2019-2020.
- ESS Offices and Departments will continue to engage in and implement the new Intake Redesign process for entering CCP students.

- The Intake Redesign team met on a bi-weekly basis throughout the 2018-2019 academic year. Accomplishments, within ESS offices/departments, of the New Intake Process:
 - Academic Advising successfully created and implemented the New Student Registration Events (NSRE). The NSREs were held from mid-October through the week before the Spring 2019 semester began. At the NSREs:
 - ✓ New students receive an academic advising folder with information about the advising process and the student’s personalized educational plan, based upon their respective curriculum.
 - ✓ New students learn about the basics of CCP, their placement in English and mathematics courses, course sequencing, how to register for classes, and ultimately the students register for their first semester
 - New Student Registration Events in Fall 2018. A total of 730 students registered to attend a New Student Registration Event
 - ✓ Students who registered for NSRE and attended = 504 (69%)
 - ❖ Students who registered for NSRE and attended, registered, and enrolled = 488 (97%)
 - ❖ Students who registered for NSRE and attended but did not register or enroll = 16 (3%)
 - ✓ Students who registered for NSRE and did not attend = 226 (31%)
 - ❖ Student who registered for NSRE and did not attend NSRE who registered and enrolled = 132 (58%)
 - ❖ Students who registered for NSRE and did not attend or register and or enroll = 94 (42%)
- ESS Office and Departments will focus on the needs of adult learners and employ strategies to address those needs.
- Revise and update the policies and procedures for the Grade Appeal process.
 - A draft of a revised Grade Appeal process and form has been developed by the Student Affairs Committee.
- Implement Behavioral Intervention Team (BIT) for Main Campus and Regional Centers.
 - The Behavioral Intervention Team (BIT) has been established on the Main Campus via a presentation to the Emergency Management Team. Members will be selected for the start of the fall semester. Additionally, a smaller “Safety Net” team will be established to review students on our “monitor” list. At the end of September, the Dean of Students will meet with the directors of the Regional Centers to discuss the composition of a BIT committee on each of the campuses.
- Establish LGBTQ Center.
 - An inaugural coordinator was hired for the fall 2018 semester.
 - Accomplishments: Grand Opening on October 5th and with the first large scale kick-off event (an Interactive Drag Show) on October 11th for National Coming Out Day attended by over 100 guests.
 - The year ended with an LGBTQ Education & Empowerment Conference, funded by the Parx Casino grant,,that was attended by approximately 80 students, faculty and staff.
 - While programming is important, the Center also focused heavily on developing multiple trainings to make the campus a more welcoming and accepting place for our transgender population and entire LGBTQ community; the Coordinator developed

- four trainings that were all accepted for “Diversity Certificate” program credit: LGBTQ 101, Trans 101, The Platinum Rule, and Privilege & Microaggressions. In total, the Center held 12 training sessions for over 200 faculty, staff, and student workers this past year.
- The Center also worked to clarify the Chosen Name Policy to ensure students would be able to change their name easily online, and that graduates would be allowed to have their chosen name called at Commencement.
 - In addition, the Center helped to revive the student-run LGBTQ Club by recruiting a new executive board and increased student involvement with 87+ members on the group’s OrgSync page.
 - Finally, the Center successfully built a social media following of 300+ to spread awareness of the new Center to students and utilize for marketing events and initiatives.
- Develop a plan to engage evening students in terms of programming and leadership opportunities.
 - Several evening activities were established (advertised) and held in the lobby of the Winnet Student Life Building (Game night, Mic night, Painting with Peers, Student Club Night). The events were met with mixed results in terms of turn out but all received positive reviews.
 - Create a new on-line Student Orientation.
 - A new on-line Student Orientation has been created and implemented.
 - Successfully managed, developed and coordinated the launch the NSOO portal which now provides strong visual reinforcement and a clear linear process for new, first-time students to follow while navigating through the enrollment process. The student must complete 8 modules in sequential order: 1) Introduction & Welcome, 2) Placement, 3) Managing Costs, 4) Pathways, 5) Educational Plan, 6) Payment, 7) College Resources, and 8) Registration/Orientation. The New Student Registration Events (NSRE) are now facilitated by the College’s Advising Faculty, while the College Resources (CR) events are facilitated by the College’s Counseling Faculty.
 - According to survey results collected from new, first-time students going through the new intake process, their overall satisfaction level in the quality of the program offered is very high. Out of nearly 400 survey responses from Fall 2018: 85% strongly/somewhat agreed that the New Student Online Orientation (NSOO) was user-friendly; 80% now know more about their program of study and degree requirements; 85% are better aware of the various financial responsibilities of attending college; 83% were successfully introduced to an educational plan; 87% are more knowledgeable about payment options; and 86% are better aware of various college resources.
 - Adopt a new Mascot/logo/name/tagline.
 - The mascot logo has been created and a name adopted (Roary). A tagline is being created (Pride of the City). Roary is set to debut at the on-campus welcome in late August.
 - Create a Commencement Playbook and formalize a College-wide Commencement Committee with key stakeholders.
 - The Commencement Playbook for graduation day related activities has been created. A timeline including the purchasing of commencement related items and contracts with points of contacts will be added. A debriefing meeting will be held by the end of May or

- early June to solicit feedback from stakeholders regarding the actual commencement event.
- Create a monthly calendar of student activities to be distributed College-wide.
 - A monthly calendar was posted presenting all the student development sponsored activities. This was the first time that we were able to establish a consistent calendar throughout the year (Athletics, Counseling, Collegiate Recovery, Student Success Initiatives, Student Leadership/Clubs & Organization, Women’s Center and MarcDavid LGBTQ Center.
 - Develop video and training sessions on Title IX for students.
 - Launched the Sexual Violence 101 – College Edition six-workshop series [September to December] facilitated by WOAR Education Specialists LaQuisha Anthony and Levonne Cannady. Our objective was to train 300 members of the College community that includes students, faculty and staff through a workshop series. Met 61% (184) of this goal with 40 students, 33 faculty, and 111 staff.
 - Launched the EVERFI mandatory online Sexual Assault and Rape Prevention Module for incoming students titled, Sexual Assault Prevention for Community Colleges in January 2019. Our objective was to educate and raise awareness of incoming students for the spring 2018 semester. Total Registrants: 511 – Met 65% of this goal with 331 students who completed Part I and 37% (186) who completed Part II.
 - Create a brochure and secure space for a Lactation Room.
 - A space was secured for a lactation room on the Main Campus and Regional Centers, and advertised on CNEWS this past year. At the start of the fall term, a CNEWS notice will be sent out again.
 - Lactation rooms are located in the safe, private spaces listed:
 - Main Campus – Room MR-4, Mint Building Rotunda Level, 9:00 am to 4:00 pm
 - Northeast Regional Center - Room 103F, 8:00 am to 10:00 pm
 - Northwest Regional Center - Room 101B, 8:00 am to 9:00 pm
 - West Philadelphia Regional Center – Room 147, 9:00 am to 9:00 pm
 - Create a calendar of activities on women’s issues for the entire academic year.
 - Due to focus on the It’s on US PA Grant and the CCAMPIS proposal, fall programming was tabled for the spring 2019 semester.
 - October 11, 2018 – Free film screening of the human trafficking documentary “Not My Life”, on Main Campus and at the WRC.
 - February 7 and 8, 2019 – Empowering Black Women events Mary’s Daughter: Memoirs of an Artist and Black Achievement Through the Arts in conjunction with faculty member Elly Porter-Webb and the Black Lives Matter Week of Action in Schools. Combined attendees: 25 (one student, 24 guests)
 - March 20, 2019 – There’s no such thing as “fast” girls, a sexual assault awareness program in partnership with the Center for Male Engagement.
 - March 21, 2019 – Diversity Dialogue, Turning Lemon into Lemonade (student panel) in partnership with the Office of Diversity and Equity.
 - March 22, 2019 – CCP-Parx 2019 Women’s Leadership Conference titled, Power and Persistence. Attendees: 84 (34 students, 11 faculty, 26 staff and 12 guests)
 - March 29, 2019 – Greater Philadelphia UN Association’s On the Road to Beijing

- 24-Year Report Out of the 1995 UN Fourth World Conference on Women. Co-sponsored by WOAC, UN Philadelphia Delegation, HealthLink International, and the Greater Philadelphia UN Association. Attendees: 100+ “including over 40 CCP students”.
- April 5, 2019 – CCAMPIS parenting workshop titled, Children’s Wellness: Nutrition for Toddler and Pre-School Age Children in partnership with Melissa Altman-Traub, assistant professor of Dietetics. Attendees: Nine (includes three CCAMPIS student-parents)
- April 10, 2019 – CCAMPIS parenting workshop titled, Child Abuse and Neglect in partnership with Black Women’s Health Alliance, Inc. Attendees: Seven (includes three CCAMPIS student-parents)
- Design opportunities for greater student and College engagement to better utilize the Athletic Center through enhanced fitness workshops, training activities, and programs.
 - Intramural Athletics
 - Held marketing meeting for intramurals with Student Life Marketing
 - Held open gym work outs to add men’s volleyball as extramural sport to begin fall 2019
 - Held successful 3-point shoot-out (23 participants)
 - Held successful volleyball tournament (20 participants)
 - Held table tennis tournament, 10 participants
 - Held successful 5-on-5 basketball tournament (50 participants)
 - Student Development
 - Facilitated numerous open house events with admissions
 - Facilitated orientation and welcome week events with Student Life
 - Facilitated Black & Gold Bash with Student Life
 - Facilitated Regional Center Student Appreciation Day events with Student Life
 - Staff and teams attended Sexual Assault and Rape Prevention Training
 - Served on LGBTQ Center Coordinator search committee
 - Served on Mascot Committee
 - Served on Hayward L. Bell Scholarship Committee
 - Met with Student Government President to reinstate the “Pep Squad” committee/club
 - Held planning meeting with student life marketing for all design projects
 - Held planning meeting with marketing for athletics communication
 - Attended Starfish Connect training with Office of Student Success Initiatives
 - Hosted Multi-Lingual Volleyball event
 - Community Engagement
 - Conducted field day for middle school students with track & field athletes in conjunction with Power Crunch
 - Hosted TRIO Upward Bound 3rd Annual Basketball Tournament
 - Hosted 4th Annual USATF Level 1 school (34 coaches)
 - Hosted HS Public League volleyball final four and championship
 - Attended Master Charter Career Day
 - Facilitated “Step to Success Day” in conjunction with Community Engagement and Civic Leadership Initiatives and the School District of Philadelphia
 - Hosted Parkway CC boys and girls basketball games
 - Hosted Roman Catholic basketball game
 - Held alumni basketball games, great turnout

- Attended Overbrook HS girls basketball game
- Hosted E&S/Central basketball game
- Hosted visit from Master Charter Picket Campus College tour of 40 students
- Held speaking engagement at Overbrook high school with female student-athletes
- Held speaking engagement with Black Women in Sports Foundation
- Further establish newly formed National Association of Black Accountants (NABA) student chapter, focusing on student participation and growth opportunities.
 - The NABA student group has 3 officers and approximately 10 members. There is student interest to continue the group next year, although there is likely to be a faculty advisor change.
- Determine future of Alpha Beta Gamma, Eta Sigma chapter, business honor society based on its demonstrated purpose, student membership and engagement, and viability.
 - With plans to create a Business Honors program, the Alpha Beta Gamma, Eta Sigma chapter, will be restarted and linked to the development of the AA Business Honors program. With this strategy, the program coordinator for the Business Honors program will also serve as the faculty advisor for the ABG business honors society. Given the documented purpose of the chapter, as defined in its charter, is to engage in academic programming, linking with the Business Honors program will better facilitate meeting the associated programming requirements.
- Build on the co-curriculum programming initiatives with additional B&T@TheMovies, International Festival Week, Chat with the Dean, and speaker events on Main Campus and at Regional Centers.
 - The B&T Division had a successful year building on co-curriculum programming initiatives, which included the following activities:
 - 1 Dean's Speaker Series event: Lorna Stern, VP Arcadia University and Executive Director of the College of Global Studies
 - 4 other speaker events (3 Main Campus, 1 Regional Center) on topics of HUD mortgage programs, financial literacy (in conjunction with PSECU), financial investing, and entrepreneurship
 - 2 workshops with Campus Philly on the topics of summer success and social media branding
 - 1 B&T @ the Movies with the showing of The Rise and Rise of Bitcoin
 - Culinary Art's International Festival Week event was cancelled by Student Development due to the uncertainty of the strike situation.
- Establish business-and-technology-oriented study abroad opportunities, with the goal of finalizing plans for one study abroad trip.
 - Two study abroad proposals were developed and submitted for consideration: one trip to Costa Rica focusing on business growth, development and education and one trip to Portugal/Spain focusing on culture through tourism, food, and hospitality. College study abroad trip decisions are expected to be announced in early June.
- Establish and maintain working relationships between recruiters and program faculty to further engage faculty in student recruitment activities.
 - Efforts in B&T began with the CTE program faculty in the Business Administration department. Stronger working relationships have been established with recruiters, and especially with John Neugebauer, the new CTE Student Outreach Specialist, and the

- culinary arts, hospitality management, and automotive technology faculty. Automotive technology held a specialized student recruitment event which was well attended.
- Recruiters have been assigned to each pathway.
 - Recruit students to apply for the Eisenhower Transportation Fellowship program and administer program if fellowships are awarded.
 - The timing of the RFP posting and due date two months later did not allow sufficient time for us to submit a grant proposal for the Eisenhower Transportation Fellowship program.
 - Establish an improved Department Evaluation document in the Computer Technologies department, with a goal of having an evaluation plan that adequately informs the department head about the quality of teaching and classroom management, the extent of faculty maintaining discipline and workplace/industry knowledge and skills, and faculty involvement in program improvement and management, as well as provides for appropriate documentation of evaluation results.
 - A department head change was made, in part, to facilitate the process of revising the Computer Technologies Department Evaluation document. However, cooperation needed from the faculty was delayed by union-related issues. Progress has been made in terms of achieving greater faculty buy-in for the project.
 - Computer Technologies will continue to hold the online and hybrid orientation sessions for students taking their online and hybrid courses, as well as the open house and walk-in registration sessions for students in their programs.
 - The department head in fall 2018 did not arrange for these activities to take place. The department head that started in spring 2019 was adjusting to the new role and did not arrange for these activities, as he had a steep learning curve becoming oriented to all of the issues, procedures, and activities associated with being a department head.
 - Create a Computer Technologies student club to increase student involvement and participation in local tech events, as well as increase retention and recruitment.
 - The Cybersecurity Club student group has been established and they held their first event, a Lunch and Learn with a keynote speaker, in spring 2019.
 - Review initial results from Cengage Unlimited, B&N First Day and B&N OER programs, designed to reduce the cost of division textbooks/course materials and expand the use of the programs as appropriate.
 - Marketing and management faculty have used Cengage Unlimited and the Economics and Accounting faculty have used B&N First Day. One Marketing and Management faculty used OER materials for a course, however, did not use the B&N OER program. Initial results have been reviewed, and it appears the Cengage Unlimited program was not well received by faculty due to the perceived quality of the materials and most students seemed to only be using the program for one course. At this point, the Marketing and Management faculty are not anticipating using Cengage Unlimited in future, but will revisit to see if the announced merger with McGraw-Hill has an effect on the program. Initial results of the Economics pilot of the B&N First day were positive, and the faculty will continue using the First Day textbook. There were some issues with the Accounting B&N First Day pilot, including a higher than expected price point at first (which was later adjusted downward), the optional loose-leaf hardcopy not being available to students until 2-3 weeks into the course, and two faculty insisting their students purchase hard copy textbooks (at about the same price point as the First Day costs with the loose-leaf

option) because they do not allow students to use electronic devices in the classroom. Despite the mixed-results, the Accounting B&N First Day pilot has been extended.

- Emphasize training and use of new Starfish features, as appropriate.
 - As part of the ATD Engaging Adjunct Faculty in the Student Success Movement, faculty developed a Canvas course for Starfish training for adjuncts.
 - New Starfish features have not been rolled out yet. (B&T)
- Create an orientation for all division students taking online/hybrid courses to promote higher levels of success in online/hybrid courses.
 - Discussions with FLOAT have led to a plan for creating a Canvas repository for online/hybrid materials that can be accessed by B&T students at any time. These materials will also be used to develop a virtual online orientation program. This effort is still in the planning stages.
- Create division workshops for faculty developing, teaching, or using online materials or methods.
 - This action item was delayed due to union-related issues.
- Manage content on division, department and program websites, to the extent possible.
 - Division's Guided Pathways pages have been updated regularly to provide the most recent information regarding the College's accomplishments.
 - Information on the Student Success Team has been added to the Guided Pathways pages.
 - Ongoing corrections and updates have been made to existing program websites. Content for division and department websites has been drafted. (B&T)
- Develop websites as effective information resources for each academic program and Academic Pathway that are easily accessible.
 - Redesigned the Liberal Studies Division web presence by creating department and program webpages on myccp.online for all nine departments and the LS Division. <https://www.myccp.online/division-liberal-studies>
 - Architecture, Design and Construction; Art; English; Foreign Languages; History, Philosophy, and Religious Studies; Photographic Imagining; Psychology, Education and Human Services; Music; and Social Science.
 - Updated guided pathways Liberal Studies program maps on "All Offerings" page of the College's website. Each program in LS reviewed and updated the advisory notes and milestones for their program to ensure optimal clarity of information for students.
 - New content for B&T academic program websites has been drafted, which will include a link to the College standardized program websites. The additional program websites will include information about faculty, program news, related scholarship opportunities, related co-curricular opportunities, and other related information as appropriate.
- Identify, develop, and implement math sequences by program or Academic Pathway, as appropriate, to support math learning contextualized for students' academic and career goals.
 - The Foundational Mathematics Department has been engaged in:
 - Creating a contextualized math course for the Health Care Pathway (FNMT 119)
 - Working with faculty in the Fashion Design program to design a math course geared to retail.
 - Working the faculty in the Liberal Arts pathway to design a math course that meets the needs of the students in that pathway.
 - Faculty collaborated within the Liberal Arts and Communications Pathway as well as with faculty leaders in the Department of Foundational Mathematics to draft a proposed

course that will better serve students in the LAC Pathway than does the current FNMT 118 - Intermediate Algebra.

- Refine entry program strategies in each Academic Pathway for undecided or non-program ready students, as appropriate.
- Explore the feasibility of offering specific first-year experience courses or sections, within each Academic Pathway, for English as a Second Language students.
- Explore the creation of a cohort-based summer program for students needing developmental and ESL courses and a first-year experience course, with a focus on Pathway alignment.
 - Planned for summer bridge programs to get ESL students acquainted with expectations of being a college student, but the talks have paused.
- Encourage faculty involvement, by Academic Pathway, in new student registration and orientation events to foster closer student-faculty relations outside of the classroom.
 - ESL faculty worked closely with Recruiting and represented the academic ESL program at recruitment events in the fall and spring at both main and regional campuses and visited Northeast HS during their College Recruiting Day.
 - ESL faculty worked with Student Outreach and Recruitment and presented ESL options at the College's High School Counselor PD day in spring.
- Program-level management and advisement of new and returning program students to ensure they are being engaged.
 - The Art and Design program is developing a set of mini FYE-type sessions for program students. They have a set of planning meetings scheduled for Summer 2019, for Fall 2019 implementation.
 - The ADC Department has initiated several strategies to inform, engage, and support students, including creating a syllabus template; drafting departmental policies for attendance, tardiness, and communication with instructors; reaching out to students directly to inform them of key curriculum changes that would impact their progress and graduation; and hosting university tours to promote transfer and opportunity; and hosting student academic advising orientations each semester in conjunction with the Academic Advising faculty.
 - Faculty in ASL/Interpreting program actively meet with program students to plan their schedules and students are kept aware of the cohort-style manner of offering courses.
 - Two designated BHHS program faculty advise students in Academic Advising, and orientation sessions for pre-practicum students were offered.
 - The Education programs hosted an orientation event to promote advising and discussion of relevant program topics. In addition, over 40 students from Parkway West High School visited the College to find out what options they have if they have earned a CDA and enroll in our Birth through 4th Grade Education program.
- Improve outcomes for students requiring developmental education and ESL.
 - Begin process to create an integrated ALP course for LVL 3 (ENGL 098 and ENGL 108).
 - No progress on this goal. Deferred until 2019-2020.
 - Explore ALP for ESL students in advanced reading/writing courses.
 - ESL unit discussed the possibilities of an ALPESOL section for students in English 098/099. Plans are in the pipeline for offering such a section either in Spring 2020 or Fall 2020.
 - Explore contextualized ALP in relation to Pathways.

- Contextualized ALP was not considered this year, but all ALP students were allowed to enroll in content courses. Findings suggest that they benefit from additional tutoring support in some of the courses, and such efforts will continue.
 - Expand the scope of Intensive English Language Program (IELP) course offerings.
 - ESL courses in all levels, except ENGL 081/091, ran successfully in the IELP during the Fall and Spring semesters. ENGL 101 was also offered to this cohort and they fared well. Enrollment in the program increased slightly, mainly in Spring 2019, to 226 students for the academic year 2018 – 2019.
 - A report with data compiled from the first year (AY 2017-2018) by Eric Shannon provided the promising finding that “the results indicate that participation in IELP increases the probability of a student attempting English 101 by approximately 22%.”
 - Curricular and extracurricular support provided The Hub had greater participation in Spring 2019, with 351 visits and 73 students using the Chromebooks.
- Collaborate with Community and Civic Engagement Office to plan and implement service-learning opportunities for DE and ESL students. (English Dept.)
- Begin process to create an integrated ALP course for LVL 3 (ENGL 098 and ENGL 108).
- Explore ALP for ESL students in advanced reading/writing courses. (English Dept.)
- Explore contextualized ALP in relation to Pathways. (English Dept.)
- Expand the scope of Intensive English Language Program course offerings. (English Dept.)
- Identify leakage points for students in specific programs and address those issues within the control of the program faculty.
- Promote extra-curricular and enrichment activities for program students, tailored to career and transfer interests.
 - The ASL/Interpreting program created a partnership with Camden County Library in Voorhees, NJ to allow internship students to practice interpreting for children’s story times. They also hosted a Speed Mentoring event where program students are paired with community interpreters.
 - The BHHS program hosted a Meet the Graduates panel for current program students.
 - Criminal Justice faculty offered a number of opportunities to engage students outside the classroom, including:
 - A field trip to the Criminal Justice Center where students met with court staff and observed court proceedings; hosting guest speakers from PA State Police and Philadelphia Probation/Parole; and the Law and Society Week: Criminal Justice Career Fair where 18 agencies participated and students had opportunities to meet with law and law enforcement professionals to learn more about career choices. More than 250 students attended the career fair.
 - The HPR department, Religious Studies and Liberal Arts: Honors faculty expanded student learning opportunities through several invited scholars and speakers that came on campus.
 - The faculty hosted Professor Amardeep Singh from Lehigh University for Religious Studies students and Professor Susan Stewart of Princeton University for Liberal Arts: Honors students.
 - Liberal Arts: Honors hosted a successful alumni event for students in the program, to help more firmly establish connections between graduates and current students in the program facilitating the possibility of professional mentorship and internships. Also, the gathering served to prepare the way for additional activities planned for the upcoming fall to celebrate the 40th Anniversary of the Honors program.
 - Paralegal Studies faculty offered several opportunities for students, including:

- A field trip to PA Superior Court, where students met with judges; a service learning opportunity for the name change process working with local law firms; and special Law week program dedicated to navigating workplace issues.
 - Photographic Imaging students in PHOT 111 visited the Barnes Foundation for an on-site lecture and follow up presentations.
 - The Psychology program released the inaugural issue of the newsletter, “Psychology Speaking” and most of the articles were penned by students. The program also hosted Brain Awareness Day.
 - Political Science faculty in the Social Science department also provided extra-curricular opportunities for students which included offering a mock trial during Law and Society Week and starting a Political Science student club.
- Develop community-building and networking opportunities for developmental and ESL students. (English Dept.)
- Departmental field trips will introduce students to local institutions that will enhance their engagement in the local arts community and subsequently expand opportunities. (Photo)
- Address high cost of program textbooks, including through faculty evaluation, use, and creation of Open Educational Resources.
 - The Art department considered OER and online textbooks (in Art History), but the textbook publisher moved all textbooks online and reduced costs. An assessment of new costs will be made before additional OER options are considered.
- Increase number of students graduating with at least one high impact practice, including: undergraduate research; study abroad; service learning; capstone, and internships.
 - Collaborated with Michelle Lopez, Community and Civic Engagement Office, to offer service-learning opportunities for students in English classes.
 - Two instructors teaching contextualized developmental/ESL courses collaborated with the Community and Civic Engagement Office and integrated service-learning component for the students. The outcomes for this were very successful. The majority of the students in developmental English sections persisted and completed the course. Students in these sections visited the Spring Garden Elementary school and assisted the teachers in helping the school kids to read. The feedback from the students indicated that this experience not only helped them to be better engaged and motivated, but also helped in improving their self-efficacy and motivation to persist. Similarly, in the ESL sections, students successfully engaged in service-learning activities by coaching and helping the youth from the Philadelphia Youth Network. The ESL students then participated in a panel discussion before an audience of faculty comprising of ESL professionals from around the world.
- Promote credit-bearing study abroad experiences for students in their academic pathways.
 - The English program within the Liberal Arts and Communications Pathway designed a study abroad program to London, traveling in May 2019. Twelve students and two faculty will travel as part of the cohort, who are taking the ENGL 299 - Special Topics course. The course counts toward students’ program of study.
 - An interdisciplinary team from History and Psychology designed a study abroad trip to South Africa for 10 students (May 2019), who are taking HUM 180, a 3-credit Humanities course. Students can apply the course to a Humanities elective in their respective program of study.
- Promote scaffolded degree and certificate options to students.

- The Music Production Proficiency Certificate was promoted as a first achievement towards program completion for students in the SRMT program. The SRMT had 9 graduates from the Music Production Proficiency Certificate in its first year.
- The Early Childhood Education PC, new in 2017, had 15 graduates in May 2019.
- The Architectural Visualization PC, new in 2017, had 2 graduates in May 2019.
- The Music Production Proficiency Certificate was promoted as a first achievement towards program completion for students in the SRMT program. The SRMT had 9 graduates from the Music Production Proficiency Certificate in its first year.
- The Early Childhood Education PC, new in 2017, had 15 graduates in May 2019.
- The Architectural Visualization PC, new in 2017, had 2 graduates in May 2019.
- Continue to expand the Music program concert series with initiatives like the “CCP Voices” concert which was held in conjunction with Institutional Advancement.
 - The second “CCP Voices” concert was held in December 2018. A “CCP Voices” group will also be performing at the June 2019 Black & Gold Gala. The jazz band performed at a number of events during the Spring 2019 semester, and the group will be performing at the 2019 Black & Gold Gala.
- Expand Music program ensemble offerings to include a new performance opportunity.
 - In Spring 2019 we launched the first ever Hip-Hop Ensemble in the department. The ensemble is using traditional turntables along with modern drum machines and samplers to produce and perform. A Spring Garden Records release of three tracks produced by the inaugural group is planned for late Summer.
- Increase ESL offerings at Regional Centers, with a focus on contextualization toward programs specially offered at each Center.
 - The ESL and ALP course offerings were increased at the regional centers. ALP sections are offered now at the NERC and NWC campuses. All levels of ESL courses are now offered at the NERC campus and efforts are underway to offer ESL courses at the West regional campus. In addition, hybrid listening/speaking course is now offered in the evening at the NERC campus.
- Increase dual enrollment opportunities for ESL and Developmental students through curriculum alignment, test preparation and other initiatives. (English Dept.)
 - The creation of Building an E-partnership for Student Success and Transition (BESST) is a collaborative effort between the CCP and the School District of Philadelphia ESL leadership team and faculty. The goal is to ensure students spend less time post high school graduation in pre-college level courses such as ESL and developmental English by aligning curricula and sharing expectations.
 - The first ESL dual enrollment initiative was implemented in spring 2019. Sixteen SDP students were selected to study ENGL 073 this spring following a test-prep workshop in the fall led by Dr. Sandy Harrill’s team in ESS.
 - Work will continue with analyzing data and qualitative summaries from first cohort; exploring ways to improve the experience for spring 2020; SDP looking to find fiscal support for the future, as this was the first time a pre-college level course was approved and paid for by SDP; and analyzing high school college placement data.
- Continue to establish necessary organizational structure and communication mechanism to support Guided Pathways development and guidance.
- Implement multi-year evaluation plan of Guided Pathways.

- Implement comprehensive redesign of student intake process with piloting in the summer and full implementation in the Fall ahead of Spring 2019 registration.
- Implement electronic course substitution process.
 - New process with dynamic form for course substitution was implemented in Spring 2018; the paper form was still available for limited use. As of Fall 2018, only the dynamic form can be used for course substitution.
 - Data has been collected and is being analyzed.
 - Collaborated with departments outside of Enrollment Management to implement various electronic forms: Banner Withdrawal, Course Substitution, Notification of Change of Grade/Change of Grade, Change of Major and Supplemental Attendance Reporting (OSRR).
- Develop and implement comprehensive assessment plan for transfer.
 - A comprehensive assessment plan for transfer was developed and implemented. Outcomes, methods, and schedule were approved by IR. Two goals have been assessed for each year.
 - Based on practices in the Aspen Institute’s “Transfer Playbook,” collected assessment data from transfer partners and reviewed data as relates to the various transfer agreements (Dual Admissions, Core-to-Core, and Program-to-Program).
- Continue to improve transfer webpages.
 - As part of new agreements with partner institutions, the College includes paragraphs pertaining to reverse transfer and denied student agreements.
 - The webpages have been continually updated to provide the most current information, especially concerning scholarships available to the College’s students who complete an associate degree.
 - Prioritized developing transfer guides for most popular transfer institutions and partners. Have worked extensively with transfer partners to gather accurate information. Have posted many completed transfer guides and transfer “guidelines.”
 - Developed new agreements with University of the Sciences and Drexel Online.
 - Have started discussion with University of Pennsylvania regarding an agreement for their online bachelor's degree through the College of Liberal and Professional Studies
 - Have started discussion with West Chester University for the Nursing program and possibly for a Dual Admissions agreement.
 - Increased the number of visits from partner institutions with more effective scheduling process.
 - The ADC department sought to advance and complete three draft Articulation Agreements with Jefferson University + Philadelphia University in Architecture, Interior Design, and Construction Management.
 - The three Articulation Agreements were completed at the program level. Per Jefferson, they are finalizing the documents and intend to update ADC department by Summer 2019.
- Ensure academic program coherence and excellence through assessment and development.
 - Initiated under the Purposeful Pathways grant from Teagle/AAC&U, the Coordinator of Curriculum Development has spearheaded a review of the college’s general education curriculum. The Cross-Divisional Curriculum Planning Team developed a process for this review, working with faculty from across the College.

- As part of this project, faculty within Academic Pathways are developing learning outcomes for their respective Academic Pathway as part of the College’s assessment processes.
- 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.
 - Worked with CAEL to determine best of use their PLA tools. Implemented both the Credit Predictor and PLA Accelerator as tools for students and prospective students to consider PLA and also as outreach tools to connect with these students and prospective students.
- Implement CAEL PLA Accelerator and incorporate into admissions processes.
 - Links to the CAEL Credit Predictor and PLA Accelerator have been included on the College’s PLA webpage; both tools went live in August 2018.
 - The PLA webpage has been rebranded as “Credit for What You Know.”
 - Links to this page are part of the “Getting Started” admissions information.
 - As of April 2019, over 40 people have made use of the PLA Accelerator.
- Develop a more comprehensive PLA process, encompassing portfolios, CLEP, IB, military service, high school CTE programs of study, etc.
 - Baseline data was collected on credit awarded via the various PLA methods.
 - The College has been part of TAOC review of PLA processes for CLEP and IB with faculty/administrative representation on multiple sub-groups.
 - The list of courses for which programs allow PLA credit has been modified as needed.
 - Regarding high school CTE programs, the College has developed more articulation agreements and now has a CTE Recruiter specifically for high school CTE programs.
- Review and modify, where appropriate, policies and procedures for withdrawing from courses.
 - A sub-group of the Student Success Team reviewed the College’s course withdrawal processes.
 - Based in large part on input from the Student Success Team, the course withdrawal process has been modified to offer students the option of rescinding their withdrawal within three days of submitting it. Information regarding consequences of withdrawing from courses will be provided to students and students will be encouraged to contact an instructor/advisor/counselor for further discussion. This new process is being implemented in Summer 2018.
- Create CTE pathways from high school to college to careers.
 - The College increased the number of articulations in multiple ways.
 - New State-wide articulations: Two additional high school SOAR (Students Occupationally and Academically Ready) Programs of Study related to Culinary Arts and Early Childhood Education were articulated to College credits.
 - Expanded state-wide articulations: As part of the annual review in Spring 2019, the Communications Technology and Networking SOAR Program of Study was aligned with additional College Computer Technologies programs (associate and stackable proficiency certificates).
 - The College worked with the School District of Philadelphia to develop city-specific articulations, which were made official in January 2019. Philadelphia students who complete the high school programs/certifications in the following subjects can earn between 3 and 8 CCP credits (depending on the program) upon enrolling in the

- College: Drafting & Design Technology; Food Processing Sciences, Baking and Pastry Arts Management, and Culinary Arts; Business Administration, Sports Marketing & Management; Computer Systems Networking, Computer Supports Systems Technology, and Web Page, Digital/Multimedia and Information Resources Design.
- With Perkins funding Admissions hired a recruiter specifically for CTE programs with a focus on high school students.
 - Ensure adequate training and professional development for staff and faculty.
 - As part of the ATD Engaging Adjunct Faculty in the Student Success Movement, went live with Adjunct Support Pages as part of the Faculty Center for Teaching and Learning webpage.
 - Developed and provided mentoring materials to new full-time faculty and their appointed mentors.
 - Continued Fast Fact Fridays (Enrollment Management)
 - Implemented half-day Professional Development Day – *The Power of Excellence* (Enrollment Management)
 - Increase Diversity/Inclusion Awareness of Administrators
 - All OSRR administrators have attended at least one training session. Three of six administrators have completed a diversity certificate this year.
 - Assistant to the Dean (Conf) earned a diversity certificate.
 - Created an Administration Office Enrollment Services Reference Manual (NERC)
 - Continue to review College policies and procedures to create smooth transitions through the enrollment process.
 - Instituted a work group to review the College’s add/drop policies and practices. The group has suggested possible refinements to the process with further work planned.
 - Instituted a work group to review the College’s academic standing policies and practices. The group has suggested implementing a new academic caution notice for students who have not yet attempted 12 college credits; academic caution would include completing an intervention such as an online workshop to raise students’ awareness of academic standing. Additional refinements are planned.
 - Recommended two new policies via the Academic Support Subcommittee: (1) procedure to discontinue academic programs and (2) establishing academic catalog expiration dates. Both policies have been approved by IWC.
 - Advance Live Chat to include the Contact Center, Financial Aid, Records & Registration, the Dean of Enrollment Management, and possibly other offices.
 - Advanced live chat to the Contact Center where it now lives and is live every day. It has become a regular communication option for students. We have had over 300 chat interactions since implementation in October.
 - Implemented pilot for Financial Aid and planned for a Summer 2019 pilot of Live Chat in Records and Registration. (Enrollment Management)
 - OSRR Records Unit Staff are scheduled to answer OSRR Help Line (x8237) and provide in-person student support in the MG-20 suite Monday – Thursday (8:30 am - 5:00pm) and Fridays (8:30 am - 3:00pm). Plans are in place to add various times for “Live Chat” to service offerings for a portion of the currently established support hours.

- Process Guest/Non-Matriculating Student requests within 24 business hours and process transcript evaluation requests within one week.
 - Processed guest students within 24 hours. A restructuring proposal to add staff has been sent to the Dean of Enrollment Management which will help us get closer to this goal and is awaiting approval. (Admissions)
- Improve student awareness of aid packages and provide early access to information and tools for students to finance education.
 - Continued to provide Financial Planning workshops at Main Campus and Regional Centers. Over 2,156 students attended these workshops (Financial Aid).
 - Provided early access to aid packages by sending award letters to 6,418 students in April 2019 (Financial Aid).
 - Reached out to over 7,800 students in July 2018, who were either registered and missing documents, owed a balance but never accepted their loan, or packaged and not registered for classes (Financial Aid).
 - Conducted a special Financial Aid Process classroom session for ABE students (Financial Aid).
 - Collaborated with Admissions and Hosted Community Outreach and Information Fair w/Councilman Curtis Jones (Financial Aid).
 - Facilitated Community Back to School Night at Sweet Union Community Center (Financial Aid).
 - Presented for FYE 101 classes on Financial Literacy and Financial Aid (Financial Aid).
 - Started (4/30/19) an outreach initiative, via email and/or phone, for front line Financial Aid Specialist to make a personal connection with students by introducing themselves and assisting the student with completing missing documents to finalize their 2019-20 financial aid. We sampled about 80 students and about a third have responded. (Financial Aid).
 - Created a new Satisfactory Academic Progress (SAP) application and literacy for students. New application will be available 6/1/19 (Financial Aid).
 - Collaborated with Financial Aid leadership in offering at least two Financial Aid Workshops each semester at WERC to support new and continuing students
 - Continued to encourage students to accelerate their studies by using their remaining Pell eligibility (Financial Aid).
- ~~Expand student aid outreach for prospective students and~~ Develop packaging strategies that provide prospective and continuing students an attractive mix of institutional and federal aid.
 - Not accomplished. There is no institutional aid. Federal aid and PHEAA aid are at set amounts.
- Increase the number of vibrant and engaging student activities that enhance the student life experience at Regional Centers.
 - Managing Student Food Pantry (NERC)
 - Increased the number of engaging student activities at NWRC including but not limited to:
 - A Broadway Show
 - A Dynamic Breast Cancer Awareness Week of Activities
 - An Autism Awareness Panel Discussion
 - Women History Month Luncheon
 - A Trip to Washington D.C.

- Four Student Appreciation Days
 - Two Job Fairs
 - Free Tax Preparation Service through the Single Stop Program
- Continued to work closely and collaboratively with the Office of Admissions on general Open House events and those Open House events that are specific to the Auto Tech Center (WERC)
- Continued to work collaboratively with all supervisors for all services provided at WERC to insure quality services to our students.
- Conducted successful New Student Orientations for Fall 2018 (approximately 35 students) and Spring 2019 (approximately 30 students) (WERC)
- Continued safe spaces for members of the LGBTQ students (WERC)
- Completed and have operational space for Student Life including computer and furniture (WERC)
- Maintained opportunities for ongoing, scheduled programmatic initiatives of Student Life for all students at WERC.
- Held successful Student Appreciation Day each semester/approximately 50 students. (WERC)
- Held successful Thanksgiving Dinner for students/approximately 40 students. (WERC)
- Completion of safe, clean secure, private lactation room. (WERC)
- Continued providing spaces to enable students to seek quiet and reflective time when necessary, including prayer spaces. (WERC)
- Maintained informational bulletin boards, tables and access to College-wide and Regional Centers information for all students (WERC)
- Continued use of process for documentation of student concerns. (WERC)
- Provided students with information on Academic and Student Success initiatives Campus-wide and at WERC
- Created opportunities for Federal work-study student employment for three students who were also engaged in all student programmatic initiatives of WERC.
- Provided opportunities for Student Ambassadors to be involved with and earn hours through activities at WERC
- Continued to integrate all activities and operational initiatives at WERC to facilitate student services for: Counseling Department, Academic Advising, Office of Financial Aid, Student Records and Registration, Office of Admissions, Placement Testing, Student Academic Computing and Learning Commons (WERC)
- Successful Diversity Week program - collections of non-perishable food items for WERC Food Pantry (WERC)
- Create work groups for the purpose of creating the best student environment conducive to learning and goal achievement at Regional Centers.
 - Maintained the high level of student and faculty service to our Regional Center community by establishing a monthly workgroup. The Northwest Regional Center work group met monthly and was constructed for the purpose of providing the best student environment conducive to learning and goal achievement at Regional Centers (NWRC)
- Update all high-school dual enrollment student records (Advance@College) in Banner to reflect their appropriate status.

- Collaborated with Enrollment Management Team and DACE to develop and implemented new admissions coding for a new population of degree-seeking high school students. (OSRR)
- Enrollment Management administrators met and decided how the AACP dual enrollment records should be coded to reflect their new degree-seeking status. The Records Unit, submitted all the necessary changes in Banner to reflect the current status which allowed them to be properly registered into the courses that were created for them and to be able to use My Degree Path to monitor their progress toward their degree and to apply for graduation when they feel they should be ready to graduate. DACE staff are able to monitor degree progression using My Degree Path. (OSRR)
- In collaboration with the Dean of Enrollment Management and Division Deans, continue to provide recommendations for course offerings to maximize enrollment.
 - Completed Regional Center Survey and analyzed the data. (Enrollment Management)
 - Made recommendations throughout the year to the Dean for course offerings that would provide additional opportunities for students when course sections fill. (On going) (NERC, NWRC, and WERC).
- Manage actions related to achieving goals set-out in the Regional Centers' Strategic Plan
 - Coordinated with the Division of Educational Support Services to increase hours in the Learning Commons area. (NERC)
 - Coordinated with the Division of Workforce Development, Readiness and Economic Innovation for employer table weekly table events, Center for Small Business events, and PA Career Link events. (NERC)
 - Coordinated with the Dean of FLOAT for SMART Technology delivery to NERC classrooms. (NERC)
 - Coordinated with the Division of DACE and MaST Community Charter School for MC2 Program – 22 new students will begin program at NERC in Fall 2019. (NERC)
 - Assisted with the design of the Regional Center Survey conducted in Fall 2018 and analyzed the data pertaining to NERC. (NERC)
 - Maintained strong partnerships with community organizations and internal partners:
 - Served on the Greater Northeast Philadelphia Chamber of Commerce – Women in Business Conference committee. (NERC)
 - Assisted with the establishment of a PA Career Link hub at NERC, along with the Grand Opening Celebration. Meet regularly with the PA Career Link Office Manager to share updates on the activities and needs of the center.
 - Updated NERC Phone Tree in collaboration with various College departments
 - Organized and moderated the third annual “Civility and Diversity Panel Discussion” (NERC)
 - Co-presented the Active Shooter Presentation at NERC with the Department of Public Safety Manager. (NERC)
 - Coordinated a meeting with the Division of DACE and Archbishop Ryan High School Principal, President, and Manager to establish a Dual Enrollment program between NERC and Archbishop Ryan in the near future
 - Met with NE-YMCA Director to establish community partnership (NERC)
 - Coordinated the installation of classroom shades (NERC)
 - Participated on the Diversity Dialogue Panel for Regional Centers on Main Campus. (NERC)

- Promoted to Board Secretary/Treasurer of the Mast Community Charter School. (NERC)
- Assisted with the coordination of Human Resources events, such as Flu Shots, TIAA meetings, Wellness Know Your Numbers session and Chair Yoga. (NERC)
- Assisted with coordination of a college photo session at NERC with Marketing
- Coordinated the annual Science Poster Display (NERC)
- Coordinated the establishment of the Bursar presence at NERC; participated in training by Bursar to assist with Direct Deposit Processing Procedures
- Assisted with the coordination of the Meet the Legislatures event with Greater Northeast Chamber of Commerce, Workforce and Innovation, and Marketing and Government Relations (NERC)
- Planned and conducted Celebration of Life services for one deceased staff member and one deceased faculty member. (NERC)
- Maintained ongoing Community contacts: Sigma Beta Clubs (mentoring African American males middle and High school), Wordsworth (services to children and families), 52nd Street Y, McDonald's, Lancaster Avenue Business Associates, (small business owners in the Lancaster Avenue Corridor), SCORE (services to small business owners), Small Business Association, Community Education Center (community arts programs and initiatives children and adults), 18th Police District, Brown's ShopRite Stores – 52nd Street & Parkside Avenue location, West Philadelphia HS, and Workshop School (WERC)
- Completed rental agreements with U of Penn Center Re-entry Program and Horizon House Education component for 2018-2019 (WERC)
- U Penn Center Re-Entry Program Lease ended December 2018
- Increased Facilities Staff in the building by one permanent PT staff person (WERC)
- Records and Registration staff became Permanent PT (WERC)
- Weekly Admissions Representation was present as of Spring 2019 (WERC)
- Had successful Admissions Auto Tech interest events, several High Schools represented (WERC)
- Center was staffed with one Counselor and one Academic Advisor two full-time days each week (WERC)
- WERC was site for meeting of Dr. Generals with Legislative leaders and staff members interested in the expansion project at WERC
- Hosted Power-Up program in Spring 2019 (WERC)
- Hosted the following employers for individual visits in Spring 2019 (WERC):
 - ✓ SEPTA
 - ✓ Philadelphia Police Department
 - ✓ Philadelphia Fire Department
 - ✓ PA State Police
- Hosted second WERC Job Fair in Spring 2019 with employers representing the following career areas:
 - ✓ Automotive Technology
 - ✓ Behavioral Health and Human Services
 - ✓ Healthcare
 - ✓ Public Service and Safety

- ✓ Hosted, with a lobby table, the following College offices and related student and employee services:
 - ❖ PSECU – Monthly table
 - ❖ HR Benefits
 - ❖ Single Stop
 - ❖ Career Connections
- Hosted Dual Enrollment students from the Workshop School for weekly study/homework sessions /approximately 25 students weekly. (WERC)
- 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
- Completed educational/work spaces for Certified Nurse Aide (CNA) and Advanced Manufacturing Career Programs (WERC)
- Had one full session for CNA program in Fall 2018
- Other NERC, WERC, and WERC accomplishments throughout the document.
- Work with the Enrollment Action Team to engage and increase the enrollment and retention of adult learners by promoting appropriate outreach strategies and available support systems.
 - Educated team on behaviors of adult students and their needs (Enrollment Management)
 - Conducted an Adult Student Survey and developed plans for Summer 2019 Focus Groups (Educational Support Services and Enrollment Management)
- Single Stop Addition:
 - Single Stop services increased student fall-to-fall persistence by 13.9% and course completion success rate by 3.5% in comparison with College-wide data. It's total drawdown (since its implementation in October, 2013 to May 6, 2019) from connecting students with tax preparation, legal aid, financial counseling, cash and non-cash benefits, is estimated in almost \$28 million dollars for the more than 13,483 students that its staff screened for public benefits, community resources, and social services at the Main Campus and Regional Centers. Single Stop's impact and diligence providing high-quality customer service and barrier removal assistance for students was highlighted in College at the Association of Community College Trustees (ACCT) Leadership Conference in New York City and at the Philadelphia Higher Education Network for Neighborhood Development (PHENND) K-16 Partnerships Network summer institute.

New and Enhanced Program Development

- Finalize the revisions to the ASET program.
 - Discussions regarding the revisions have occurred. Two new courses have been added to the degree (ASET 140: 3D Printing-Additive Manufacturing and ASET 201: Introduction to Nanotechnology) to broaden the offerings of the degree. Since the Integrated Science Degree Program is not going forward, the ASET program is a logical entry point for students interested in Engineering Science but who do not meet the program entry requirements. This will necessitate some additional revisions which will be completed during Summer 2019.
- Determine what are the most viable programs to implement for 2018-2019 academic year and develop a timeline for completion.

- Biomedical Technician Training Apprenticeship – Implemented
- Maritime Technology – Completed Fall 2019
- Diabetes Prevention Lifestyle Coaching Proficiency Certificate – In process
- STEM Honors Program – Discussion of this program will be turned over to the Science and Technology Pathway
- Massage Therapy – Will not be implemented as a credit-based program
- Pre-Occupational and Pre-Physical Therapy Programs – Needs follow up
- Pharmaceutical Production Technician – Needs follow up
- Credit-based CPR course – Needs follow up
- DMI continuing educational opportunities with addition of advanced modality proficiency certificates – Proposal expected Summer 2019
- Stackable credential within the Chemistry Degree Program for a Chemical Technician – Needs follow up
- Revise the Algebra (MATH 141) and Precalculus (MATH 161 and MATH 162) sequence leading to STEM programs to better prepare students – Discussions have taken place but no documents yet produced
- Under the Coordinator of Curriculum Development, many programs underwent curriculum development during 2018-19 for the 2019-20 catalog. The totals across the three academic divisions were:
 - New Programs: 3 (up from 1 in 2017-18)
 - ✓ Black Studies AA; Business Leadership AAS; Fashion Marketing and Merchandising AAS
 - New Proficiency Certificates: 11 (up from 5 in 2017-18)
 - ✓ Advanced Automotive Repair Professional; ASL/INT Post-Baccalaureate PC I and II; Business Leadership PC; Corporate Social Responsibility PC; Computer Programming I--Application, Web, and Database Development; Computer Programming II--Algorithms and Computation; Digital Investigations; Fashion Retail Sales PC; Tourism & Hospitality Management PC; Web Development II PC: Cloud Computing
 - Program Revisions: 4 (up from 2 in 2017-18)
 - ✓ Criminal Justice AAS; Diagnostic Medical Imaging AAS; Facilities Management AAS; Tourism and Hospitality Management AA
 - Program addenda: 17
 - Proficiency Certificate Revisions: 7
 - New Courses: 44
 - Course Revisions: 31
 - Course Addenda: 24
 - General Education Competency Revision: Technological Competency
- Curriculum development calendar has been revised for 2019-20 so that projects can be completed earlier for the College catalog.
- Availability of curriculum development resources has been expanded online.
- Increase enrollment and/or retention in underserved programs. Specific targets include:
 - Ophthalmic Technician Proficiency Certificate

- Marketing has just begun the social media marketing campaign for the Ophthalmic Technician Proficiency Certificate so no results have been made available as of yet. The Allied Health Department Head and the Program Director have continued efforts to market the program (e.g. visiting AH 101 classrooms to speak about the program, participating in the NWRC Community Day and offering some free eye exams to faculty, staff and students at the NWRC).
 - Conducted or assisted in multiple open house recruitment sessions for the accelerated business program at the Northwest Regional Center.
 - The Northwest Regional Center worked with the Admission Office, the Department Chair, and Faculty on efforts to increase the enrollment in the Ophthalmic Technician Proficiency Certificate program. The efforts included open house programs and expressed enrollment days.
 - Medical Assisting Proficiency Certificate
 - Marketing has implemented a social media marketing campaign for the Medical Assisting Proficiency Certificate. So far the campaign has produced about 70 students who are interested in a Medical Assisting Career. The Allied Health Department Head has followed up with the students and an information session has been planned for Wednesday, May 15, 2019. Marketing has sent out invitations to these students.
 - Engineering Science
 - A plan for recruitment of students and more importantly retention of students needs to be developed. The plan must include strategic and significant components. A plan will be developed as of Fall 2019.
- Determine the role and structure for the Center for Science and Engineering Education.
 - Recommendations have been submitted as to how to re-activate the Center for Science and Engineering Education. Most of the current major activities (e.g. Poster Session Week, Franklin Institution Parkway event and the Big Bang Day) have been conducted by the Biology and Chemistry Faculty. Continued discussion of the future of the Center should be held by the Science and Technology Academic Pathway Community.
- Determine the viability of establishing a free clinic for individuals to receive optometric evaluation at the NWRC (similar to the Dental Hygiene Clinic).
 - In process but needs more time and work.
- Complete work on the AAS Business Leadership degree, including a Business Leadership proficiency certificate stacked within the degree, with the goal of offering both programs beginning Fall 2019.
 - The AAS Business Leadership degree and Business Leadership Proficiency Certificate were completed and approved in spring 2019. Both programs will be offered beginning fall 2019.
- Complete work on the Corporate Social Responsibility proficiency certificate with the goal of offering the program beginning Fall 2019.
 - The AAS Corporate Social Responsibility proficiency certificate was completed and approved in spring 2019. It will begin being offered in fall 2019.
- Complete work on the Social Entrepreneurship and Innovation proficiency certificate with the goal of offering the program beginning Fall 2019.

- The development of the Social Entrepreneurship and Innovation proficiency certificate was delayed due to a need to change the faculty developer. A new faculty developer has taken on the responsibility of researching and developing the certificate, with expected completion and approval in fall 2019. The target for beginning to offer the program is fall 2020.
- Further develop adult-oriented programming, including:
 - Complete the transition of the AAS Technical Studies degree into an AAS Individualized Studies academic certificate that is stackable into the proposed AAS Business Leadership program.
 - Due to the AAS Business Leadership program not being completed until March 2019, with a number of last minute changes, the transition of the AAS Technical Studies degree was delayed so that the structure of the AAS Business Leadership program would serve as a framework. The transition of the AAS Technical Studies degree into an Individualized Studies academic certificate is now targeted for completion and approval in fall 2019.
 - Successfully launch the Business – Accelerated program.
 - Due to the late approval of the Business – Accelerated program in March 2018, recruitment started late and we were unable to admit enough students with high enough math and English placement levels to launch the program in fall 2019. As a result, we started an early recruitment campaign emphasizing a summer start for students needing to take developmental courses prior to the fall 2019 start of the first cohort. Currently, 30 students are expected to begin in the first cohort of the program.
 - Establish distinct day and evening/weekend programs for Culinary Arts.
 - Work on this action item was somewhat delayed by the extensive curriculum work accomplished by the CAHM curriculum director over this academic year. Research has started and will continue through the summer to determine best feasible time blocks for a distinctive day and evening/weekend programs, which includes interviewing local industry representatives.
 - Research possible advanced practice certificates for career change/enhancement and begin development as appropriate.
 - Research was conducted into an advanced practice certificate in automotive technology, resulting in the development and approval of the Advanced Automotive Repair Professional proficiency certificate. This program will be offered beginning fall 2019.
- Continue to evaluate and design an enhancement for, as needed, two course sequences within the Business-General and Business-Accelerated degrees: the math/statistics sequence and the BUSL 101 (FYE course)-MGMT 121 (Intro to Business)-MGMT 141 (Principles of Management) sequence, with any planned changes planned to take effect in fall 2019.
 - Work on this action item was delayed due to department head and dean focus on facility and curriculum planning for the West Regional Center project. Planning has started, with initial decisions being made regarding content for updating the two course sequences. Completing the enhancement of both course sequences is scheduled for fall 2020, with the new sequences beginning to be offered in fall 2021.

- Explore feasibility and, as appropriate, create plans for contextualized math pathways for CTE programs in the Business & Technology division.
 - Currently identified B&T programs for the development of contextualized math sequences include Business-General/Accelerated, Culinary Arts, Automotive Technology, and Fashion-Merchandising and Marketing. The Foundational Math department agreed to develop a Retail Math course equivalent to FNMT 118 for the Fashion Merchandizing and Marketing department; however, completion of the course has been slow.
- Complete development of two IT Project Management courses, planned to be offered fall 2019.
 - Development and approval of CIS 271 Computer Information Systems was completed in fall 2018, and the course is being offered in fall 2019. The faculty requesting and approved to develop the second IT project management course reported she had difficulty identifying a textbook and was therefore unable to complete the course. Given the situation, if another IT project management course is approved for development, it will be with a different faculty writer.
- Develop an experiential learning course (two versions – 1 credit and 3 credit) that can be used by division students to earn credit for various types of experience learning, such as study abroad, internships, service learning, and research.
 - Development of the two versions of the experiential learning course began, but was not completed by spring 2019. However, both course versions will be completed in summer 2019 and sent forward for approval.
- Develop a non-FYE version of BUSL 101, given the demand for the course topic by potential students who do not need to take a FYE course.
 - Due to the unexpected delays in developing the AAS Business Leadership and Business Leadership PC programs, which had higher priority, a non-FYE version of BUSL 101 was not started.
- Develop two-course Apple Swift programming sequence, complete development of a new introductory Android programming course, and revise the current Android programming course. These courses will be included in a new Mobile App Development proficiency certificate with planned completion in Summer 2018.
 - Development and approval of the two Apple Swift programming courses was completed in fall 2018. CIS 200 Apple App Development I is being offered in fall 2019, and CIS 201 Apple App Development II is expected to be offered in spring 2020. The faculty who requested and received approval to develop a new introductory Android programming course and revise the current Android programming course did not complete his work; therefore, the new Mobil App Development proficiency certificate could not be completed. A new faculty writer has taken on the responsibility for the introductory and advanced Android courses as well as the Mobile App Development proficiency certificate, with expected completion in fall 2019 and beginning offering for the introductory course and proficiency certificate in fall 2020.
- A Cloud Computing proficiency certificate is planned for development, to be offered in fall 2019. This certificate will serve as an advanced certificate for students having completed the Web Development certificate.

- The Web Development II – Cloud Computing proficiency certificate was completed and approved in fall 2018 and is being offered beginning fall 2019.
- Completion of a new Hospitality Management proficiency certificate, with a plan to begin offering it in fall 2019. A heavy revision of the AAS Hospitality Management degree program into a transfer-focused AA Hospitality Management program is also planned. The Hospitality Management proficiency certificate will be designed to stack into the proposed AA Hospitality Management or AAS Business Leadership degree programs, which are both planned to be offered in fall 2019.
 - The AAS Hospitality Management degree was closed and a new AA Tourism and Hospitality Management degree was completed and approved in spring 2019 to take its place. A new Tourism and Hospitality Management proficiency certificate was developed and approved in spring 2019, and is stackable within the new AA Tourism and Hospitality Management degree. Both the AA degree and proficiency certificate begin being offered in fall 2019.
- Research and propose a new fashion-oriented proficiency certificate and degree program to be offered in fall 2019.
 - A new AAS Fashion Merchandising and Marketing degree program and a new Fashion Retail and Customer Service proficiency certificate were completed and approved in spring 2019. The proficiency certificate is stackable within the AAS degree. Both the AAS degree and the proficiency certificate begin to be offered in fall 2019.
- Update all Marketing and Management online courses to meet ADA requirements.
 - An update of the Marketing and Management courses to meet ADA requirements as started, but there were delays due to union-related issues. The update of one course (out of five) was completed. It is planned all courses will be updated for fall 2020.
- Develop CANVAS resources for courses in all Business Administration department areas that can be used across sections to give students access to additional resources that assist with difficult course concepts.
 - Identification and development of electronic resources for Business Administration department courses has started. The resources will be stored in a Canvas repository accessible to all Business Administration students.
- Begin process of establishing CCP as a NSA/Homeland Security Center for Academic Excellence (CAE 2YR) program, including establishing a Cybersecurity Center.
 - A review of the AAS Cybersecurity curriculum was made resulting in the identification of one additional course (Systems Defense) that will be developed to strengthen our CAE 2YR program application. This expected completion and approval of this course is fall 2019. The Cybersecurity Club student group was established, which will be an important aspect of the CAE 2YR program application. Discussion was started regarding possible space allocation on main campus for a Cybersecurity Center (including lab space), which will also be an important aspect of our application for CAE designation.
- Explore the feasibility of providing food service for the College through the Culinary Arts and Hospitality Management programs.
 - CAHM faculty researched and wrote an initial report on the feasibility of providing food service for the College. The report is being finalized and is expected to be presented in summer 2019.

- Review and continued consideration of a Black Studies program.
 - Two faculty spearheaded the development and approval of the Black Studies, AA degree, housed in the History, Philosophy and Religious Studies department. It will launch in Fall 2019 and several events are being planned to support that launch. The program includes four new courses. BLAS 101: Introduction to Black Studies, BLAS 102: Global Black Theory and Social Change, BLAS 250: Special Topics in Black Studies, and BLAS 290: Black Studies Capstone.
- Research feasibility of a Social Science program or concentration.
 - The Liberal Arts-Social/Behavioral Science degree is being revised to meet the needs for a Sociology and Social Science degree. Expected launch is Fall 2020.
- Research feasibility of an interdisciplinary Digital Media or Animation degree.
 - The Art Department took the lead in investigating this new degree option, and they are looking at ways to build their current offerings to expand toward this option. There are currently no faculty with the expertise to develop or offer courses.
- Research feasibility of a History program or concentration.
 - This degree was not feasible, although a distinction in Liberal Arts is being considered instead.
- New Course development in Psychology, to include Cognitive Psychology, Forensic Psychology and two other course electives.
 - Cognitive Psychology and Forensic Psychology were approved for offering in Fall 2019.
- Revise Justice program, including a name change to Criminal Justice.
 - Program name changed to Criminal Justice.
 - New course approved: CJ 121 Technology in Criminal Justice, which meets the technological competencies for general education.
 - New proficiency certificate approved: Digital Investigations, 18 credits.
- Investigate the viability of keeping Digital Forensics program or merging it with another program.
 - An audit for the program is scheduled for Spring 2020 and a determination about its continuation will be made at that time.
- Develop contextualized sections for English 101 and 102 for STEM majors as well as other popular majors. (English)
 - Contextualization or other adaptations for ENGL 101 and 102 are in progress within the English department.
- The BHHS program will pursue accreditation through the Council for Standards in Human Service Education (CSHSE).
 - The BHHS program reconsidered this plan and did not pursue accreditation.
- The Education (Birth through 4th Grade) program will apply for accreditation with the National Association for the Education of Young Children (NAEYC).
 - Successful progress toward accreditation, which will culminate in an application being filed in September 2019. The Education program garnered a two-year \$154,000 grant from William Penn and PHMC to support accreditation efforts and transfer pathways with three area universities.
- Revise Facilities Management Design and Construction degrees to consolidate the two degrees into one degree.

- Revised Facility Management Design and Construction options and consolidated into one degree: Facilities Management. Effective in Fall 2019.
- Consideration of an Art History certificate.
 - In progress with some work underway this summer 2019.
- Obtain DOE Title IV approval for new proficiency certificate programs.
 - Successfully obtained Title IV approval for Entrepreneurship Proficiency Certificate, Recover Leadership Proficiency Certificate, Music Production Proficiency Certificate, Post- Baccalaureate Proficiency Certificate, Fire Science and Public Safety Proficiency Certificate, etc. (Financial Aid).
- Additional New or Revised Programs and Courses in Liberal Studies
 - A semester-long Honors Institute was completed with the involvement of all active Liberal Arts: Honors faculty. It served to produce much-needed faculty development as well as drafts for revisions for core pedagogical practices and program management strategies in the program. Also, proposed revisions to the program course sequence, catalog descriptions, and Program Learning Outcomes will be submitted during Summer 2019.
 - Communication Studies revised to facilitate increased completion.
 - English degree was also streamlined to maximize students' efforts and transfer potential.
 - The Liberal Arts program was revised to offer more options and flexibility for existing students, especially helping students transferring into the program from other institutions or other programs at the College, and also students that begin at a developmental level.
 - Two core courses in the Religious Studies program were revised to reflect best practices and promote higher student success. RS 101 - Introduction to Religion was revised to include the Major Academic Approaches of American/Global Diversity and Writing Intensive. RS 175 – Religions of the Middle East was revised to be a Writing Intensive course.
 - Photographic Imaging studio courses have all added online resource material to enhance learning, and some key courses revamped lecture and demonstration materials for increased relevance.
 - Fire Science faculty have appeared with the Philadelphia Fire Department recruitment team at CCP and at off campus sites, and the College is hosting the Philadelphia Fire Department's training program graduation in June 2019.

Assessment

- Assure timely completion of the course documentation for ACT 335.
 - All course documentation for ACT 335 has been completed for the MSHC Division.
 - The Division of Liberal Studies is on track to have nearly 100% compliance for all courses offered. A newly created timeline has been implemented in those departments that chose to manage their 335s in a more balanced manner.
 - Total 335s completed: 41 (includes the 18 below)
 - Total 335s due in A/Y 18-19: 18
- Assure timely completion of all QVIs.
 - QVI template needs to be revised; hence the completion of QVIs has not been required for Summer 2018 or Summer 2019.

- Monitor data collection related to Department Assessment Plans.
 - All programs in the MSHC Division continue to collect assessment data.
 - The status and location of data collection associated with all programs within the B&T division has been established and documented. Data collection continues to be monitored.
- Complete audits as scheduled by the Office of Assessment.
 - The Engineering Science, Mathematics, Diagnostic Imaging, Dental Hygiene and Nursing Audits have been completed and approved by the Board of Trustees.
 - Scheduled and completed several audits in Liberal Studies.
 - Architecture, Interior Design and Building Science were approved (2018) with follow-up to the SOC.
 - Fire Science and ASL/Interpreting were approved with no follow-up in 2019.
 - Theater is pending feedback from the SOC (2019).
- Review and complete Nursing accreditation self-study in preparation for a Spring 2018 site visit by ACEN.
 - The Nursing accreditation self-study was completed and submitted. The site-visit took place in February 2019. The site visitors recommended full accreditation with three recommendations:
 - Continue working to improve the College's default rate.
 - Develop a plan to remove outdated Nursing material from the College Library.
 - Continue working to increase the program's completion rate.
 - The final decision will be made on June 3, 2019 at the ACEN board meeting.
- Finalize accreditation for the Ophthalmic Technician Program.
 - In process
- Identify and appoint a Division Curriculum Assessment Facilitator, establish a professional development plan for them, arrange for Assessment Management System training, and jointly create a division-wide assessment strategy with regard to monitoring and reporting.
 - Lisa Johnson (Nursing) and Dawn Janich (Biology) are the Division Curriculum Assessment Facilitators for the MSHC Division. A plan has been developed across the three academic divisions for all the DCAFs to provide a charge and training for them. They have been given access to AEFIS and have participated in two training sessions (Curriculum Mapping, Getting Assessment Data into AEFIS).
 - The Health Care Studies Program is part of the AEFIS pilot and to date, Course Learning Outcomes have been mapped to Program Learning Outcomes. Faculty are just beginning to input data from Canvas into the system. Reports will be drawn from that data during Summer 2019.
 - Once the reports are drawn and reviewed, the AEFIS implementation team will discuss the creation of a division-wide assessment strategy with regard to monitoring and reporting.
 - The dean of Liberal Studies selected two Division Curriculum Assessment Facilitators for Liberal Studies, worked with the two individuals to plan for the needs of the division, provided and participated in AEFIS training, and worked with the DCAF team to gather, verify, and upload all PLOs and CLOs for each of the 31 degree programs in Liberal Studies. The deans, Mary Anne Celenza, Pam Carter, and

- Chae Sweet, jointly created a college-wide assessment framework. Our efforts to implement AEFIS are continuing and a roll out is still planned for Fall 2019.
- Program faculty in the Liberal Arts and Communications pathway drafted Academic Pathway Learning Outcomes (APOs) in alignment with seven essential skills for general education. Both English and Communication Studies programs will now engage in aligning the PLOs and CLOs with the APOs. They will be the pioneering programs in Liberal Studies to do so.
 - Karen Yancey, Assistant Professor of Economics, serves as the B&T Division Curriculum Assessment Facilitator. Karen has attended two AEFIS trainings and will be attending the Drexel Assessment Conference in fall 2019. An assessment strategy has been created for the B&T division, which includes a standardized reporting form for monitoring the status of assessment for all programs as well as documenting the assessment plans for all division programs.
 - Monitor on a regular basis, the Academic Advising's Administrative, Educational, and Student Support Services Assessment Plan and Outcomes.
 - To collaborate with college leadership and faculty departments on projects and initiatives in support of student success.
 - The Academic Advising department will increase students' awareness about Academic Advising at the College.
 - The goal of this initiative was to increase students' awareness about Academic Advising, and encourage them to schedule their advising appointment earlier in the semester rather than later. All FT Academic Advisors made a total of 124 classroom visit during the Fall 2018 and Spring 2019 semesters in AH101, FYE 101 and BUSL 101 classes.
 - The Department of Academic Advising at CCP has received national recognition and inquiries from other community colleges.
 - The Academic Advising faculty have had the opportunity to speak and meet with representatives from the following community colleges, who inquired about CCP's Guided Pathways model of advising:
 - ✓ Butler County Community College, El Dorado, KS (2/22/2019)
 - ✓ Lower Columbia College, Longview, WA (Phone conference tentatively scheduled for 4/13/19)
 - ✓ Mohawk Valley Community College, Utica, NY (Phone conference Jan 2019)
 - ✓ Wor-Wic Community College, Salisbury, MD (Phone conference 2/27/19 and site visit from Wor-Wic CC representative on 4/25/19).
 - The Academic Advising department, along with the Dean of ESS, in cooperation with the program Deans and faculty will build the structure whereby students will be assigned to faculty in their respective curriculums.
 - With negotiations in process, this was not completed. Therefore, this is a goal for 2019-2020 – target department faculty who are willing to advise students, in their respective programs, who have earned 30+ credits.
 - To provide quality and consistent advising services to CCP students throughout their college career/ CCP experience.
 - The Academic Advising Faculty established a Training and Continued Education program for all faculty serving in an Academic Advising role, including new, full-time faculty hired at the College

- ✓ This new training academy was designed to help all faculty advisors understand his/her role as advisors, sharpen their skills, and acquire knowledge necessary to be an effective academic advisor which will allow us to assist all students effectively and efficiently on his/her road to success. Furthermore, this training academy fosters collaboration, the sharing of ideas, and exchange of information campus wide.
 - ✓ During the Fall 2018, the Department of Academic Advising rolled out phase one of the new Academic Advising Training Academy via CANVAS. Phase one of the academy training specifically targeted new full-time teaching faculty at the College who started during Fall 2018 – Spring 2019 academic year. There were five new full-time teaching faculty who participated and successfully completed the training program.
 - The Academic Advising department implemented a standardized mode of communication regarding academic policy and advising procedures.
 - The Department of Academic Advising created and distributed a survey of current part-time advisors that asks them to identify weaknesses in information delivery and flow. Overall, teaching faculty did not feel that they were up to date on various policies, procedures, and curriculum changes at the College.
 - Based on the feedback provided to us, the academic advisors started to comb through the canvas shell that was previously established for academic advising, which had separate shells for both full-time and part-time advisors. The department is currently in the process of archiving old information, and updating with new policies and curriculum content. The Academic Advising list-serv is active and routinely pushed out to all faculty who serve as advisors.
- Monitor on a regular basis, the Assessment Center's Administrative, Educational, and Student Support Services Assessment Plan and Outcomes.
 - The Assessment Center successfully transitioned to the NEXT Generation ACCUPLACER
 - During the Spring and Summer 2018 sessions, the Assessment Center conducted, once again, standard setting sessions with faculty from key academic departments and set meaningful and appropriate cut off scores. In these sessions, faculty were asked to match the competencies that are measured by the Next Generation ACCUPLACER with those articulated in the curricular outcomes and objectives of entry level English, ESL, and Math courses, review cut off scores from other peer institutions, and take the test a few times, imagining hypothetical borderline examinees taking the test and being placed in one of our English levels, ESL courses, or Math courses. Cut off scores were chosen and new placement rules defined. These rules were later adjusted after pilot testing with groups of enrolled students from the different departments at different levels and implemented starting October 8, 2018.
 - In the Fall 2018 semester, the new placement distributions were monitored, and departments informed of new placement patterns. The English placement distributions were more or less comparable to those brought about by the Classic ACCUPLACER suite of tests; however, the Foundational Math and Math placement distributions were very different, with a noticeable and substantial

increase in higher level Math courses such as FNMT 118, MATH 162, and MATH 171. Compare the Tables below:

Math Levels	Percent
FNMT016	39%
FNMT016/017	17%
FNMT017	13%
FNMT017/118	1%
FNMT 118	12%
FNMT 118 (7 week)	6%
M161	3%
M162	3%
M171	6%
Total	100%

Math Levels	Percent
FNMT016	67%
FNMT017	12%
FNMT118	9%
M161	7%
M162	4%
M171	1%
Total	100%

	Percent
ABEP	9%
LVL 1	15%
LVL2	21%
LVL3	13%
LVL4	13%
LVL5	12%
LVL6	16%
Total	100%

	Percent
ABEP	9%
LVL1	15%
LVL2	22%
LVL3	12%
LVL4	8%
LVL5	18%
LVL6	15%
Total	100%

- The Assessment Center successfully implement another Prior Learning Assessment
 - During the Spring 2018 semester, the Assessment Center and its staff were certified to administer the College-Level Examination Program (CLEP) exam. This certification process involved training and assessment steps through an eLearning system, and all Assessment Staff completed the 5-hour training and assessment modules successfully. Overall, from July 25, 2018 to April 26, 2019 (close to nine months), the Assessment Center administered 63 CLEP exams successfully, 20 of which were taken by CCP students, bringing in a revenue of \$860.00
- Monitor on a regular basis, the Library's Administrative, Educational, and Student Support Services Assessment Plan and Outcomes.
 - Library faculty will provide information literacy and instruction across the College's curriculum. Schedule all requests for information literacy instruction and assign to FT and PT Library Faculty.

- The Library faculty compared the data of the total number of English 102 course sections offered at CCP and the number of sections in which information literacy sessions were held. In the Fall 2018 semester, the Library faculty taught information 41 literacy sessions, which breaks down into 64.5% of Main Campus sections, 75% of NWRC sections, 70% of NERC sections, and 0% of WERC sections (there were no requests). In the Spring 2019 semester, the librarians provided information literacy instruction in 69% of ENGL 102 classes offered at Main - this is slightly improved from 64% in Fall. At NERC, 100% of all ENGL 102 classes received instruction. This is improved from 64.5% in the Fall 2018.
- Benchmark established.
- Library faculty provide in-person reference consultation to students in need of help with research or locating print and electronic materials to support their course work.
 - From Summer I 2018 to the end of spring 2019, the library faculty answered a total of 8659 questions across all locations. See table below.

	Reference	Instruction	Directional	Technical Assistance	Wifi	Student Needing Computer	Printing	Other	Equipment	Totals
Main	1322	412	952	411	118	158	1046	189	204	4812
NERC	71	56	27	9	9	5	47	0	8	232
NWRC	397	176	939	99	41	12	356	507	186	2713
WERC	97	118	27	139	9	262	187	29	34	902
Totals	1887	762	1945	658	177	437	1636	725	432	8659

- Definitions of categories below:
 - ✓ Reference - helping students locate resources to support coursework.
 - ✓ Instruction - involves a bit more time than a reference question, usually doing some step by step instruction on how to use a particular resource.
 - ✓ Directional - directing students to other campus resources, outside the library.
 - ✓ Technical Assistance – assisting students with computers, scanners, or any other piece of technology
 - ✓ Equipment - assisting in troubleshooting equipment like printer issues.
 - ✓ Wifi - helping students connect to the college wifi.
 - ✓ Student needing computer - times students could not find an open computer in the library and we had to direct them to a SACC lab.
 - ✓ Printing – includes questions related to using GoPrint
 - ✓ Other - miscellaneous questions that could not be fit into categories.
- The Library faculty and staff systematically removed physical items in preparation for the construction of the new Library and Learning Commons
 - Approximately 30,000 books were weeded from the collection between Summer-Fall 2018. The main impetus for this project was to ensure that our print collection would fit properly into the proposed shelving configuration of the new library space, although there were many other positive outcomes from this weeding project, related to the overall quality and relevance of our holdings to support teaching and learning at the College.
 - A significant portion of these weeded books -- almost 4,000 -- were sent to Better World Books (BWB), a certified B-corporation that partners with hundreds of the

libraries across the country. They resell, recycle, or donate books we send them. The books sent were selected based on criteria they have established, and our use of a pre-screening tool in their client portal that we can guide our decision-making. BWB tracks Environmental Metrics of the books they receive; here are the totals from our shipments to them, current as of 5/7/2019:

Environmental Metrics								
Account	End Destination of Book	Total Books ReUsed or Recycled	Books (lbs)	Trees	Water (g)	Green-house Gases (lbs)	Landfill Space (cu yd)	Electricity (kwh)
Community College of Philadelphia: Library		3,377	4,622	54	30,425	7,197	7	11,118
	Recycled	1,885	2,580	30	10,949	3,963	4	6,122
	Reused	1,492	2,042	24	19,476	3,234	3	4,996
Recycled Totals		1,885	2,580	30	10,949	3,963	4	6,122
Reused Totals		1,492	2,042	24	19,476	3,234	3	4,996
Grand Totals		3,377	4,622	54	30,425	7,197	7	11,118

- Additionally, BWB sends the Library 15% of the proceeds they earn from reselling books we have sent them. As of 5/7/2019, the library has earned \$1,172.21 in proceeds from these sales, with more pending as we continue to send them weeded books. These are books that would have ordinarily ended up in a CCP “recycling” bin, if not for this partnership with BWB. These proceeds can help us fund the purchase of replacement copies of some of our most popular works that are in poor condition.
- The Library faculty provided more cost-effective access to databases, ebooks, and videos
 - The Purchase of ProQuest’s Foundation Bundle, resulted in significant savings and additional content, including the following:
 - ✓ ProQuest Central – unlimited access to 47 databases, covering a multitude of subjects
 - ✓ ProQuest eBook Central – unlimited access to over 150,000 electronic book titles
 - ✓ Academic Video Online – unlimited access to over 66,500 educational streaming video titles
- The Library faculty worked to ensure that the reduced Main Campus Library print collection will fit in the new Library and Learning Commons
 - To prepare for the new library space, Nikki Karam, Library faculty member, created a detailed map of our current shelving, and a detailed map of the proposed shelving, and plotted the amount of shelf space that each Dewey area occupies. These maps helped guide the trajectory of the weeding project and ensured that enough books would be “weeded” in each subject area to fit sensically into the shelving of the new library space. Aside from pure linear feet, the library faculty must also consider the logical flow of the collection, to facilitate easy browsing and finding for students, faculty, and staff.

- Monitor on a regular basis Academic Connections’ Administrative, Educational, and Student Support Services Assessment Plan and Outcomes.
 - Academic Connections will provide students opportunities to connect to the College at the highest academic level possible by collecting and analyzing data on Level 1 Reading & Writing Workshop outcomes.
 - 2018-2019 Writing Outcomes

Term	Registered	Retained	Improved
Summer II 2018	8	6	6
Fall 2018	33	28	24
Spring 2019	21	17	14
Totals	62	51 (82%)	44 (86%)

- 2018-2019 Reading Outcomes

Term	Registered	Retained	Improved
Summer II 2018	10	10	6
Fall 2018	74	70	39
Spring 2019	33	28	14
Totals	117	108 (92%)	59 (55%)

- Comparison of 2017-2018 and 2018-2019 Workshop Outcomes

	Writing			Reading		
	Number	Retention	Improved	Number	Retention	Improved
2017-2018	95	66%	86%	217	60%	35%
2018-2019	62	82%	86%	117	92%	55%

- The continuous efforts to improve retention for both workshops and constant attention to improving the reading workshop outcomes have finally started to pay off. Retention improved by 16% for the Writing Workshops and by 32% for the Reading. Success rates remained steady at 86% for writing and improved 20% - from 35% to 55% - for the reading workshop.
- Monitor on a regular basis, TRiO Student Support Services Goals and Outcomes.
 - The TRiO Student Support Services Grant serves 225 students. The end of year report for this year’s grant is completed in the later part of 2019, for the 2018-2019 grant year. Results from the last grant year are listed below - 2017-18.
 - Earn associate’s degree or certificate; (2) seamlessly transfer to a baccalaureate program;
 - ✓ 71% persistence; of students served will enroll in the fall 2017 semester will persist to fall 2018;
 - ✓ 86% of all students will have GAS (good academic standing)
 - ✓ 30% of students eligible to graduate will achieve an associate’s degree and or certificate attainment within 4 years

- ✓ 80% of students eligible to graduate will achieve an associate degree and certificate attainment and transfer to a 4-year Institution within 4 years
 - Outcomes:
 - ✓ Persistence- fall to fall - goal (71%) - (68% attained)
 - ✓ GAS Good academic standing - goal (86%) - (91% attained)
 - ✓ Associate Degree or certificate –goal (30%) - (39% attained)
 - ✓ Associate Degree or certificate and transfer to 4-year institution within years goal (80%) - (37%) attained.
- TRiO students participated in interactive workshops that focus of the following:
 - TRiO & Me, Collegiate Advancement, Goal Setting, Financial Literacy, Strategic Success, Effective Communication, Student Leadership, Career Advancement, Social Media for Success, Scholarship Hunting, College Compass, Smart Spending, LinkedIn, Probability of Life and academic advising:
 - 51 TRiO students participated in 109 workshops. Students participated in workshops relative to academic issues encountered in College; embracing College, personal and work life seamlessly; utilizing social media effectively in academia; effectively identifying available scholarships for transfers to 4-year colleges and universities.
- Monitor on a regular basis Center on Disability Administrative, Educational, and Student Support Services Assessment Plan and Outcomes.
 - The Center on Disability (COD) will offer innovative and unique programs, with community input or collaboration, to heighten the appeal and relevance to community constituents.
 - The COD has facilitated ongoing collaboration between CCP (COD, Assessment Center, English Department, ASL Department, and Academic Connections) and the PA School for the Deaf to develop strategies to:
 - ✓ Assess the reading and writing skills of PSD students seeking postsecondary education
 - ✓ Tailor pre-Placement Test/Brush Up workshops to prepare students for the Placement Test
 - ✓ Develop strategies to support success in beginning English courses
 - ✓ Assist CCP community to support the inclusion of Deaf students in our programs and services
 - ✓ Timeline established for 2019-2020.
 - The COD and Temple University Disability Resources and Services have begun conversations about strategies to promote successful transition of deaf students from CCP to four-year colleges/universities.
 - The Center on Disability will collaborate with the College community to promote inclusion as an institutional value and disability as an integral element of the diversity that characterizes CCP: Participate (both as attendees and presenters) in College events that celebrate/promote diversity
 - COD worked with Admissions to invite two high schools dedicated to serving students with sensory loss for a campus visit (2/1 & 4/23), collaborated with the Diversity Certificate program to present two different student panels (3/19 & 11/19), participated on Diversity Week Kick-Off panel (4/9), presented Think

- Access program in collaboration with Online Learning for Diversity Week (4/9), invited Ryan Jones (Freedom Scientific) to conduct a full-day JAWS training workshop for faculty/staff (6/27) and was represented on Fall 2018 PD Week Kick- Off Intersectionality Panel (8/27).
- The Center on Disability will explore Peer Empowerment Coaching
 - Beginning Spring 2019 (3-year project), the COD, in collaboration with Student Success Initiatives, and through funding from Parx Casino, will design and deliver a Peer Empowerment Coaching program designed to assist students with executive functioning deficits develop strategies that support success. Additionally, acquaint students with and connect students to both College and local resources that support academic success.
 - The Center on Disability will expand, develop, and implement student-centered initiatives that support students within their Academic Pathways and enhance student success.
 - The COD developed a proposal and received funding (\$5,000 - \$3,500 for peer coaching & \$1,500 for emergency funds) from Parx Casino (“Empowered for Success): There will be a two-pronged approach:
 - ✓ Peer Empowerment Coaching: COD and Student Success Initiatives are creating the timeline to recruit and train paid Peer Empowerment Coaches. Our goal is to deliver Peer Empowerment Coaching to targeted students in Fall 2019.
 - ✓ Emergency Fund: In an effort to remove financial barriers related to disability, the COD will develop and receive applications from students involved in Peer Empowerment Coaching so that students can address pressing, immediate needs (i.e., co-payment for medication, funding for accessible transportation, and adaptive technology to access instructional materials)
 - The Center on Disability’s will collaborate with other CCP offices to develop Pregnancy and Title IX Guidelines.
 - Wendy Kohler worked with Simon Brown and Jessica Hurst to develop Pregnancy and Title IX Guidelines for the College. Victoria Zellers has received the document for review. Once reviewed and revised accordingly, the guidelines will be submitted to the President’s Cabinet for review and approval.
 - The Center on Disability will advocate for students with disabilities. Inform the College community of compliance mandates associated with the Americans with Disability Act as Amended and Section 504 of the Rehabilitation Act
 - Surveys at COD-sponsored events indicated:
 - ✓ 82% of faculty understood that they could not simply disregard an accommodation letter, 67% understood that they should contact the COD with questions and about one third of faculty saw the accommodation process as being more obligatory than interactive.
 - The Center on Disability purchased SensusAccess, (though College funds) which is a self-service, alternate media solution for educational institutions. SensusAccess allows students, faculty, staff and alumni to automatically convert documents into a range of alternate media including audio books (MP3 and DAISY), e-books (EPUB, EPUB3 and Mobi) and digital Braille. The service can also be used to convert

- inaccessible documents such as image-only PDF files, JPG pictures and Microsoft PowerPoint presentations into more accessible and less tricky formats.
- Monitor on a regular basis, the Learning Lab’s Administrative, Educational, and Student Support Services Assessment Plan and Outcomes.
 - The Learning Lab department head, in collaboration with Eric Shannon, determined how tutoring services impacts students by calculating the probability of passing a subject/course of students who did not come into the Learning Lab for tutoring support as compared to those who did.
 - A preliminary investigation into the impact tutoring has on a student’s academic success in twelve subjects/courses for which tutoring services are offered by the Learning Lab revealed the following insights:
 - ✓ Students who received tutoring in CIS 103; BIOL 106 and 110; ENGL 098, 101, and 102; FNMT 016 and 118; and SOC 101 all illustrated an increase in a student’s in probability passing.
 - ✓ Whereas, interestingly enough, students who received tutoring in BIOL 109, FNMT 017, and PSYC 101 illustrated the opposite.
 - More, in-depth analysis will be forthcoming to identify the reasons for the increase or decrease in probability of passing a course.
 - The Learning Lab faculty completed and submitted the application for College Reading & Learning Association Level I Tutor Training Certification.
 - Research indicates that tutor effectiveness is linked to tutor training (Boylan). Learning Lab tutor training should align with national standards.
 - The Learning Lab faculty are awaiting approval and/or recommendations from CRLA. Tutoring has been shown to positively impact student success and retention. Twenty-three tutors completed the training requirements for Level I. The training included 6 hours of training by the LLAB faculty, 4 hours of online module training and 25 hours of tutoring contacts with tutees.
 - All ten (10) departments under the Office of the Dean of Students will develop three (3) goals with objectives/student learning outcomes for the 2018-2019 academic year (Summer 2018).
 - Counseling Center/Student Success (Starfish)
 - Students on Probation – Track for performance and retention
 - Completion of term
 - Overall GPA and credits accumulated vs. attempted
 - Semester-to-semester retention
 - Early Alert – Will track all students who are referred for intervention to determine:
 - Completion of term
 - Grade in course
 - Semester-to-semester retention
 - ✓ Starfish referrals:

Referral Type	Fall 2018 Raised	Cleared	Percentage Cleared	Spring 2019 Raised	Cleared	Percentage Cleared
AH101 (Counseling)	6	6	100%	2	2	100%

*Counseling Academic	73	73	100%	85	85	100%
*Counseling Career/Transfer	5	5	100%	1	1	100%
*Counseling Emotional/Personal	47	47	100%	29	29	100%

- Guided Pathways (GPs)
 - Development of an operational structure that incorporates GPs while taking into consideration the work that needs to be accomplished with students on probation, career exploration, transfer services, and SOARs
 - All initiatives will have learning outcomes that will be assessed via electronic surveys
 - ✓ Last year we began to develop our interventions under the concept entitled Campaign 67. Building upon this concept, Counseling collaborated with Coordinator of Student Life Marketing and Student Engagement to create a logo that would be noticeable and easy to identify for students. Since the last report, we have been continuing to develop a format that targets students specifically in their first semester after being placed on probation for the first time. We found that this was a crucial time to provide support for students so that they can create a plan for success and their return to good standing.
 - ✓ In fall 2018, the Counseling Department moved to a Guided Pathway Model that the college embraced and to utilize Starfish (a retention tool) as the method for a caseload management system.
 - ✓ Guided Pathways - This year counselors were assigned by pathways (combine 7 pathways to 3 pathways for better utilization of counseling human resource) and each pathway had a corresponding 101 exploration course (FYE, AH, BULS). This year students on academic probation were assigned a Counselor according to their pathway. Each counselor received a cohort of students to support via email, phone, and one-on-one meetings. Instructions to Counselors provided previously on strategies of outreach in the form of email templates.
 - ✓ Starfish - Starfish has been a growing part of our process in working with the cohorts. This year we have continued to place cohorts within the Starfish system for easy tracking, retrieval, and outreach. Counselors this year were encouraged to use success plans within Starfish instead of paper contracts previously used. This move provides the opportunity for easy retrieval of the plan and adjustment of the plan for both the counselor and student.
 - ✓ First-Year Experience courses (AH 101, FYE 101, and BUSL 101):

- ❖ Each pathway has a lead Counselor who organizes and updates the Counselors' role in the BUSL101, FYE101, and AH 101 courses.
- ❖ The role of the Counselor in each of the 101 courses is twofold: First, to introduce students to the Counseling Department's services; second, to assist students with career exploration and transfer planning. Counselors developed a group format and materials (including PowerPoint and career exploration/FOCUS2 assignment) for all three 101 courses. Generally, all Counselors carry out the same activities for the three 101 courses; Counselors instruct students on how to complete the FOCUS2 career assessment, review their results and discuss transfer information. In order to accommodate various formats, Counselors conduct two class visits for Main Campus sections, one class visit for Regional Center sections, and provide video content of the class visit information for online sections.
- ❖ Counselors in the FYE 101 class follow a similar format as the AH 101 and BUSL 101, except they engage the class in a group activity "The Party" to get the students to think about careers in a fun, less stressful way. In the second-class visit, Counselors explain the FOCUS2 results and guide students on researching occupational information and degree requirements.
- ❖ Counselors involved in the AH 101 classroom/Canvas portal: currently, Counselors visit once during the 4th week for an hour-long interactive career values/skills activity, and give out an intake form to learn more about student's needs. A second visit during the 9th week for 30 minutes to discuss stress management techniques. For spring 2019, some Counselors did goal setting while others did stress management.
- Civility and Community Standards (Judicial)
 - Electronic Survey – Questionnaire will be distributed to both faculty/staff and students to determine with the overall satisfaction with the judicial process
 - Since this was the first full academic year working with the CCP judicial system, the Dean felt it was best to work the process to identify areas for enhancement and gaps in service delivery.
 - For faculty, a line of communication was established via initial contact regarding an issue (follow-up to a completed Maxient report) and after the concern with a student was addressed (call or email with faculty member to close the loop).
 - The dean's office contacted a referred student via three approaches: email, call, and letter.
 - Informal method of addressing issues with students worked best in terms of handling issues in a timely manner (for student and faculty member). More serious issues were referred to a judicial board.
 - Moving forward, every student will not only be provided a link to the Code of Student Conduct but also an attachment (pdf version).

- In order to develop a proper assessment instrument the Office of the Dean of Students will work to draft learning outcomes for faculty and referred students, and then design a survey to match desired conclusions.
 - All completed surveys will be forwarded electronically to VP for the purpose of transparency to ensure due process and overall satisfaction with delivery of services
 - Feedback collected from students and faculty will help to design the questions that will be asked on the survey for the coming 2019-2020 academic year.
- Ensure that goals are being met for Center for Male Engagement grant.
 - Persistence:
 - While the College's enrollment and persistence rate has steadily declined over a period of time, the Center continues to outpace the persistence rates in comparison to African-American males not affiliated with the Center for Male Engagement and institutional-wide.
 - Summer Program:
 - Placement results:
 - ✓ In English (reading and writing):
 - ❖ 18 out of 31 students (58%) increased at least one level
 - ❖ 14 of 31 (45%) tested directly into college-level English.
 - ✓ In Math:
 - ❖ 11 students (29%) increased at least one level with two students testing directly into college-level math.
 - In summary, significant academic gains were made and more impressively, students that moved into college-level English courses and/or increased at least one level in math. In sum, students were able to grow in confidence in their academic abilities, while eliminating the need to take various developmental courses, thus helping students to save over \$20,000 tuition fees.
 - Commencement:
 - Twenty-five (25) CME members graduated in May 2019
 - ✓ 10 CME students graduated with honors.
 - ✓ 2 CME students were recognized during Commencement.
 - Transfer and graduating members will be matriculating into four year institutions such as: Drexel University, Kutztown University, Temple University, University of the Arts, and West Chester University.
- Increase the academic performance, persistence and graduation rates in college among African-American male participants of the Center for Male Engagement (approximately 287 new and continuing and an additional 75 incoming students) through a focus on academic, career and financial planning, and student engagement.
 - 25 CME participants graduated in May 2019
 - 10 CME students graduated with honors
 - Two CME students were recognized during Commencement.
 - Four students were inducted in College's Honor Society: Phi Theta Kappa
 - Five students received distinguished honors in the LEAD's Program and Student Life Annual Awards dinner
 - Student Government President (former and newly elected)
 - Student Newspaper: Vanguard, Editor in Chief
 - Four CME students received scholarships through charitable giving of Parx Casino

- Two CME students were selected to the Study Abroad Program
- CME alumni and Howard University graduate was selected as a featured student in the College’s Fund-raising campaign
- CME was a featured program in a NBC-10 report on how local colleges are supporting first-generation students
- CME members served as student ambassadors and orientation leaders
- CME members participated in focus groups designed to enhance the Student Experience as well as panelists in Diversity Dialogue and Equity events
- CME members were highlighted in the College’s internal and external marketing campaigns
- Persistence Data: Fall 2018 to Spring 2019:
 - The Center’s total enrollment is comprised of 303 full and part-time students. Of the 303 total students, 206 were actively enrolled and 97 students were not enrolled during the Fall 2018 and/or Spring 2018 semesters. Explanations for non-enrolled students are, but not limited to, financial barriers, affordability or not meeting satisfactory academic progress requirements, familial and personal reasons, need to work and/or decided to take a stop-gap year.
 - Non-enrolled students are given an inactive status and will not be included in the persistence denominator. Due to taking a stop-gap year, these students will remain on the program’s roster for up to two full academic years (in alignment with College enrollment policies) upon which time, outreach will continue to be done to re-engage and help students re-enroll at the College. If a student on the inactive list is unable to re-enroll at the end of this stop-gap period, they will be removed from the roster allowing the opportunity for another eligible student to receive services.
 - Out of the currently enrolled students, 63 were new students and 143 were returning students. An additional 75 first-time incoming students are expected to enroll in the summer enrichment program in July 2019. The slight decrease in enrollment is reflective of the overall decline in College’s enrollment for the Fall 2018 and Spring 2019 semesters.
 - The Center set a goal to increase the fall-to-fall persistence rates of new and returning enrolled African- American male students, at 50% and 60%, respectively. While at the time of this report this measure cannot be fully determined, the Fall 2018 – Spring 2019 persistence rate of new students was at 77.8% and re-turning students at 78.3%. Both new and returning students are currently on pace to meet the fall-to-fall persistence rates of new and returning enrolled African-American male students, at 50% and 60%, respectively.
 - In comparison to other groups, please refer to the table below (data is provided by Office of Institutional Research):

Fall 2018 to Spring 2019

	CME	AA Males (Not in Cohort)	College-Wide
New	77.8%	64.3%	71.7%
Returning	78.3%	65.4%	69.9%

- Complete the first cycle of assessment for the BUSL 101 course, making any needed adjustments in terms of course content, faculty or administration, and implementing any College-wide FYE assessment metrics.
 - The first cycle of assessment for BUSL 101 was completed and included in the First Year Experience assessment report for the three College first year experience courses. Adjustments made include tweaking course content, examining teaching patterns, and removing two probationary part-time faculty from teaching the course in future.
- Maintain 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 finalizing a standard set of metrics and targets/benchmarks for each program.
 - The new College-wide Assessment Framework was discussed in depth at two divisional faculty meetings to enhance understanding of the purpose of assessment and how assessment activities will be implemented in the new AEFIS assessment management system. A standard set of enrollment and retention benchmarks were established for B&T programs that aligns with the data reported in program reviews.
- Engage faculty in implementing their assessment data/information in the new Assessment Management System, after appropriate training.
 - Faculty have prepared and documented their Course Learning Outcomes and Program Learning Outcomes, as well as their mapping, for implementation in the AEFIS system.
- Identify and appoint Division Curriculum Assessment Facilitators, establish a professional development plan for them, arrange for Assessment Management System training, and jointly create a division-wide assessment strategy with regard to monitoring and reporting.
 - Same bullet point appears above; see page 44.
- Set up a system for tracking job placement for Culinary Arts students as required by ACF, the professional accrediting agency for the Culinary Arts degree program.
 - The faculty have had difficulty determining an effective means for tracking job placement for Culinary Arts, but efforts continue.
- Continue the cycle of course assessment for the FYE 101 course; continue course evaluation for outcomes in terms of student retention, pass rates, G.P.A., and credit accumulation momentum.
 - The assessment of FYE 101 continued, gathering additional data, and demonstrating with the data already analyzed that completing FYE 101 produces positive results for students, particularly in the areas of student retention and credit accumulation momentum.
- Maintain focus on the continuous improvement cycles in each program and course assessment plan, supporting faculty in their efforts to learn and establish best practices for their regular program assessment and periodic program reviews.
 - Art Department: implemented new course level evaluation process that has provided more concise information regarding students' development from mid-semester to the end of the term. Faculty will review year-long assessment data in Fall.

- Architecture, Design and Construction Department: The Department completed approximately 75% of the course assessments. Outstanding assessments will be completed Summer 2019.
- English Department: Every area in the English department was engaged in assessment and evaluation of courses and programs. The developmental unit assessed ENGL 098; the ESL drafted PLOs for the program and will subsequently revise ENGL 098/099; the college writing unit reviewed and revised the CLOs for ENGL 101 and 102; Communication Studies revamped CLOs and is involved in piloting assessment for PLOs in AEFIS; the English degree also collected assessment from two 200-level courses for PLO assessment; and the Theater program revised CLOs in core courses and collected data for assessment of PLOs.
- Foreign Languages Department: The International Studies program is actively engaged in assessing PLOs and corresponding CLOs.
- History, Philosophy & Religious Studies Department: Programs in HPR are continuing assessment of PLOs, including Religious Studies, Liberal Arts: Honors, Liberal Arts, and Liberal Arts Social/Behavioral Science. In addition, course-level assessment for disciplines is underway, with assessment occurring in History, Philosophy, and Humanities.
- Music Department: The Music Department continues to assess juries through an Applied Music Canvas course and most assessment for other courses is also done through Canvas.
- Photographic Imaging Department: Program and course assessment is on target for the two degrees, Photographic Imaging and Digital Video Production.
- Psychology, Education, & Human Services Department: All programs are actively engaged in assessing their PLOs and corresponding CLOs.
- Social Science Department: All programs are actively engaged in assessing their PLOs and corresponding CLOs.
- Engage faculty in transitioning their assessment data/information into the new Assessment Management System, after appropriate training.
 - With the assistance of Kara Crombie and Kelly Connelly, all Liberal Studies programs have uploaded their PLOs and CLOs into AEFIS. The Communication Studies degree will upload assessment data into AEFIS this summer for the first pilot of the system.
- Use results from the market research study/demand analysis to assess the perception and image of the College, identify opportunities and challenges, and support enrollment objectives, especially related to the growth of the Regional Centers.
 - The Market Study/Demand Analysis has either not been completed or the results have not been shared. (Enrollment Management)
- Create an assessment team and an assessment plan for enrollment services that is inclusive of departmental vision statements and mission statements, student learning outcomes, benchmarks and a plan for implementing and conducting assessments along with training for skill development, especially to create stronger customer service.
 - Formed an Enrollment Management Assessment Team.
 - Completed the AES Plan for Admissions, Records and Registration, Financial Aid, and Enrollment Management Systems.
 - Received an error free audit for the A-133 federal review (Financial Aid).

- Additional information from Liberal Studies:
 - Field placement site compliance was improved significantly. K. Bergman worked with field placement coordinators to ensure that site agreements were executed and stored, and that certificates of insurance were readily accessible. In BHHS, executed agreements grew by 34%. There are a total of 90 executed agreements on file compared to 67 in the prior academic year.
 - Complete Department Head Evaluations.
 - One-third of the department heads in Liberal Studies were evaluated during the academic year. Summer 2019 will see 100% completion of evaluation of the department heads.

EXTERNAL AND INTERNAL COMMUNITY RELATIONS

- Expand the clinical affiliations and/or clinical experiences for the Ophthalmic Technician Program.
 - In process
- Provide networking opportunities to OPH students through the para-optometric professional organization.
 - In process
- Review all advisory committees to insure adequate membership and function.
 - All MSHC Advisory Committees have been reviewed. Membership has significantly been increased on the Medical Laboratory Technology Advisory Committee and on the Engineering Science Advisory Committee. All other Advisory Committees are fine.
- Continue to participate in events that target recruitment of students such as Big Bang Day, Science Festival on the Parkway, CCSET, etc.
 - Through the leadership of faculty in the Biology and Chemistry Departments, all these events have occurred.
- Increase the exposure of the Nursing Independence Foundation Chair at community agencies.
 - The Nursing Independence Foundation Chair has established the following new Community Partnerships and Initiatives for the 2018-2019 academic year:
 - Partnership with Philadelphia Police Community Engagement Officer Ligato (Health Fairs with the South Philadelphia Community, teens and senior citizens)
 - Partnership with Senator Larry Farnese's office - Senior Expo Health Fair
 - Partnership with Jane Golden and the Mural Arts Program to initiate a community health promotion activity at a Porchlight Project Storefront – serving the opioid crisis. All students in N232 have had this experience and moving forward all second year nursing students will participate with a goal of decreasing stigma associated with substance use disorder; preparing a workforce ready to engage in a non-judgmental manner.
 - Partnership with the Broad Street Ministry - contact Mike Dahl. Students are doing a wide array of activities serving a population of homeless individuals and the working poor. This has allowed for an increased opportunity for students to work with a population of those afflicted with mental illness and substance use disorder.
 - Philly Fight - a comprehensive health services organization providing primary medical and dental care, consumer education, advocacy and research. The partnership with Philly Fight has enabled student participation in a pediatric clinical, as well as collaboration with services they provide at the Broad Street Ministry.

- Dr. Roberta Waite - Director, Stephen and Sandra Sheller 11th Street Family Health Services - her research in Trauma Informed Care has allowed for the collaboration of presentations on this topic - a topic that has been a mainstay of the 19130 Zip Code Project over the past three years.
 - National Nurse Led Care Consortium - (NNCC) collaboration with a group of students volunteers who are being educated to go into the community and participate in education regarding Medication Assisted Treatment for Substance Use Disorder. Students are working in coordination with several federally qualified health clinics.
 - Medical Legal Partnership – Rachel Mark Esq., Providing education to students related to the ability of the medical and legal teams to work together to improve health outcomes.
 - Dr.Elizabeth Speakman - provost for interprofessional education (IPE). Partnership to collaborate and to provide IPE between students at CCP and University of the Sciences.
 - Philadelphia Corporation of the Aging (PCA) – “Stop Malnutrition Now” initiative; representation on both the Healthcare and Research committees.
- The Assessment Center, in collaboration with Academic Connections and DACE, will continue to develop and implement early college-readiness assessment (CRA) programs in partnership with local high schools and other local organizations.
 - The Assessment Center, in collaboration with DACE, developed and implemented early college-readiness assessment (CRA) programs in partnership with local high schools and other local organizations.
 - In terms of diagnostic testing and early college-readiness assessment (CRA), in collaboration with DACE, the Assessment Center (a) administered diagnostic testing at Parkway Center City Middle College; (b) prepared feedback reports that outlined student strengths and weaknesses; (c) reviewed the feedback reports with students, counselors, administrators, and teachers; (d) counseled administrators and teachers in appropriate intervention strategies; and (e) administered final placement testing to the same cohort of students (n = 110) after 6 months.
 - Overall, the students improved following intervention/instruction, and the change in score means were not only statistically significant but also substantive for both English and Math. In the case of Math, the jump of 28 points on average helped place a total of 81 students (74%) in one of our college-level Math courses. For English, there were a total of 79 students (72%) who placed in one of our college-level English courses.
- The Assessment Center will increase ACCUPLACER testing at High Schools beyond 2017-2018 level, in collaboration with Academic Connection’s ACCUPLACER test prep programs and DACE College Readiness Programs. (see admin of placement and dx testing)
 - In collaboration with the Manager of the Welcome Center and the College Recruiters, the Assessment Center was able to maintain successful partnerships, as well as establish new ones, with Philadelphia high schools and successfully oversee placement testing and early assessment programs on-site at the high schools. This appraisal cycle, we were able to add 13 new high schools to our testing list, bringing the total number of different High Schools to 40. Below is (i) the list of schools since 2016, and (ii) the number of high school tests we administered in three different periods:
 -

- Abraham Lincoln High School
 - Aspira High School
 - Audenreid Charter School
 - Building 21
 - Bartram High School
 - CB Community School
 - Creative and Performing Arts High School
 - Dobbins High School
 - Edison High School
 - Esperanza
 - Fels High School
 - Frankford High School
 - George Washington High School
 - Honickman Learning Center (Project Home)
 - Kensington Health Sciences Academy
 - Kensington High School
 - Kipp Charter
 - KIPP High School
 - Lankenau High School
 - LNES (under the League of United Latin American Citizens)
 - Martin Luther King High School
 - MaST Charter High School
 - Mastery Thomas High School
 - Mercy Vocational High School
 - Motivation High School
 - Northeast High School
 - Overbrook High School
 - Parkway Center City Middle College
 - Penn Treaty High School
 - Philadelphia Military Academy
 - Pickett Mastery Charter High School
 - Roxborough High School
 - School District of Philadelphia Headquarters
 - Strawberry Mansion High School
 - The U School
 - The Workshop School
 - Universal Audenreid High School
 - West Philadelphia High School
 - Widener Memorial High School (this is an all handicap high school)
- Total number of high school tests since Spring 2016: n = 2138
 - April 16, 2018 to April 16, 2019: n = 1193
 - April 15, 2017 to April 15, 2018: n = 582
 - April 14, 2016 to April 14, 2017: n = 363
 - The Assessment Center will increase ACCUPLACER testing at High Schools beyond 2017-2018 level, in collaboration with Academic Connection's ACCUPLACER test prep programs and DACE College Readiness Program.
 - The Assessment Center and Academic Connections will track high school students (going back to 2015-2016) who tested at the high school locations to identify the enrollment and academic progression outcomes of these students.
 - In process and will continue as a goal for 2019-2020.
 - Expand relationships with the Computer Technologies department faculty and local tech industry, which can provide a number of benefits to department programs and faculty professional development.
 - Local tech industry events have been highlighted for Computer Technology faculty and a few have started attending local events and expanding their networks.
 - Build relationships with the Computer Technologies department faculty and local high schools to build awareness of degree and certificate programs and promote CCP recruitment.
 - No progress has been made.

- Continue building community within the division with regular division meetings and retreats, increased interaction among faculty of the division through committee and special project work, and recognition programs (e.g. dean’s awards).
 - Three division meetings/retreats were held during the 2018-19 academic year. Two division committees, Global Business & Technology and Student Engagement, have met consistently throughout the academic year. One B&T Dean’s Award was presented this year to Laurence Liss.
- Work with marketing to create effective division, department and program websites, as well as marketing collateral for division programs.
 - Worked with marketing to update All Offerings and program map pages to contain the most up-to-date information and more accurate student success checklists.
 - All division areas are working to create or enhance their associated websites, with completion scheduled for fall 2019. All program areas have assessed the effectiveness of their marketing collateral, and based on division priority, programs are submitting marketing requests for updated materials.
- Develop and/or enhance College Centers/Institutes that establish partnerships with area businesses, provide programming for the public, and also provide experiential learning opportunities for students.
 - The Center for Law and Society (Director, Billy Love) posted a notable year of events, workshops, presentations, and other activities for students, faculty, community partners, and the professional community.
 - Law and Society Week: Multiple workshops and events where well over 1,500 students were able to learn about law and societal issues from CCP faculty.
 - In addition, the Center participated in several off campus high school career/college fairs; partnered with the Welcome Center’s High School Day at CCP; sponsored a successful Constitution Day program; developed and hosted the Human Trafficking Conference, Fall 2018; and co-sponsored the Opioid Awareness Conference, Spring 2019.
 - The Center’s Director, Billy Love served as a guest speaker throughout Pennsylvania, including guest speaking appearances at several faith-based conferences; at the Paralegal Association of Philadelphia conference luncheon; at the Philadelphia Police Department training; at the PA Parole Officer training; at several local victim service agencies; and to the Philadelphia Arraignment Court judges.
 - The Center for Law and Society also sponsored or co-sponsored several events which were open to the campus and community alike, including the City of Philadelphia Bar Association and private law firms for name change clinic; CCP Student Life for Black History Month event; High School Recruitment office for Career Fair and High School Day; and Lunch and Learn with Re-entry Support Project.
 - The Center for Law and Society provided Continuing Legal Education Credit (CLC) to Pennsylvania lawyers. Programs benefitted our students, and were open to the Philadelphia community as well. Programs included Healing After Violence, Career Fair, Black History Month event, 2020 Census, the Foster Care System, Judicial Affairs Conference, Gun Violence, PTSD Causes and Coping, Human Trafficking, Victim Services, Hidden Bias, Navigating Law Firm Culture, Domestic Violence, Mock Trial.
 - The Center for International Understanding (Director, Fay Beauchamp) hosted, promoted, and developed several lectures and events which were open to students, faculty, staff, and the Philadelphia community.
 - Feb. 21: Photo-Journalist Ada Trillo, “Children of the Caravan,” on the plight of Latin American immigrants at the U.S. southern border. Audience: 150.

- Feb. 22: Ariel Genadt, Lecturer, University of Pennsylvania, spoke on “Architecture and Resilience in Japan,” Audience: 40.
- April 1: Jacques deLisle, Director, Center for East Asia Studies, Penn, “China-U.S. Relations: Economics, Politics, and Law” Audience: 60.
- April 2: Dr. Firoozeh Kashani-Sabet. Director, Middle East Center, Univ. of Pennsylvania, “Understanding Iran Present and Past: Today’s U.S.-Iran Relationships and a View of Iran’s Persian History.” Audience: 120.
- April 5: Talk by Liliana Velasquez, author of Dreams and Nightmares about her experiences as an immigrant coming from Guatemala to Philadelphia. Audience: 160.
- April 5: Talk on Philadelphia community organizations supporting immigrants: Layla de Luria, Clinical Supervisor, La Puerta Abierta. Audience: 30.
- April 18: Performance and commentary by Bakithi Kumalo on his journey from South Africa under Apartheid to NYC and the world. Audience: 70.
- The Center developed partnerships with U.S. Department of Education Title VI National Resource Centers to augment funding for co-curricular activities. The Center Director secured pro-bono talks of the University of Pennsylvania directors of the Center for East Asian Studies and Middle East Center, and secured \$750 with Howard University’s Center for African Studies for a series of events on April 18th.
- The Center’s director initiated and chaired International Festival Planning Committee and coordinated events with the Office of Student Life. In addition to the lectures the Center supported films shown on April 2 and 18, the International Studies Student awards presented on April 15, and student performances on April 17.
- Launch Spring Garden Records and ensure that all materials around the label, social media posts, web content, releases, etc., are of a high quality and showcase the department and the students’ work. (Music)
 - Spring Garden Records officially launched in Fall 2018 and has already seen press in notable publications including WXPB’s The Key. By June 2019, the label will have had seven projects releases in seven months of operation.
- Partner with high school education providers to create solutions-oriented programming that facilitates greater high school graduation and college credit achievement.
 - Establish dual enrollment opportunities with area high schools in collaboration with DACE and increase test prep opportunities, so students might place higher in developmental English and ESL.
 - The History, Philosophy and Religious Studies department continued collaborating with the Division of Access and Community Engagement to expand partnerships with local high school programs, most notably the Parkway Middle College school. Several new sections of FYE 101 as well as various courses in the disciplines of history, humanities, philosophy, art history, and music were added to better serve this expanding cohort of high-achieving high school students.
 - The creation of Building an E-partnership for Student Success and Transition (BESST) is a collaborative effort between the CCP and the School District of Philadelphia ESL leadership team and faculty, to ensure students spend less time post high school graduation in pre-college level courses such as ESL and developmental English by aligning curricula and sharing expectations.
 - This spring, K. Bergman and the English department participated in exploratory conversations with the English Language Arts faculty at SDP as part of an initiative developed by DACE. The focus is to align curricula and reduce the amount of time native

- English speakers spend in developmental courses at CCP. This initiative perfectly supports the BESST curricular alignment efforts.
- The Photographic Imaging department will improve links to the Philadelphia school system media programs. Initiate regular HS student tours, contests, and special events to highlight the department and our student work.
 - Groups of students from Philadelphia schools have toured the department and some students have enrolled in PHOT 104.
 - Establish dual enrollment opportunities with area high schools in collaboration with DACE and increase test prep opportunities so students might place higher in developmental English and ESL. (English Dept.)
 - Develop outreach and communications plan for international student services at the College, including new Intensive English Language Program and the Multilingual Hub.
 - Working with International Office, Anesah Akari, on Language Certification so the College can be approved as a language program school whereby international students can study ESL full-time. This option benefits the College and does not lessen our opportunity as an option for academic study for F-1 students in part because these students then transition into an academic area of study.
 - Strengthen advisory boards so that community and workforce members are valuable partners in creating quality educational experiences.
 - The BHHS program cultivated the BHHS advisory board as a vehicle for understanding and meeting needs of Philadelphia’s helping agencies and workforce by adding new members have that include a former student, workforce representative, and two university representatives.
 - The Photographic Imaging advisory board participates in students’ end of semester presentations, interview clinics, and they provide equipment gifts for the student Academic Awards.
 - Both the Paralegal Studies and Criminal Justice programs added new members to their advisory board.
 - Implement an integrated marketing communications plan/team or redesign the work of the Enrollment Action Team (EAT) to develop the desired outcome.
 - Determined that training/education needed to occur regarding integrated communications. The Dean will conduct a retreat for the Enrollment Action Team to educate the team on integrated marketing communications and how to create an effective plan.
 - Continue to work with the Deans and department heads to collaborate and implement communications and outreach strategies to support programs. Explore with Marketing designing and planning program-specific marketing strategies, as appropriate, so that strategies are aligned. Further explore and implement aspects of the “toolbox” concept.
 - Postponed to Summer – Fall 2019 due to the implementation of the New CRM – Banner Recruit. (Enrollment Management).
 - VP Hirsch worked with Marketing to promote target programs and new programs.
 - Explore best practices to increase international student enrollment and expand outreach and recruitment efforts, including increased recruitment in immigrant communities.
 - The recruiters assisted DACE with the planning and implementation of two ESL Information Nights which targeted immigrant populations in the hopes of recruiting

- them. Recruitment/Outreach worked closely with several agencies whose focus is helping underserved populations including immigrants. (Admissions)
- Develop parent’s advisory council to involve parents more deliberately in all aspects of the enrollment continuum for dependent students.
 - Solicited parents to serve on an advisory focus group of entering new students; a July 2019 meeting is planned. (Enrollment Management)
 - Revise admissions web pages and communications.
 - Several revisions have been submitted to the “getting started” web pages and we are awaiting a final version from Marketing. This will make the enrollment process a little easier to navigate for prospective students.
 - Develop more visibility, city wide events where our new van can be used.
 - The Admissions Office took part in 402 external events. The van was used at 36 events.
 - Hired a PT Recruiter to assist with recruitment and outreach using the van.
 - Develop outreach and communications plan for international student services.
 - Automated communications to international students through Hobsons were done for the first time and will continue to be updated and improved through the new recruit implementation. There were no changes to the communication plan, just minor adjustments to the emails sent to students.
 - Complete a financial aid communications plan.
 - Completed a Financial Aid Communications Plan that needs to be expanded and integrated with other Communications. (Financial Aid)
 - Open more lines of communication and collaborations with various College departments and external agencies.
 - Increase outreach to veterans and veteran serving organizations, including collaborating with branches of military to offer alternative assessment (testing) online.
 - The collaboration with the military to offer alternative testing is still on going, as each branch has to be contacted and a Proctor must be present.
 - Upcoming event scheduled on May 27, 2019 Memorial day with the VFW; approximately 50 attendees are expected.
 - VRC Events held:
 - Community Outreach days
 - ✓ WERC 5/16/2019, 12 attendees
 - ✓ NERC 5/15/19, 22 attendees
 - ✓ NWRC 5/09/19, 10 attendees
 - Cohen Military Family Clinic (19104) 4/25/19, 20 attendees
 - VA Vet Center (19107) 3/27/19, 15 attendees
 - Vet. Career Conference at Villanova (19085) 3/14/19, 100 attendees
 - Veterans Upward Bound (19104) 3/05/19, 31 attendees
 - PARX Vet Fair (19020) 2/13/19, 55 attendees
 - Martin Luther King Day (19120) 1/21/19, 43 attendees
 - Student Vets. of America (Fl.) 1/ 3-5/19, 125 attendees
 - JWV Post 215 (1911) 12/09/2018, 15 attendees
 - Rutgers/Camden Vet Ctr (08102) 11/13/18, 100+ attendees
 - Vet Day At CCP 11/09/18, 25 attendees
 - American Legion Post 810 (19115) 10/15/1, 22 attendees
 - PANG Resource fair (19154) 9/21/18, 100 attendees

- Identify the mission, purpose, role, goals and objectives of the Regional Center Advisory Board and its structure and guidelines.
 - Strengthened advisory board policies so that when designated and finalized, community and workforce Advisory Board members will be valued partners in creating quality educational experiences and relevant community connections. (NERC, NWRC, WERC)
- Work collaboratively with Workforce and Economic Innovation division for integration of new and existing career programs that identify WERC as the destination for these programs and coordinate with Admissions and Marketing for outreach strategies to identify potential interest and prospects.
 - Supported, scheduled and coordinated classroom space modifications for workforce development certificate programs/shared academic space (WERC)
 - Worked collaboratively with Corporate Solutions for programs directed at the small business community in the neighborhood of WERC including hosting two SCORE programs in Academic Year 2018/19 (WERC)
 - Coordinated with the Division of FLOAT to provide a Canvas and SMART Technology training session at NERC
 - Coordination with the Division of Workforce Development, Readiness and Economic Innovation for employer table weekly table events, Center for Small Business events, and PA Career Link events
- Develop new admit and student types to better identify and report on students.
 - This goal has been accomplished and the new structure will also be rolled out with the Recruit application in September. Admit Types created:
 - Pre-College
 - First-Year International
 - Transfer International
 - Readmit International
 - First-Year
 - Transfer
 - Readmit
 - Student Types created:
 - High School
 - New
 - Guest/Visiting
 - Continuing
- Increase frequency of Express Enrollment Days.
 - Began holding Express Enrollment Days every other week on the Main Campus and at Regional Centers. These events have been highly successful and we held our first Saturday event which was well attended. At the Saturday event, we registered over 70 students, and we are averaging over 100 visitors at each Main Campus event. We held 13 Express Enrollment events in the last application year from September 2018 to May 2019 (Admissions)
 - Conducted six (6) separate express enrollment days at NWRC that were highly successful.
 - Collaborated with Admissions, Marketing, Purchasing, Student Life for Express Enrollment/Community Day event (NERC, NWRC, WERC)
- Revamp Open House structure making it more academically focused.

- We have only held one Open House with the new structure; 165 people attended the first restructured Open House. We did not do a survey to assess this new format; however, the flow of the event and the verbal feedback we received was very positive. We succeeded in our first new Open House by creating academic sessions for each of the pathways, financial aid and dual enrollment. The event was much more well organized, focused, and went more smoothly than prior events. We will continue this model this year and assess its success and continue to make modifications.
- Collaborate with partners on grants to increase student success (Other external and internal community relations)
 - Continued collaboration as part of Lumina Talent Hub grant with Graduate! Philadelphia, Temple University, Chestnut Hill College, and Thomas Edison State University. The Vice President and a lead Admissions Recruiter presented on stackable credentials and Guided Pathways to the grant partners.
 - As part of the grant, drafted job description for success coach (to be housed in Admissions) to work directly with Comebackers.
- Other Liberal Studies activities:
 - The ASL/English Interpreting program students hosted a fundraiser for DeafCAN!, a human service program located in West Chester, PA. The students hosted an ASL Family Fair and raised over \$3,700. In total, the students have raised over \$4,800 for the organization.
 - The Photographic Imaging department compiled a slideshow of compelling work for each course that can be exhibited around the college and on CCPTV.
 - The PHOT 105 student final portfolios were shown in the Liacouras Center at 2019 Commencement and are part of CCPTV's online streaming presentation. Additionally, the slideshow will be installed in the Admissions Office for incoming students to view.
 - The History, Philosophy and Religious Studies departments continued the partnership they began in 2017 with Presbyterian Historical Society. It was expanded to include more visits to the archives and primary research experience for students taking courses in history, religious studies, creative writing, and architecture, as well as close work with the faculty and students of the Liberal Arts: Honors program to provide research opportunities for class and also securing several internship opportunities for students. A total of 105 students from the College worked with materials in the Presbyterian Historical Society's archive in 2018 – 2019.

WORKFORCE DEVELOPMENT, READINESS AND ECONOMIC INNOVATION

- Continue to improve program advisory committee processes, focusing on strategic membership, meeting schedules and content, and communications with members beyond meeting events.
 - There have been slight improvements to advisory committee processes and strategic membership for programs in both the Business Administration and Computer Technologies departments. Discussions to further improve advisory committee processes and membership have resulted in plans for more targeted advisory committees for specific programs (e.g., a transfer advisory committee for Business-General, a separate advisory committees for Cybersecurity).

- Building upon the success of the automotive technology summer 2017 STEM camp for 6th, 7th and 8th grade students, based on demand the plan is to run the one-week camp two times. The goal remains to introduce youth and their parents to the 21st century automotive technology field to encourage their pursuit of related careers.
 - Two one-week STEM Transportation Camps will be held in July 2019. One week will be for girls, focusing on women as guest speakers and a field trip to the Girls Auto Clinic (run and staffed by women), and one week will be co-ed.
- The Computer Technologies department will begin working on a strategy to develop internship opportunities for students in department programs.
 - A relationship has been established with a national technology recruiting and job placement firm to assist with identifying potential organizations interested in intern (and full-time) placement.
- Develop and implement a summer camp for youth interested in culinary arts or hospitality management, for summer 2019.
 - Work on this action item was delayed due to the CAHM curriculum coordinator focus on revamping the hospitality management curriculum.
- In collaboration with the Workforce and Economic Innovation division and the Division of Access and Community Engagement, create clear, easily communicated information resources that outline non-credit to credit pathways, emphasizing program entrance and exit/transfer strategies.
 - Developed process and documentation for articulating non-credit to credit programs.
 - Have started initial processes for select non-credit programs
- Coordinate course and certificate offerings to prospective agencies and organizations seeking Professional Development venues for staff.
 - With assistance from Philadelphia Works, have entered multiple proficiency certificates into the Commonwealth Workforce Development System for prospective students with an Individual Training Account
- Determine the various pathways that meet the needs of the Philadelphia's Department of Behavioral Health and Intellectual disAbility Services (DBHIDS) workforce.
- Cultivate the BHHS Advisory Committee as a vehicle for understanding and meeting needs of Philadelphia's helping agencies and workforce.
- Offer additional courses through corporate college including Spanish for Healthcare and Spanish for Police Officers.
 - Spanish for Health Professionals 111 and 112 was taught at Einstein Hospital.
 - Spanish for Law Enforcement will be offered in Spring 2020 after a need analysis was performed.

FISCAL STABILITY AND SUSTAINABILITY

- 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 way to accomplish this.
 - In October 2018, the process of implementing 25Live was begun, with a remote data review of our Resource25 environment conducted by CollegeNET. Changes to our system were then made based on their recommendations and requirements. In November 2018, the College hosted CollegeNET for four days during which time we discussed our

- existing business processes, configured 25Live, updated our security assignments/access, discussed the web publishing of calendars, and reviewed the remaining tasks that would have to be completed before 25Live could be implemented. Meetings will continue in S19 and FL19 to complete those tasks and finish the implementation.
- Degree Works was updated to reflect the new, revised, and discontinued courses and programs effective FL19 (146 in total).
 - The part-time pay process was moved from a manual process (creation of manual Excel spreadsheets which were then printed and delivered to division offices for review and signature) to an electronic process where part-time pay information is now emailed to department heads and deans for review; updates and approvals are now electronic. This electronic process has greatly assisted HR since they receive the electronic file at least three days earlier than with the manual process and can begin their processes much earlier.
 - Collaborated with Academic Scheduling Office to pilot Course Wait listing process
 - Collaborated with Enrollment Management Team and DACE to develop and implemented new admissions coding for a new population of degree-seeking high school students (OSRR)
 - Implemented new admissions coding for a new population of degree-seeking high school students (OSRR)
 - Implement the reporting feature of the workload tracking database.
 - Feedback was solicited from the deans regarding the types of reports needed, the list of reports was reviewed with IT, and they began working on the reports. However, the Manager of Academic Systems who was spearheading this project left the College in December so no further progress was made. The Manager of Academic Systems has returned to the College and with the new CBAs in place, adjustments will need to be made to the database to reflect the changes in the CBAs, and work on the reporting will resume. This will be a focus for 2019-2020.
 - Ensure functional and efficient use of instructional space.
 - Schedule25 was used to assign rooms to each semester's schedule and is designed to optimize room utilization. Working closely with contacts in WEI and Special Events enabled us to maximize the use of all instructional spaces.
 - Hold quarterly budget meetings with department heads, curriculum coordinators, and full-time instructional aides.
 - Two budget focused meetings were held with department heads, who in turn discussed budget issues with their respective curriculum/program coordinators and instructional aids.
 - Reduce/eliminate admission reports through automation (Admissions)
 - Not completed. Have not been able to eliminate the reports. However, with the new Recruit application, there may be some that can be removed. We will not know until we implement Recruit.
 - Create a dynamic, interactive application to automatically guide different student groups to the appropriate application or appropriate next steps. Application allows students to identify a home campus. (Admissions)
 - Establish better coding in Banner at the entry point to assist in daily work, as well as reporting (EM Systems)
 - Not completed.

- Implementation of Banner 9 in Financial Aid, Admissions and Records & Registration (EM Systems)
 - Successfully converted over to BANNER 9 (except for CCP Homegrown forms) (Financial Aid).
 - Converted from BRIO to ARGOS (Financial Aid).
 - Implemented Banner9/XE Training Modules – created modules and trained personnel in the following organizations (OSRR)
 - Enrollment Central Staff
 - Academic Department Heads
 - Counselors/Advisors
 - Successfully implemented Banner 9 in Admissions.
- Work with IT to continue to address reporting needs that currently are lacking (EM Systems)
- Create a report directory so that there is a record of existing reports. (EM Systems)
 - Not completed. The posted reports in the Argos site act as the record of existing reports. There are many reports that have been created by EM Systems, and the information is provided when asked for but is not public because only the EMS can run the reports.
- Simplify financial processes through the use of technology. (Financial Aid)
 - Continued to work with ITS to enhance the PHEAA State Grant module so that status rosters can be loaded weekly to streamline eligibility reviews and disbursements (Financial Aid).
- Ensure financial aid packages support enrollment goals and increase return on investment of institutional aid. (Financial Aid)
 - Not accomplished; there is not institutional aid.
 - Created a model for forecasting at the College (Enrollment Systems).

WORLD CLASS FACILITIES

- Facilitate the completion of the Physics Lab renovation.
 - The College has applied to the Department of Education for funding but no work has begun as of yet on the Physics Lab.
- Complete the renovations of the Medical Assistant Lab at the NERC.
 - The plans for these renovations have been submitted as a Divisional Budget Objective for fiscal years 2018 and 2019 but no word of approval has been received.
- Complete the renovation of W1-22 for better allocation of laboratory space use by the AH 101 students and faculty.
 - The plans for these renovations have been submitted as a Divisional Budget Objective for fiscal years 2018 and 2019 but no word of approval has been received.
- Maximize the utilization of W2-18 as supplemental AH 101 instructional space.
 - W2-18 has been renovated with new tables and chairs as well as additional computers. The room has been heavily used by faculty and students for the AH 101 course.
- Complete the Library Learning Commons project and ensure that all details, communication and related tasks are performed in a timely, efficient and effective manner.
 - The Dean of ESS, will continue to work with the department heads of the Library and Learning Labs, architects, construction manager and facilities personnel to oversee personnel moves during phasing for the new Library and Learning Commons project as

well as the logistics and implementation of the programming pieces of the new space. Estimate for launch of Phase 1A is July 2019 and Phase 1B is September 2019.

- Begin process for establishing a dedicated cybersecurity/networking lab (similar to the concept of biology labs), where students can gain physical, hands-on experiences, as opposed to working with simulations, while protecting the CCP network from student work efforts.
 - Discussion regarding space allocation on main campus for the cybersecurity/networking lab has begun. Faculty have started identifying specific needs and requirements for the lab.
- Continue to make appropriate contributions to the design, development, and construction of the new automotive technology facility, and the installation of associated equipment.
 - A great deal of time and effort have gone into providing required information, participating in meetings, reviewing designs and other documentation, refining equipment lists, identifying and meeting with potential auto manufacturer partners, visiting other facilities for ideas, interviewing architects, and serving (dean only) on the lead team for the Career and Advanced Technology WRC project.
- Work collaboratively with leadership team and architects on plan for future of WERC site: anticipated academic and career programs, student academic support programs, student life and anticipated external partnerships/relationships.
- As part of the Perkins Local Plan, was able to fund new technology in seven classrooms.
- Enhance Regional Center Facilities in partnership with other College offices.
 - Requested and completed repairs and enhancement to all building equipment and the facility (WERC)
 - Requested and completed overall maintenance of building, including storage areas, room locks, new flooring for damaged floor areas, repairs to areas of water damage, filter changes in water fountains, repairs to all toilets and all sinks (WERC)
 - Reviewed and modified space usage policies and procedures to be consistent with College-wide policies and procedures (WERC)
 - Collaborated with Office of Marketing and Government Relations on space usage by external partners (WERC)
 - Renovated and upgraded classroom space to SMARTBoard technology courtesy of Power-Up funding for one classroom, now a shared use with POWER-Up and academic programs. Also upgraded to SMARTBoard technology in Auto Tech Center.
 - Maintained student kiosk: added upgraded software, additional printing access, and new seating
Added scanner to Administrative Office for use in sending Financial Aid and other documents directly to Main Campus.
 - Upgraded and enhanced lighting throughout the facility
 - WERC hosted bid instructions meeting of architects interested in the WERC Expansion project
 - Utilized classroom spaces for the maximum academic experience of the course content and student learning.
 - Worked collaboratively with leadership team and architects on plan for future of WERC site: anticipated academic and career programs, student academic support programs, student life and anticipated external partnerships/relationships

- **Analyze and review assessment data from AH 101.**

1) AH 101 Completion Data

Fall 2018		Spring 2018
A – 172 (29 %)		163 (32 %)
B – 180 (31 %)		145 (29 %)
C – 99 (17 %)		74 (17 %)
D – 29 (5 %)	23 (5 %)	
F – 41 (7 %)		22 (4 %)
FS – 7 (1 %)		7 (1 %)
I -		1
W – 57 (10 %)		69 (14 %)
Total-585		504

77 % passed the course

76 % passed the course.

23 % did not pass the course

24 % did not pass the course.

Comments: The pass rate was almost identical to the rate in spring 2018. The major difference was in the breakdown. In fall of 2018 there were fewer A's, more B's, more F's and fewer W's.

Action Plan: See evaluation of SLOs. Exam grades and non-submission of homework are major problem areas. Guest speakers presented to AH 101 faculty at the Professional Development Week meeting in January regarding strategies for helping students better learn course material. This semester, assigned computer rooms will be utilized to give students more time to work on assignments. Additionally, a plan is being developed to utilize both W2-18 and the Center for Health Careers suite for guided homework labs.

2) Evaluation of AH 101 SLOs.

AH 101 Course Assessment Data
Fall 2018

Student Learning Outcomes (SLO) #1: Student will identify the essential qualities expected for health care professionals.						
Semester	Direct/Indirect	Source of Evidence/Type of Assignment	Population	Benchmark	Results	Action Plan
Fall 2018	Direct	Exam 1	All Spring AH 101 students N=528	75 % of students will earn a 75 % or greater	80 % of students earned a 75 % or greater	Benchmark met but would like to see strengthening in exam scores. <ul style="list-style-type: none"> Teaching strategies to be discussed during PD week at AH 101 meeting. Faculty will be advised to review exams and reconsider exam prep strategies. Will share exam evaluation used by nursing students during PD meeting.
Student Learning Outcomes (SLO) #2: Students will describe the roles and responsibilities of individual members of the health care team.						
Semester	Direct/Indirect	Source of Evidence/Type of Assignment	Population	Benchmark	Results	Action Plan
Fall 2018	Direct	Exam 1	All Spring AH 101 students N=528	75 % of students will earn a 75 % or greater	80 % of students earned a	Benchmark met but would like to see strengthening in exam scores.

					75 % or greater	<ul style="list-style-type: none"> Teaching strategies to be discussed during PD week at AH 101 meeting. Faculty will be advised to review exams and reconsider exam prep strategies. Will share exam evaluation used by nursing students during PD meeting.
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Student Learning Outcomes (SLO) #3: Students will communicate effectively in respect to cultural, social and ethnic differences in the health care environment.

Semester	Direct/Indirect	Source of Evidence/Type of Assignment	Population	Benchmark	Results	Action Plan
Fall 2018	Direct	Culture and Health Care Project	All Spring AH 101 students N=528	75 % of students will earn a 75 % or greater	90 % of students earned a 75 % or greater	Benchmark met but would like to continue to improve scores. <ul style="list-style-type: none"> Share project ideas on Canvas Instructor’s Group. Share project ideas at AH 101 faculty meeting.

Student Learning Outcomes (SLO) #4: Students will demonstrate an understanding in performing medical math, taking vital signs, maintaining infection control standards and using medical terminology.

Semester		Source of Evidence/Type of Assignment	Population	Benchmark	Results	Action Plan
Fall 2018		Exams 4 and 5	All Spring AH 101 students N=528	75 % of students will earn a 75 % or greater on both exams	55 % of students earned a 75 % or higher on Exam 4.	<ul style="list-style-type: none"> Medical math quizzes organized by concept and embedded tutorials included. Strengthen math support for AH 101 in Learning Lab: John

					48 % of students earned a 75 % or higher on Exam 5.	<p>Politis working on walk-in hours for AH 101.</p> <ul style="list-style-type: none"> • Strategies for keeping students engaged at end of course to be discussed at AH 101 meeting. • Encourage faculty to review exam format and exam prep. • Distribute exam evaluation and reflection form used by nursing.
Student Learning Outcomes (SLO) #5: Students will develop an academic plan and success portfolio.						
Semester	Direct/Indirect	Source of Evidence/Type of Assignment	Population	Benchmark	Results	Action Plan
Fall 2018	Direct	Success Plans	All Spring AH 101 students N=528	75 % of students will earn a 75 % or greater	70 % of students earned a 75 % or greater	<p>Benchmark was not met.</p> <ul style="list-style-type: none"> • Discontinued Technology Boot Camp and added “Prepare to Succeed” assignment. • Encourage instructors to flag at-risk students through Starfish. • Encourage faculty to refer students to course counselor if not completing assignments. • Ideas for engaging students to be shared at AH 101 meeting during PD week.

The results of the evaluation were shared with AH 101 faculty.

3) At-Risk Student Survey

During the fall 2018 semester, the AH 101 Check-Up survey was sent at both the 20% mark (140 invitations/27 returns) and the 50% mark (113 invitations/18 returns)

- 57% of at-risk students were not aware that the AH 101 instructor had concerns about their performance in the course.
 - Of those who were aware, 47% knew because they saw low grades in Canvas and 32% knew because the instructor spoke to them about their grades. Only 4 (21%) of students were aware about performance concerns because they read the note attached to the Starfish flag.
- 34% of the at-risk students were not concerned about their performance.
 - Of those who were not concerned, several noted they had made improvements or dropped the course. Several commented that they had made adjustments to their course behaviors, mostly around time management.
- 43% of at-risk students missed more than 3 hours of the course.
 - 53% of those who missed more than 3 hours listed work conflicts as a cause.
 - 42% listed family responsibilities.
 - 32% listed transportation issues.
- 59% of at-risk students did not submit all Learning Lab assignments
 - 19% of those stated they were not aware of the due date.
 - 69% of students left comments which included mention of work conflicts, confusion about how to submit assignments, lack of access code, missed due dates and computer access issues.
- 42% of at-risk students had not submitted all Success Plans.
 - 39% of those were not aware of the due date.
 - 61% left comments which mentioned work conflicts, lack of access code, missed due dates and computer access issues.
- 30% of at-risk students had not earned passing grades on all exams
 - 38% of those students reported they did not have time to study.
 - Several students left comments asking for more help in understanding material taught in class.
- As far as support office use, 28% used academic advising, 21% used counseling, 42% used the library, 26% used the Learning Lab, 14% used Single Stop and 30% did not use any resources.
 - The main reason listed by those who did not visit support offices was a lack of time.
- 70% of at-risk students did not ask the instructor for help.
 - The major reason was not feeling comfortable talking to the instructor (27%) followed by a lack of time (20%).

Comments: These survey results echo what I've heard from instructors and have seen in my own classroom. Students seem overwhelmed by the requirements of the course superimposed upon their very complex lives. They are juggling work schedules, family responsibilities and College requirements while on a paper-thin budget and lacking the tools for success, such as ready access to a computer and internet.

Action Plan: The Technology Boot Camp was replaced by a simple "Prepare to Succeed" assignment. This assignment requires that students read through a listing of what is required to be successful in AH 101. Students are encouraged to contact the support offices which can help in providing resources and support and to reach out to the instructor for assistance.

All AH 101 sections but two were assigned for one day weekly in a computer room for the spring 2019 semester. Faculty can use the technology as they wish, but they are encouraged to allow some time weekly for students to become familiar with the technology required for submission of assignments.

W2-18 has been renovated to allow access to 30 computers. We are hoping to have scheduled homework labs which are supervised by work study students. Faculty can also work with students in this room on days when they are not scheduled in the computer room and outside of their class schedule.

The results of this survey were shared with all AH 101 faculty.

4) Nursing Program New Student Survey

Data was provided by Lisa Johnson. She stated that about 25% of first year nursing students taking the survey had taken Allied Health 101. Those students were asked "What aspects of the course were helpful in preparing you for the nursing program?" Strengthening medical terminology (37%) and medical math (13%) skills were cited most often. However, answers also included:

- Learning more about nursing
- Developing nursing skills such as assessment and taking vital signs
- Learning about client-centered care
- Learning about other health care careers
- Practicing critical thinking
- Practicing communication skills
- Becoming more professional
- Everything in the course was valuable

Comments: We have recently strengthened the medical terminology and medical math component of the course.

Action Plan: Continue to work with the Learning Lab to strengthen connection to AH 101 students. This semester, students will be able to earn back 50% of lost points on the math quizzes by reviewing the quiz with a math tutor.

5) AH 101 Subsequent Semester Data

Looking at students who completed AH 101 with a C or better in the spring or summer of 2018, 25% of subsequent courses taken in the fall of 2018 were not passed with a C or better.

Looking at students who did not complete AH 101 with a C or better in the spring or summer of 2018, 58% of the subsequent courses taken in the fall of 2018 were not passed with a C or better.

Comments: Performance in AH 101 is predictive of performance in subsequent courses. Students with grades of W, F and D show higher risk for unsuccessful attempts at courses in the following semester than students who pass AH 101 with a C or better.

Action Plan: Counseling has agreed to contact those students who do not complete the course successfully. We began sending them the list in the spring of 2018 and will continue this semester.

6) Pass Rate in First Health Care Program Course

The Nursing Program was the only health care program in which we had significant numbers of students who had taken AH 101. Of the students taking NURS 101 in the fall of 2018, 45 took AH 101 and all passed with A's and B's. Of the students taking NURS 101 in the fall of 2018, 145 had not taken AH 101.

Taking AH 101 was not correlated with performance in NURS 101. In fact, data showed that 28% of students who had taken AH 101 were unsuccessful (less than C) in NURS 101 and 10% who did not take AH 101 were unsuccessful in NURS 101.

Comments: To fully understand this reverse correlation, we need to examine the attributes of the students who did not take AH 101. My hypothesis is that students who did not take AH 101 were more likely to be transfer students, some with earned degrees. A brief review of the data supported this assumption.

Action Plan: Continue to follow this data.

DRAFT