Academic and Student Success
2019-2020 Annual Goals and Accomplishments

1.1.04.BI/CH   Continue to participate in events that target recruitment of students (e.g. Big Bang Day, Science Festival on the Parkway, etc.) (SE)
- These events typically take place in the Spring 2020 semester. They were cancelled due to the COVID-19 pandemic.

1.1.04.FL.04   Create a video for all classes, stating the importance of learning a foreign language. (SE)
- Postponed to Spring 2021 as a result of COVID-19.

1.1.04.HPR.02   Refine course descriptions in the Catalog to improve clarity and coherence for students, advisors, counselors, and transfer partners. (SE)
- Course descriptions have not been updated.

1.1.04.MUS.04   Continue to expand the visibility of our concert series. (SE)
- There was an increase in attendance at events during the Fall semester. However, due to Covid-19, no Spring concerts were held on campus.

1.1.04.MUS.05   Promote the Music Performance program with high quality materials on campus, at area high schools and on social media. (SE)
- Eight Music Performance Auditions were held during the Fall 2019 semester. Covid-19 has negatively impacted our ability to hold in-person auditions; however, remote auditions are being organized over Zoom.

1.1.04.PEHS.01   The ASL/INT program will host one open house/information session for students interested in that program. (SE)
- Not completed

1.1.04.SS.01   Installation of new bulletin board in Bonnell Building to notify criminal justice students of upcoming students and employment events, as well as developments of interest to students and our college community (SE)
- Many students commented on the presence and usefulness of the bulletin board.

1.1.05.01   Develop websites as effective information resources for each academic program and Academic Pathway that are easily accessible (SE)
- Website webpages were created for the division including the following webpages: B&T division, administration & staff, message from the dean, Business Administration department, student involvement, Business Administration programs, choosing your business program, Business

Administration faculty, Computer Technologies department, Computer Technology programs, and Computer Technologies faculty.

1.1.05.AD.01   Update website content for the Art department with an emphasis on clearer and more complete information about the program, faculty, and student success. Build platform for viewing student and faculty work, an interactive calendar of events, and highlight career opportunities (SE)
- Some progress has been made, but there is much work to be done to continue to model, mold, and update the page(s).

1.1.05.FL.01   Develop website content for the department with an emphasis on the International Studies degree program. (SE)
- The Placement Policy was revised. The list of language learning resources for French, Italian and Spanish has been updated. Links to the department course offerings and transfer options were added.

1.1.05.HPR.01   Update website content for the department with an emphasis on the degree programs of Liberal Arts - Honors, Religious Studies, and especially the new Black Studies program. (SE)
- The HPR department website has not been updated, but program coordinators have been informed and provided some assistance for completing the updates.

1.1.05.OAD.07   (xrf 5.3.14.OAD.07) Continue managing division-wide website (including departments and programs within Liberal Studies) so that students can easily access necessary information as they navigate that resource (SE)

- Worked with department heads and coordinators over Summer 2019 on updates to their websites.

1.1.N.PI.1   Acquire funding for guest speakers in the industry. Exposure to CCP graduates who are professionals in the field and hearing their path to success is a major influence on Photographic Imaging students.
- PHOT 299, DVP 120, and PHOT 217 had guest presenters drawn from the Department Advisory Board at no charge.

1.2.01.FL.02   Bring back Spanish 201-202 in the 7A-7B format. Offer a section of Spanish 201 in the evening. Bring back Swahili 101. (SE, WF)
- Spanish 201-202 will be offered in Fall 2020.

1.2.02.01   Begin planning for development of AAS Diesel Technology, AAS Alternative Fuels and associated proficiency certificates, including identification of content experts and potential faculty; submitting ATE grant; and securing needed equipment, anticipating planned roll out in fall 2021. (SE)

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- AAS Diesel Technology degree and associated proficiency certificate development started with identified subject matter experts, with initial structure of the degree program completed. AAS Alternative Fuels and associated proficiency certificate planning began with identification of subject matter experts.
- ATE submission was not pursued given work on new CATC facility and new program development work.
- Needed equipment has been identified; however, anticipated roll out is now fall 2022 due to CATC facility construction delays.

1.2.02.02 Development of five additional courses for the Advanced Automotive Repair Professional proficiency certificate. (SE)
- Five additional courses for the Advanced Automotive Repair Professional PC were created, including: AT 102 Torque, AT 105 Digital Multimeter, AT 106 On-Car Brake Lathe Use, AT 109 Digital Oscilloscope, and AT 110 Vehicle Information.

1.2.02.03 Continue work on the Social Entrepreneurship and Innovation proficiency certificate, utilizing a design-thinking framework, with the goal of offering the program beginning Fall 2021. (SE)
- Development of the Social Entrepreneurship and Innovation PC progressed with drafts of the PC and first of three course documents developed. Delays due to COVID-19 related work has shifted goal of program offering to Fall 2022.

1.2.02.04 Complete the transition of the AAS Technical Studies degree into an Individualized Studies academic certificate that is stackable into the AAS Business Leadership program. (SE)
- AAS Technical Studies work resulted in changing goal to keeping an AAS degree format and delaying offering goal to fall 2021.

1.2.02.05 Complete substitution strategy and communication plan for students majoring in Business-General and Business-Accelerated degrees planning to transfer into Temple Fox Business School's Statistical Science and Data Analytics major, which includes a planned substitution of CSCI 111 and CSCI 112 for ACCT 102 and CIS 103. (SE)
- Substitution strategy and communication plan completed.

1.2.02.06 Complete enhancement for 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 2021. (SE)
- Enhancements for BUSL 101, MGMT 121 and MGMT 141 were planned. MGMT 121 and MGMT 141 course revision drafts completed but delays encountered with Curriculum Development area backlogs and then

COVID-19 related work. BUSL 101 course revision work will start summer 2020.

1.2.02.07   Continue development of a non-FYE version of BUSL 101, given the demand for the course topic by potential students that do not need to take a FYE course, which will be offered as an alternative in the Business Leadership proficiency certificate program. (SE)
- Given delay of BUSL 101 FYE course revision, development of a non-FYE version of the course has been delayed until core course revision is completed.

1.2.02.08   Explore potential for a Pastry proficiency certificate, including resources and space needed to develop. (SE)
- This work would have happened in spring 2020; however, COVID-19 related work took precedence. This goal will be revisited during spring 2021.

1.2.02.09   Complete development of Data Science proficiency certificate for fall 2020 initial offering. (SE)
- Data Science proficiency certificate was completed and is being offered beginning fall 2020.

1.2.02.10   Complete new Mobile App Development proficiency certificate for fall 2020 offering. (SE)
- Mobile App Development PC was completed and is being offered beginning fall 2020.

1.2.02.11   Explore potential of implementing AWS within the Cloud Computing proficiency certificate and implement, if feasible. (SE)
- Initial exploration completed. Due to competing priorities, AWS final decision not made but will be revisited in 2020-2021.

1.2.02.AD.02   Research into 4D foundation courses and program elements at local 4-year and transfer institutions in order to consider new courses in this area. Possibly with consultation, work to develop courses that would be transferrable to our partner schools. 4D is a growing area at Art Schools that focuses on "time" as the 4th dimension. Courses include animation, digital media and digital illustration. (SE, WF)
- The development of our computer-based programming could be significant to our students' success at transfer institutions. The process has begun to create a technology request that would be necessary to move forward.

1.2.02.AD.03   Investigate an Art Appreciation or Art History certificate that targets non-art majors. In order to enhance the creative and cultural education of students in programs outside of our own, we would consider building some Special Topics courses that appeal to particular pathways and reach out to businesses and partners to learn what would be appealing to them. (SE, WF)
- There are several outside models that might be considered for emulation. More research and internal discussions need to occur to discern how this might be implemented in other areas/programs/divisions.

1.2.02.ADC.03   Building Science Revision: The Department is working in conjunction with The Energy Coordinating Agency (ECA), Johnson Controls, Inc. (JCI), and the Philadelphia School District to provide a series of Proficiency Certificates and an associated Degree in Heating/Ventilation/Air Conditioning (HVAC). The first Certificate and courses are intended to be made available Fall, 2020. (SE, WF)
- The project was not successful within CCP. The ADC Department did not meet the necessary deadline to accomplish the revision.

1.2.02.BI   Finalize the creation of the Maritime Technology Program (SE, WF)
- The Maritime Technology Program is in the final stages of development and will be ready for Fall 2021.

1.2.02.BI   Finalize the creation of an AAS degree in Biology. (SE, WF)
- The AAS degree in Biological Sciences was created and approved and will open Fall 2020.

1.2.02.MUS.06   Write and design the Piano Technician Proficiency Certificate for Fall 2020 implementation (SE, WF)
- The program is ready to launch in Fall 2020 and has already seen inquiries from students.

1.2.02.PE   Finalize the revisions to the ASET program. (SE, WF)
- The revisions to the ASET program have recently been completed and are in the process of being reviewed for approval. The revisions will be effective Fall 2021.

1.2.02.PE   Develop new experiments for PHYS 125. (SE, WF)
- One experiment in waveform analysis was developed. Students can play a musical instrument, have the waveform recorded and analyzed by a computer using Fourier or spectrum analysis. Other online experiments are in process.

1.2.02.PE   Write student exercises for Multisim to be incorporated into the ENGR 102-202 courses. (SE, WF)

- Exercises for Multisim have been developed which enable students to access them from their computers. The adaption of the exercises to ENGR 102 and ENGR 202 require the full version of Multisim which can only be accessed from the Physic lab.

1.2.03.DE   Continue to monitor and increase enrollment and/or retention in specific target programs (OPH, MA, Engineering Science) (SE, WF)
- Recruitment for the Medical Assistant program has resulted in an increase in students.
- Recruitment for the Ophthalmic Technician program was to have started in Spring 2020 to promote the revised curriculum. That did not happen due to the COVID-19 events.

1.2.03.HPR.06   Explore the viability of an Academic Certificate in Religious Studies, both for individuals seeking leadership positions in faith communities and as a potential scaffold credential for those seeking to earn an A.A. in Religious Studies or beyond. (SE, WF)
- The Coordinator of Religious Studies began research into this possibility. The Certificate should be pursued, but after the implementation of the new general education policy. Also, the research highlighted the need for a new course, RS 160 - Death and Dying, which is nearly complete.

1.2.03.PEHS.02   BHHS will promote its existing Academic/Proficiency Certificate options to, both, increase enrollment from among staff and clients within the Behavioral Health and Human Services communities and to eventually serve as a pathway into the BHHS AAS Degree (SE, WF)
- Academic and Proficiency Certificate agreements are in progress with both the Philadelphia Alliance and 1199C Training Fund.

1.2.03.SS.02   Promote Fire Science Certificate by having FS faculty attend Fire Department roll call and explaining program to firefighters (SE, WF)
- FSCI enrollment has remained small, but stable.

1.2.04.AH   Continue to analyze and review assessment data from AH 101 to increase student success. (SE, WF)
- The assessment data showed an increase in pass rates in AH 101 for the Fall 2019 semester (83%) as compared to Spring 2019 (73%) and Fall 2018 (77%).

1.2.04.AH   Continue to refine the AH 101 course assignments and activities to optimize the students' learning experiences in this course. (SE, WF)
- All benchmarks for AH 101 were met. Strategies implemented were successful in increasing student success. These strategies included the following:

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- Syllabus was redesigned to be student focused and friendlier
- Students were allowed two attempts for the Building Medical Math and Medical Terminology Skills Quizzes.
- Success Plan Instructions were rewritten to provide simple overview followed by detailed instructions.
- New video tutorials for Success Plans were recorded.
- Make-up exams were scheduled with the faculty before the next class period.
- Divisional work-study students were trained to assist students with technology required by homework assignments.
- Professional Development AH 101 meetings focused on collaborative learning and student engagement.

1.2.04.AVP-AASS   Under the leadership of the Facilitator for Curriculum Development and with funding from the Purposeful Pathways grant from Teagle/AAC&U, the Cross-Divisional Curriculum Planning (CDCP) Group continued their review of the College's general education curriculum. The College approved a revision to its general education program to more closely mirror the Essential Skills from the Middle States Commission on Higher Education. The CDCP has developed a process for course review and the alignments of the essential skills to Academic Pathway outcomes to program- and course-level outcomes. Materials for faculty have been provided on a new webpage.

1.2.05.AH   Create Allied Health Webpage (SE, WF)
- The Allied Health Webpage was completed and provides information about the programs in this department, as well as contact information for each program.

1.2.05.HPR 03   Revise Liberal Arts: Honors courses and program to allow for more flexibility with how Honors course blocks are offered, and to facilitate access to Honors opportunities for a broader range of students (SE, WF)
- Several revisions were completed that created more flexibility and access for students interesting in joining the program. All revisions were approved in February 2020 and will be effective beginning Fall 2020.

1.2.05.HPR.04   Develop new Honors courses in the areas of Humanities and Philosophy, thereby expanding Honors opportunities. (SE, WF)
- PHIL 101H (Introduction to Philosophy - Honors) was developed, approved, and added to the course sequence by February 2020.

1.2.06   Determine the format for a STEM Honors Program (SE, WF)
- This was not completed.

1.2.06.AH   Revise DIET 106. (SE, WF)

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- DIET 106 was revised and the course descriptor was changed to NUTR. The changes are effective Fall 2020.
- The course descriptor for DIET 111 was also changed to NUTR effective Fall 2020.

1.2.06.BI Revise BIOL 106 (SE, WF)
- BIOL 106 was revised and the revision was approved. Changes are effective Fall 2020.

1.2.06.HPR.05 Explore possibilities for expanding Honors opportunities beyond the existing Liberal Arts option (SE, WF)
- Honors faculty, department head and the dean determined that developing Academic and Professional Certificates that align with existing Honors offerings would be a good first step that would both strengthen the existing Liberal Arts: Honors program and offer a more valuable Honors experience for students pursuing non-Honors degrees, even in other academic Divisions.

1.2.07.01 Complete enhancement for the math/statistics sequence within the Business-General and Business-Accelerated degrees, with any planned changes planned to take effect in fall 2021. (SE)
- Initial exploration of math/statistics sequence within the Business-General and Business-Accelerated degrees was started, but not completed, and will be revisited in 2020-2021.

1.2.07.FM/MT Determine how to provide appropriate MATH Pathways for students in the Academic Pathways (e.g. Retail Math, Quantitative Reasoning for Liberal Arts) (SE, WF)
- FNMT 121: Retail Mathematics and Merchandising was completed and approved.

1.2.07.MT Revise the Pre-calculus (MATH 161 and 162) sequence leading to STEM programs to better prepare students for their designated programs (SE, WF)
- This was not completed.

1.2.09.ENGL.01 Continue working with other departments to increase opportunities for LV2 students to take credit-bearing content courses (SE, WF)
- Although no new course offerings with other departments have been negotiated, the new BUSL 101 course does provide another course for students in the ENGL 098/099 courses to earn credit towards graduation. If efforts continue to be focused on successful completion of this developmental level, students will consistently have the option to take a full array of courses in a one-semester developmental transition.

1.2.10.DE   Determine the correct academic pathway for students interested in Science and Technology programs but are not yet ready to enter select programs. (SE, WF)

- The new AAS in Biological Sciences will be the academic pathway for students interested in Biology and Chemistry.
- The new AAS in Applied Science will be the pathway for students interested in Engineering Science.

1.2.11.ESS.09   The Dean of ESS and the DH of Academic Advising in collaboration with Coordinator of Curriculum Development will explore and establish consistency with prerequisite, co-requisite, and placement for courses at the College, in collaboration with the, Advisors and the Scheduler II. The Dean of ESS will assemble this group in summer 2019 to identify other problem areas involving prerequisites. (SE, WF)

- Meetings were held during summer and fall of 2019 to discuss the ongoing problems associated with pre-requisites and placement in Banner and in the college catalog, and the following recommendations were made:
  - Gather representatives from personnel "on the ground" to have targeted conversations about what the issues are related to pre-requisites and placement. (Advisors/Counselors/Faculty) Create a list of priorities with how to resolve the problem.
  - Consider having demonstrations by vendors for catalog management software.

1.2.11.ESS.28   The Dean of ESS will review and assess Overload Policy and recommend changes based upon analysis of data. (SE, WF)

- Analysis has begun but was not completed; goal continues to 2020-2021.

1.2.11.ESS.29   The Dean of ESS will review and assess Reinstatement Policy and recommend changes based upon analysis of data. (SE, WF)

- A group of administrators and faculty revised the reinstatement form and made it an electronic form. Currently, all readmit students who complete a reinstatement application are accepted back into the College. Data shows that students who are reinstated more than once have a very low percentage of success at the College.

1.2.12.01   Continue to Co-Lead College-wide AEFIS Implementation. (SE)

- The dean has continued to co-lead the College-wide AEFIS Implementation with the deans of Liberal Studies, and Math, Science and Health Careers.

1.2.12.02   Continue assessment for the BUSL 101 course, independently and within context of other FYE course assessments, making any needed adjustments in terms of course content, faculty, or administration. (SE)

- Assessment of BUSL 101 has taken place as scheduled, resulting in upcoming BUSL 101 course revision.

1.2.12.03   Implement all required division program data in AEFIS assessment system. (SE)
- Due to delays in needed AEFIS assessment system updates/changes, there were subsequent delays in implementing division program data in AEFIS. However, approximately 50 percent of programs implementing data in AEFIS, with expected completion of 100 percent in fall 2020.

1.2.12.04   Engage faculty in implementing their assessment data/information in the new Assessment Management System, after appropriate training. (SE)
- Due to delays in needed AEFIS assessment system updates/changes, there were subsequent delays in engaging faculty in implementing their data/information in AEFIS. However, faculty training did begin late spring 2020 and will continue through fall 2020.

1.2.12.05   Continue design and implementation of a system for tracking job placement for Culinary Arts students as required by ACF, the professional accrediting agency for the Culinary Arts degree program. (SE)
- New systems are currently being designed and have been expanded to include work experience and job placement tracking for Culinary Arts, Automotive Technology, Fashion Merchandising and Marketing, and Tourism and Hospitality Management.

1.2.12.AD.04   Ensure that all course and program assessment is up to date, completed, and documented. Discuss current assessment results and processes to ensure effectiveness. For the 2019-2020 academic year, we will collect course level assessment in ART 106, 126, 207 and 208 and complete the Program Level Assessment #4. (SE, WF)
- The Fall 2019 assessment plan was maintained; Spring 2020 was derailed by COVID and we did not complete successful program level assessment as planned.

1.2.12.ADC.01   The ADC Department's goal is to assess the following PLOs: Architecture #2, Interior Design #2, Architectural Visualization #1, and Facilities Management- Design #5, Construction Management #3, and Building Science #3. (SE, WF)
- The following PLOs were completed in Fall 2019: Architecture #2, Interior Design #2, and Architectural Visualization #1. Four instructors (Behrens, Masters, Stern, and Bertram) completed six assessments.

1.2.12.ADC.02   The Department will complete the following ACT 335s: ADC 163, ADC 176, ADC 186, ADC 209, ADC 212, ADC 246, ADC 253, and ADC 260 (SE, WF)

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- All documents were completed and approved.

1.2.12.DE   Assure timely completion of course documentation for ACT 335. (SE, WF)
- The majority of the documentation for ACT 335 is on schedule to be completed. A few courses that have not met the deadline will be completed during Summer 2020.

1.2.12.ENGL.14   Continue to foster DACE-facilitated relationship with School District Philadelphia to better prepare recent high school graduates for placement and successful completion of developmental courses (SE, WF)
- Through the continuation of the BESST partnership with SDP and the ongoing AG1 work, significant strides in our work with the School District of Philadelphia have been made. The BESST partnership continued its work though collaborative (virtual) meetings between CCP's ESL faculty and ESL teachers at the District. The original proposal planned for parallel work with DE and CW faculty and ELA teachers at the Districts, but a stalled MOU meant that that work had to be shelved.
- Work continued to support a partnership with the Penn Netter Center and Robeson High School, in which 17 high school students from Robeson attended a series of placement-driven workshops at Penn/Netter. In the late fall, 17 participating students took the placement test. They were slated to continue workshops and to take the test again in late spring, but the closure of campus meant that the project necessarily stalled.
- Through bi-monthly AG1 meetings, a dialogue with English and ESL curriculum leads at SDP continued and a voice was able to be given to many issues that SDP student's face when transitioning to CCP, including greater awareness of the placement process and expectations of writing at the college level.
- The Department Chair and Associate Chair also continued mediating student-related issues for students at PCCMC who were taking courses in the English Department. When both CCP and PCCMC normalize in-person operations, it is hoped that a walkthrough can be organized and talks will continue.

1.2.12.ENGL.18   Continue on-going assessment of courses and programs by unit. For example: *Developing ESL Unit mission and aligning with College core competencies, Refining course documents across the ESL course sequence; *Assessment of PLO 1 for L&CW program. Testing of new AEFIS system on one course section (Fall) with small-scale increase in Spring; *CW Unit assessment of ENGL 108 SLO #6*The Comm. and MMS Unit will be moving forward with its implementation of AEFIS software for pilot assessment; *The Theatre unit will re-assess courses ENGL 131 and 132 and look at adding an additional PLO; *The DE Unit will assess the success rates for level 3, ENGL 098/108.

They would also like to assess how, and how well ALP assignments in ENGL 098 support the assignments in ENGL 101 (SE, WF)

- Each of the listed units is currently involved in reporting out assessment of the listed CLOs. The L&CW unit, as well as the Comm and MMS unit are fully established on AEFIS.

1.2.12.FL.03   Revise language courses' assessment benchmarks and grading. Introduce AEFIS at the departmental meeting during PD week. (SE, WF)

- Postponed to Fall 2020 due to COVID-19.

1.2.12.HPR.07   Develop a strategy/structure for course-level assessment of disciplines in the Department, particularly those not directly linked to degree programs. (SE, WF)

- Not completed.

1.2.12.HPR.08   Begin to conduct course-level and program level assessment using AEFIS for improved impact. (SE, WF)

- This has already begun and shown positive results with FYE 101 for course-level and program-level assessment.

1.2.12.LS   The division has piloted and expanded the assessment of several programs in AEFIS. (SE, WF).

- In Fall, Liberal Studies piloted assessment in nine programs and four courses. In spring, nine programs continued to develop their assessment practices in AEFIS, and two more discipline courses were piloted. In summer 2020, a 10th program will be piloted. Additionally, all programs (except Black Studies) in Liberal Studies have mapped their CLOs to PLOs in AEFIS, a first step before conducting assessment in AEFIS.

1.2.12.MUS.08   Implement AEFIS integration for assessment into Canvas reporting activities. [Focus this year on Applied Courses, MUS 100, 101, 102, 103 115, 180, 215, 220, 260, 280, 290] (SE, WF)

- Data and link assessment material was able to be pulled from MUS 100, 115, 180 and 220 in the Fall 2019 semester.

1.2.12.OAD.12   Ensure division is compliant and documents are up-to-date (SE, WF)

- The Division of Liberal Studies completed 16 of 25 335s that were due during this academic year. The remaining nine will be completed this summer.

1.2.12.PEHS.04 The BHHS program will complete a program audit and subsequent self-study to revise mission, vision, values, and PLO's. (SE, WF)

- A draft of APR was submitted to Dean for review. Dean's recommendations are with the program and the APR will be presented in the Fall.

1.2.12.PEHS.05 The ASL/INT program will continue their assessment plan of assessing all five PLOs and corresponding CLOs. (SE, WF)
- Assessment has taken place. Data will be analyzed during Summer 2020.

1.2.12.PEHS.06 The BHHS program will identify and create a schedule of courses to assess, establish outcome benchmarks for course assessments, and monitor and report assessment outcomes. (SE, WF)
- Not completed.

1.2.12.PEHS.07 The PYSCH program will collect and analyze course level outcomes data (aligned with program level outcomes) to assess program level outcomes. (SE, WF)
- Full-time Psychology faculty who taught sections of PSYC 101, PSYC 110, PSYC 167, PSYC 205, PSYC 210 and PSYC 215 were scheduled to participate in the PLO assessment in Spring 2020. Data will be analyzed over the summer.

1.2.12.PEHS.08 The ED program will use the following assessments as part of the NAEYC Accreditation Self Study Review - PLO's CLO's and SLO's Alignment with NAEYC Key Assessments: ED 105, ED 204, ED 135, ED 245, ED 290 (SE, WF)
- The ED program has met this goal of assessing the key assessments for the NAEYC Accreditation Self Study - Fall 2019 and Spring 2020.

1.2.12.SS.03 Choose PLO's for assessment. (SE, WF)
- The Criminal Justice and Paralegal programs were assessed using AEFIS. Several courses in Sociology were assessed such as SOC 101 (Intro to Soc), SOC 212 (Marriage and Family), SOC 215 (Criminology), and SOC 233. Also, JUS 151(Police Operations) and JUS 281(Organized Crime) were assessed.

1.2.12/13.OAD.10 Departmental Support—Assist DHs as needed with curricular changes, PLO and SLO updates, curriculum maps, student and/or faculty related matters, assessment initiatives, data review, etc. (SE, WF)
- Supported department heads as needed throughout the year with curricular changes, PLO/SLO updates, assessment, data reviews, and student matters. Provided support and guidance at advisory board meetings throughout the fall. Worked with Creative Arts Pathway Coordinator to facilitate guest speakers.

1.2.13.01   Continue review of Marketing and Management courses for rigor. (SE)
- All Marketing and Management courses are currently in the course revision process and should be completed by the end of fall 2020.

1.2.13.AD.05   Review course evaluations to ensure effectiveness and create a system by which improvement plans or distinctions of excellence will be created. (SE, WF)
- The Student Evaluations of Faculty Teaching and courses in the program are predominately positive.

1.2.13.ADC.04   Course Evaluations & Assessment: The Department Head will review all Course Evaluations, in conjunction with course and program assessment results, to ensure teaching effectiveness. (SE, WF)
- Spring 2019 Course Evaluations have been reviewed. Fall 2019 program assessments were reviewed. Spring 2020 assessments have not been completed, and Spring 2020 course evaluations were not distributed by the College.

1.2.13.HPR.09   Improve implementation of faculty evaluation plan. (SE, WF)
- A strategy was agreed upon by the faculty that promotes professional development for faculty as well as superior teaching and learning. Among their set of responsibilities, faculty designated as Quality Managers in the Department will coordinate peer-teaching observations, syllabi review, and collegial discussions focused on sharing high impact practices within their areas of expertise. The Department Head will work with QMs to identify areas that require attention or improvement and then respond accordingly (e.g., initiating a course revision or faculty improvement plan.)

1.2.13.MUS.09   Review course evaluations annually to ensure continued course and program effectiveness. (SE, WF)
- Fall 2019 evaluations have not been reviewed yet. These will be reviewed over the Summer 2020.

1.2.13.PEHS.09   The ASL/INT program will review course evaluations annually to ensure continued course and program effectiveness. (SE, WF)
- Fall 2019 evaluations have not been reviewed yet. These will be reviewed during Summer 2020.

1.2.13.PEHS.10   The BHHS program will review course evaluations annually to ensure continued course and program effectiveness. (SE, WF)
- Fall 2019 evaluations have not been reviewed yet. These will be reviewed during Summer 2020.

1.2.13.PEHS.11   The ED program will review course evaluations annually to ensure continued course and program effectiveness. (SE, WF)
- The ED program has reviewed course evaluations to ensure continuity of student success and program effectiveness.

1.2.13.PEHS.12   The PSYC program will review program assessment data and when student performance on PLO goals does not meet the criteria of 75% or better, the program will also review course evaluations to help further identify potential sources for course improvement. (SE, WF)
- Full-time Psychology faculty who taught sections of PSYC 101, PSYC 110, PSYC 167, PSYC 205, PSYC 210 and PSYC 215 have begun submitting their PLO-relevant course-level assessment data. The curriculum coordinator will complete the PLO assessment reports once the relevant course-level assessment data have been received.

1.2.13.PI 02   Revise and improve lecture and lab experiences and online access to teaching materials including the replacement of textbooks with more interactive online lesson material
- Half the department is fully engaged with Canvas, and faculty integrated more online resources and media into the interface. Several courses have eliminated the need for a textbook by offering online resources instead. The course, PHOT 250, Fashion and Entertainment Photography, was approved.

1.2.13.SS.04   Review course evaluations to ensure course and program (SE, WF)
- The Criminal Justice and Paralegal programs were assessed using AEFIS. Several courses in Sociology were assessed such as SOC 101 (Intro to Soc), SOC 212 (Marriage and Family), SOC 215 (Criminology), and SOC 233. Also, JUS 151(Police Operations) and JUS 281(Organized Crime) were assessed.

1.2.13/14.ENGL.19   Ongoing Assessment of ENGL Department Faculty per CBA and ED By/laws. They will focus on evaluating faculty within window in their Lit and CW courses as opposed to in courses within their normal appointment. The department will also encourage faculty to conduct evaluations early and within their teaching circles. *The DE Unit, specifically, will host teaching circles for ALP faculty led by veteran ALP instructors. This will support the teaching and evaluation of faculty new to the model. (SE, WF)
- Significant gains in observations were completed. The department approved an online observation procedure in fall of 2019 and intends to implement that procedure as the fall 2020 term begins. Doing so will allow us to stay on top of the schedule for FT faculty observations and begin a more systematic process of review for part-time faculty.

1.2.13/14.FL.04   Revise the Faculty Evaluation Plan and the Faculty Development Plan. (SE, WF)
- The department approved a new evaluation plan which includes a process for addressing multiple student complaints and a pattern of issues as demonstrated in student evaluations of teaching.

1.2.13/14.PI.01   Revise faculty evaluation plan to include course assessments (SE, WF)
- Not completed.

1.2.14.01   Continue to hold Computer Technology Department Head accountable for establishing 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. (SE)
- New forms for evaluating Computer Technology faculty were completed; however, a full departmental evaluation plan has not. The Computer Technology Department Head has been held accountable for this progress.

1.2.14.AD.06   Implement revised faculty evaluation plan to ensure effectiveness. All faculty will be evaluated in Fall 2019 in order to begin a new cycle of evaluations for faculty. (SE, WF)
- About 50 percent of all faculty members were evaluated in the Fall 2019 semester. The remaining members were to be evaluated in Spring 2020, but this was derailed due to COVID.

1.2.14.MUS 10   Review departmental faculty evaluation plan, Fall 2019 PD Week, to ensure faculty effectiveness and determine threshold for which action steps are required to increase effectiveness. Vote on updated faculty evaluation plan, Spring 2020 PD Week. (SE, WF)
- The evaluation plan was discussed again during Spring 2020 PD week and was disseminated to the faculty.

1.2.14.SS.05   Ensure Social Science FT and PT faculty are evaluated, and a plan for cyclical evaluations are in place (SE, WF)
- Several faculty were evaluated this past academic year, a cyclical plan for evaluations was created, and a few faculty agreed to be part of a team of evaluators. COVID-19 interrupted the progress that had been made.

1.2.15.AVP-AASS.01   Formalize articulations for at least two non-credit programs. (SE, WF)
- Formalized the following articulations, with processes to be finalized:

- Advanced Manufacturing/ Mechatronics articulated to three credit programs: Applied Science and Engineering Technology AAS, Business Leadership AAS, and Technical Studies AAS
- Welding to Business Leadership AAS and Technical Studies AAS
- Dental Assisting to Health Care Studies AA
- Certified Nurse Aide (CNA) to Health Care Studies AA

1.2.15.PEHS.03   The BHHS program will identify, define, and implement or further enhance non-credit to credit pathways that directly support Philadelphia workforce needs. (SE, WF)
- Not completed.

1.2.15.PEHS.13   Collaborate with Workforce and Economic Innovation Division to develop and strengthen partnerships with Behavioral Health and Human Services agencies and organizations seeking professional development and various training initiatives for staff. (SE, WF)
- Not completed.

1.2.N.OAD.11   Projects as assigned and/or initiatives as they develop such as exploring division-wide comprehensive syllabus review ensuring key information is included and syllabi are accessible on CANVAS (SE, WF)
- CCP SmartStart – see 1.2.12.ENGL.14
- AG1 Learning Community Collaboration—SDP and CCP - 1.2.12.ENGL.14

1.3.01.01   Planned for and transitioned spring 2020 in-person and hybrid classes to remote learning modality mid-semester, prepared summer 2020 in-person and hybrid classes for online modality, and began planning and preparation for fall 2020 in-person and hybrid classes for online and synchronous online modality.

1.3.01.FL.03   Offer more 10-week courses in all languages. (SE)
- The offerings have been increased in Spanish. The other languages will be addressed in Fall 2020 to increase offerings for Spring 2021.

1.3.01.FL.05   Offer Spanish 101 Hybrid every semester and Spanish 102 Hybrid in alternate semesters. Offer Spanish 101 online. (SE)
- Spanish 101 Hybrid ran successfully in both Fall 2019 and Spring 2020. Spanish 102 Hybrid ran successfully in Spring 2020.

1.3.01.HPR.10   Further expand online course options in Religious Studies, creating the possibility of earning the degree entirely online. (SE)
- In January 2020, an online version of RS 175 - Religions of the Middle East was developed and approved. An online version of RS/HIST 170 -

Religion in American History was approved. Students can now complete the Religious Studies program entirely online.

1.3.01.MUS.03	Investigate how the Music Production Proficiency Certificate (MPPC) can be achieved through Hybrid and Distance Learning. (SE)

- Due to the Covid-19 outbreak, there will be a fully online and operational MPPC by Fall 2020.

1.3.01.PI.02	Continue to develop PHOT 111 History of Photography and PHOT 113 Digital Technology, Art and Culture for online delivery (SE)

- PHOT 113 will be offered as a fully online course in Fall 2020.

1.3.01.SS.06	Develop a hybrid/online Fire Science course. (SE)

- An instructor proficient and knowledgeable in FSCI online education was hired to build the first online course for Fall 2020.

1.3.02.PEHS.14	The ASL/INT program will be searching for a new faculty member for Fall 2021. The program will prioritize online teaching experience in the search as to allow the program to both maintain and grow the online presence in current and future programming. (SE)

- Unsuccessful search.

1.3.03.01	Continue and complete update of all Marketing and Management online courses to meet ADA requirements. (SE)

- Due to COVID-19 related work, this goal has been delayed but is ongoing.

1.3.04.AVP-AASS.01	Continue to expand and improve the information available to students and prospective students regarding PLA credit. (SE)

- Provided AP updates to Dean of Enrollment Management.

1.3.04.AVP-AASS.02	Develop plan for evaluating effectiveness of PLA options and analyze data as becomes available. (SE)

- Reviewed data regarding frequencies for different types of PLA credits.

1.3.05.AVP-AASS	Contributed to TAOC's review of state-wide prior learning assessment options

1.3.06/09.OAD.02	Expand Intensive English Language Program (SE)

- Enrollment in Fall 2019 did not support this endeavor.

1.3.07.BI	Prepare a proposal to change the standard course time blocks for biology courses to increase enrollment. (SE, WF)

- This was not completed.

1.3.07.PEHS.15   In accordance with ongoing enrollment trends and data, course scheduling will be revised to be more efficient in determining optimal class times, locations, and number of specific course offerings for the BHHS program. (SE)
- Optimal schedule for Summer and Fall 2020 course offerings for Main Campus and NWRC submitted, but COVID-19 pre-empted the first Fall schedule from being deployed as revised.

1.3.08.OAD.02A   Expand IELP course offerings in Spring 2019 to include ENGL 081/091. (SE)
- Enrollment in Fall 2019 did not support this endeavor.

1.3.09.OAD.02C   Explore opportunities to strategically offer college-level courses in 7-week POT that are required in Pathway (including but not limited to FYE 101, BUSL 101, JUS 101). (SE)
- Due to low enrollment in Fall 2019, all efforts needed to focus on rebuilding IELP enrollment.

1.4.03.AVP-AASS   Consulted with Philadelphia Works, Inc. (PWI) to enter credit programs into the database for Individual Training Account (ITA) funded programs.

1.4.04.01   Continue to schedule time for attendance of chamber of commerce and strategic association meetings. (CR)
- Chamber of commerce and strategic association meetings were scheduled and attended throughout the year.

1.4.04.02   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. (CR)
- Work on this goal was stalled due to focus on operational issues in Computer Technology department.

1.4.04.AH   Finalize the Diabetes Prevention Lifestyle Coaching Proficiency Certificate (SE, WF, CR)
- This Proficiency Certificate will be completed by October 2020.

1.4.04.AH   Determine the feasibility of implementing a free clinic for individuals to receive optometric evaluation at the NWRC (SE, WF, CR)
- This item was not completed.

1.4.04.AH   Establish and maintain connections to develop a pipeline of medical assistants for the Philadelphia health systems (SE, WF, CR)
- The Medical Assistant Proficiency Certificate was revised to be completed in one semester. An externship course (AH 118) was added to the

curriculum so that students could move into the Philadelphia health systems.

1.4.04.AH   Establish an advisory committee for the OPH program (SE, WF, CR)
- This item was not completed.

1.4.04.DM   Develop a plan for DMI Advanced Modality opportunities. (SE, WF, CR)
- The plan was completed and the first step, to create a Mammography Proficiency Certificate, will be completed during the Summer 2020.

1.4.04.FL.06   Bring back Spanish for Health Professionals 111 and 112, as well as Spanish for Law Enforcement. Offer French for Health Professionals. (SE, WF, CR)
- Spanish for Health Professionals was offered in Spring 2020 but did not run. A Grant Application was filed with Drexel University to fund additional offerings. The outcome is expected by September 30, 2020.

1.4.04.ML   Establish new internships sites for MLT students (SE, WF, CR)
- One new internship site, Cooper Hospital, was established. Two additional sites (Quest Diagnostics and Mercy Catholic Medical Center) have been approached and are working on finalizing the Clinical Agreements.

1.4.04.NR   Develop new relationships with community based organizations with a targeted interest in addressing mental health needs. (SE, WF, CR)
- A relationship with the Broad Street Ministry was being explored to offer services to their population who experience a significant amount of mental health concerns. An expansion of services at the Porchlight program in Kensington (a collaboration between the Department of Behavioral Health and the Mural Arts program) was being explored. In addition, a partnership with Prevention Point in Kensington was being investigated to best serve the vulnerable populations impacted by the opioid crisis. A letter of inquiry was submitted for a Major's grant to specifically address the opioid crisis in Philadelphia, and the department was invited to write a full proposal for this grant. The department continued to address the mental health needs of the community through depression and cognitive screenings and health promotion teaching via the 19130 Zip Code Project. A new relationship was established with the Nurse Family Partnership, serving a population of young mothers and children.
- In March, the quarantine imposed due to the coronavirus temporarily halted these projects. However, in quarantine the department was able to guide students to develop presentations to offer strategies to support mental health while in quarantine. These presentations were developed to address the specific needs of populations throughout the lifespan and were

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offered in a virtual environment through multiple partnerships including with the College's counseling program.

- Finally, in response to the coronavirus, the department secured a grant to screen vulnerable populations. Partnerships with the Broad Street Ministry and Project Home, organizations that serve a homeless population, were developed and through this grant student interns are currently screening hundreds of people a week for COVID. In addition, as part of this grant, relationships were established with the Seamaac Center (an organization that serves an immigrant population) and with Prevention Point in Kensington to screen the people they serve. As the department transitions from a virtual environment, these partnerships will continue to be integrated into the 19130 Zip Code Project.

1.4.05.01   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. (FC)
- Work on this goal was stalled due to focus on operational issues in Computer Technology department.

1.4.05.02   Continue work toward the design, development, and construction of the new transportation technologies facility, and the installation of associated equipment. (FC)
- Design work for the new transportation technologies facility and the physical move out of the current automotive technology facility was completed. Responses to numerous data/information requests for the continued development and construction of the new facility have been provided.

1.4.05.CLS   Create new events in collaboration with community partners, such as Citizenship Day, to introduce new and potential students to SS programs. (SE, WF, CR)
- Two Citizenship Days in fall and spring. The events were co-sponsored with Archdiocese and Hebrew Immigration Assistance Society.

1.4.05.CLS   Sponsor programs and workshops such as High School Day and Law and Society Week. (SE, WF, CR)
- The Center for Law and Society held two High School Days. One was in the fall with the Pennsylvania Bar Association. The spring event was held during Law and Society Week for 75 high school students, in partnership with the Welcome Center.

1.4.05.SS.08   Establish partnerships with institutional stakeholders and nonprofits to create internship opportunities for criminal justice students. (SE, WF, CR)

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- Approximately ten agencies verbally agreed to offer internships to Criminal Justice students.

1.4.06.ENGL.05   Continue building partnerships with K-12 schools and systems to provide access to developmental and college writing courses for high school students. (SE, WF, CR)
- Through the continuation of the BESST partnership with SDP and the ongoing AG1 work, significant strides have been made in the work with the School District of Philadelphia. The BESST partnership continued its work though collaborative (virtual) meetings between CCPs ESL faculty and ESL teachers at the District. The original proposal planned for parallel work with DE and CW faculty and ELA teachers at the Districts, but a stalled MOU meant that that work had to be shelved.
- A partnership with the Penn Netter Center and Robeson High School continued to be supported, in which 17 high school students from Robeson attended a series of placement-driven workshops at Penn/Netter. In the late fall, 17 participating students took the placement test. They were slated to continue workshops and to take the test again in late spring, but the closure of campus meant that the project necessarily stalled.
- Through bi-monthly AG1 meetings, a dialogue with English and ESL curriculum leads at SDP has begun and has given a voice to many issues that SDP students face when transitioning to CCP, including greater awareness of the placement process and expectations of writing at the college level.
- The Department Chair and Associate Chair also continued mediating student-related issues for students at PCCMC who were taking courses in the English Department. When both CCP and PCCMC normalize in-person operations, it is hoped that a walkthrough can be organized and talks will continue.

1.4.06.SS.07   Work with ACE and Penn Pipeline staff to discuss and implement course offerings in Criminal Justice and Sociology. (SE, WF, CR)
- SOC 101 and JUS 101 will be offered to ACE students in July.

1.4.06.OAD.03   Continue BESST Developmental English partnership bridge with SDP. Align curricula so that students are better prepared for college-level English. Identify gaps and articulate findings to key stakeholders. Share with SDP teachers' information on ALP persistence rates. (SE, WF, CR)
- Implementation of PLCs in English Language Arts were attempted; however, there were issues with that MoU and efforts were halted in January 2020.

1.4.06.OAD.01(ABC) [xrf 3.4.02.OAD.01(ABC)] Continue building bridges to provide access to credit programs by developing PLCs in BESST ESL and ELA partnership with SDP

for curricular alignment and by expanding communication between CCP credit and non-credit ESL. (SE, WF, CR)

- 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, which is now wrapping up its third year. This year, three PLCs were implemented in ESL. The initiative focused on aligning ESL writing standards at SDP to those at the College; teachers created writing planners with lesson plans and assessment tools. These deliverables will be shared with other SDP teachers who did not participate in the PLCs. The second ESL dual enrollment initiative was implemented in Spring 2020. Six SDP students studied ENGL 073 following a test-prep workshop in the fall conducted by SDP faculty. The BESST team comprised of CCP and SDP ESL professionals will present an overview of its efforts and outcomes during CCP's professional development week in August 2020. Conversations continued through Fall 2019 regarding bridge between credit and non-credit ESL at CCP.

| 1.4.17.ENGL.17 | Employ strategies within each unit to address high textbook costs and make materials free or affordable to students. For example: *ESL course packs and materials sharing; *Collaboration between L&CW Unit and library to access open source materials; *The CW Unit leadership will encourage faculty to place materials on reserve in the library. They will also host a session by Vital source at a unit meeting; *The Comm. and MMS Unit is looking into customized texts that may cost close to 20% less than regular texts; *The Theatre Unit has been working with students to select materials that are openly available or that the students identify on their own and can access free from the library or other online services. Instructors are otherwise intentional in the selection of a few, low-cost texts or they may provide workbooks free of charge; *The DE Unit will be working in collaboration with the FCTL's OER initiative to encourage faculty to attend OER workshops and/or participate in FLOAT-division-led programs focusing on OER content implementation. (SE, WF, CR) |

- The English department continues to work to promote no-cost and low-cost learning materials to students. In many cases, the lone course purchases are low-cost novels and popular non-fiction texts, as most faculty have moved away from the use of textbook-driven instruction. The expansion of the ALP model has heightened this in the DE and CW units, as the ALP support course lends itself to instructor-innovated materials. The theater unit has made a library purchase request for Digital Theater Plus in order to further facilitate the access of no-cost materials for students.

| 1.4.N.OAD.01Av | Continue to seek funding opportunities both internally and externally to support BESST initiative. (SE, WF, CR) |

- During Summer 2019, Girija Nagaswami and Chae Sweet co-wrote an NEH proposal to support BESST. Positive feedback was received, but the grant was not secured.

2.1.04.ENGL.06   Develop program level goals for ESL course sequence to ensure course progression and alignment (SE)
- This work stalled during the 2019-2020 academic year because of two primary reasons: 1) Faculty assigned to some of this work were unable to work together due to personality and workstyle conflicts; 2) ESL faculty continue to advocate for the need for extended time pay to undertake this curriculum-related work. In recent weeks, the unit has disbanded one working group and a new group will be forming. However, until the unit agrees that this work can be done without compensation, no further reporting can be done on the timeline for completion.

2.1.04.PI.4   Digital Video Production needs major upgrades in equipment that will include more sophisticated features to allow the equipment to be set for individual preferences and limitations, especially including weight and size of the equipment
- Perkins funded purchases of smaller audio mixers and LED lighting have reduced the weight burden for productions crews and simplified the reading material and time required for safe use by students at all levels.

2.2.01.ENGL.02   Work with Office of Placement and Testing to continue to refine placement to ensure that students are given access to the most correct placement with the fewest barriers to college-level courses (SE)
- The Covid-19 pandemic and the necessary restructuring of placement at the College means that investigation is underway with new placement options that will put more students into Level 4 (ENGL 098/101), where students are determined to be college-level and have access to all courses with an ENGL 101 co-requisite or ENGL 101-ready prerequisite. The goal in the coming year would be to examine how students in this new placement strategy performed at their placement level as well as in their college-level courses. This information can guide us in adjusting the pre-Covid-19 placement levels.

2.2.01.ESS.12   The Assessment Center will assess grades from the Spring 2019 semester, for students who placed with High School Transcript waivers to evaluate how they performed in their entry-level classes. Students' developmental education placement and developmental education course duration will decrease. (SE)
- Dr. Shannon's report illustrates the relationship between a student being placed into English 101/101H and/or FNMT 118 based on their HS GPA and their success in these courses. The report includes students who were

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enrolled in FNMT 118 and/or English 101/101H in either the Fall 2019 or Spring 2020 semesters and their placement via HSGPA or ACCULACER the following results were found:

- English 101: The findings indicate the ENGL 101/101H grades by a student's placement mechanism as well as the difference (in percentage points) between the two groups:
  - o Students placed via HS GPA received a larger proportion of A's than students who were placed via Accuplacer (1.01 percentage points)
  - o Students placed via HS GPA received a larger proportion of B's than students who were placed via Accuplacer (3.63 percentage points)
  - o Students placed via HS GPA received a smaller proportion of FS's than students who were placed via Accuplacer (4.08 percentage points)
  - o Students placed via HS GPA received a smaller proportion of W's than students who were placed via Accuplacer (2.51 percentage points)
- Foundational Math 118: The findings indicate the FNMT 118 grades by a student's placement mechanism as well as the difference (in percentage points) between the two groups
  - o Students placed via HS GPA received a larger proportion of A's than students who were placed via Accuplacer (0.90 percentage points)
  - o Students placed via HS GPA received a smaller proportion of B's than students who were placed via Accuplacer (0.88 percentage points)
  - o Students placed via HS GPA received a smaller proportion of FS's than students who were placed via Accuplacer (1.19 percentage points))
  - o Students placed via HS GPA received a smaller proportion of W's than students who were placed via Accuplacer (0.41 percentage points)
- The results illustrate that both HSGPA's and ACCUPLACER are placing students in appropriate levels of English and Math, with little difference in the outcome of grades. As the College moves into summer and fall 2020, with the expansion of HSGPAs for placement, close tracking of students' progress in English and Math will continue after each term.

2.2.02.ESS.13   Based and contingent upon the curricular changes in key departments, the Assessment Center, will analyze needs of each Academic Pathway to design, implement, and maintain contextualized sets of placement rules that align with each pathway. (SE)
- To be continued in 2020-2021, as needed.

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2.2.03.ESS.39   The Assessment Center will continue to develop and implement early college readiness assessment programs in partnership with local high schools and other local organizations. The Assessment Center will also increase ACCUPLACER testing at High Schools beyond 2018.2019 level. Students who participate in CRA programs will more likely place in college level courses and will be more likely persist. (SE)

- ACCUPLACER testing was conducted in 46 high schools in 2019-2020 (up until March 13, 2020) which, compared to 2018-2019, was an increase of six high schools or 15 percent.
- Of the high school students who tested in 2017, 2018, and 2019:
  - 647 high school students tested.
  - 303 of the 647 high school students enrolled at CCP or 47%.
  - 160 students persisted to Spring 2020 (of the 303 students who enrolled) or 53%.

2.2.03.ESS.40   The office of Academic Connections will increase the number of test prep workshops offered at local high schools. Specifically at high schools where the ACCUPLACER test is administered by the Assessment Center. (SE)

- The Test Prep workshops continued in 2019/2020. The impact of COVID19 on the Philadelphia School District and CCP resulted in a number of test prep workshops being canceled after March 13, 2020.   A total of six schools either partially completed or completed the test prep workshops in December through early March 2020.
- Data from the 2018 and 2019 test prep cohorts are listed below:
  2018 Cohort:
  - 215 students participated in test prep workshops from 12 high schools
  - 121 students took the ACCUPLACER test (56%)
  - 57 students enrolled at CCP (47% of tested)
  - 32 students were still enrolled in Spring 2020. (56% of enrolled)
  2019 Cohort:
  - 42 students participated in test prep workshops from 6 high schools
  - 37 students took the ACCUPLACER test (88%)
  - 26 students enrolled at CCP (73% of tested)
  - 23 students were still enrolled in Spring 2020 (88% of enrolled)
- The outcomes indicate enrollment at CCP of high school students who participate in the test prep workshops and take ACCUPLACER, ranges from 47% to 73%. More data needs to be explored to better understand this wide range. Overall, the test prep program does yield applications and enrollment.
- The 2019 Brush Up outcomes are listed below:
  - 217 students registered
  - Of the 217 students who registered, 136 students started the workshop (63%)

- Of the 136 students who started the workshop, 106 students completed the workshops (78%)
- Of the 106 students who completed the workshops, 70 students improved by at least one level in English (66%).
- Of the 106 students who completed the workshops, 83 students enrolled for Fall 2019 classes (78%).

2.2.04. ENGL.07   Revisit SLOs for ENGL 098 and 099 courses to ensure that student outcomes adequately prepare students to meet revised ENGL 101 and 102 SLO expectations (SE)

- The unit heads for ESL, DE, and CW collaborated on both fall 2019 and spring 2020 professional development days (late fall and start of spring) to offer department-wide norming sessions. These sessions were widely attended by faculty teaching in all three units, and a representative from Dr. Gay's office attended as well. The work of the meeting was to identify the expansive reading and writing goals of the departments, and to then look at student work at each level as representative of those goals. This work of cross-unit norming continued throughout the spring semester, though virtual meetings were poorly attended. The CW unit, however, continued its norming project for ENGL 101 and ENGL 102. Nichole Webster, Assistant Chair for CW reported, Norming – Rubrics nearly complete and will be ready for review and feedback in the fall.
- Throughout the semester, two committees worked on developing norming rubrics for English 101 and English 102. The purpose of developing these rubrics is to provide the unit with a common way of examining practices within each class while maintaining the desire to display individual pedagogical philosophies and practices. Norming in the department is not new; what is new is how it will be used, not for a particular assignment (i.e. early essays or final exams); instead, norming will be used to assure each class addresses the course learning outcomes. These rubrics can be used individually as well as in teaching circles. This is one way to maintain accountability within the unit, as well as consistency for our students.

2.3.01.FM   Finalize the creation, approval and implementation of FNMT 119: Mathematics for Healthcare Students (SE)

- FNMT 119 was created but it was not approved. A new plan to establish a pathway for healthcare students to complete their mathematics general education requirement was determined. Instead of taking FNMT 118, students may take MATH 150.

2.3.02.ENGL.04   Revisit co-requisite models and identify whether additional developmental students might benefit from co-requisite access to college writing courses. (SE)

- Throughout the 2019-2020 academic year, the DE unit continued to work on its plan for piloting ALP (co-requisite instruction) for Level 3 students (those with a college-level reading requirement). The changes to placement for fall 2020 have meant that the pilot will be at scale for fall 2020. Quick adjustments will also be made to the ALP support course to ensure that students receive the reading instruction they need.

2.4.01.FM   Finalize the creation, approval and implementation of a combined FNMT 016/017 course. (SE)
- A new course, FNMT 019: Introductory Mathematics, was created and approved. It is scheduled to run in the Fall 2020 semester.

2.4.01.FM   Explore and incorporate strategies to foster a creative learning environment in FNMT classes. (SE)
- Faculty discussed the following strategies:
    - Provision of department-created Master Courses to all instructors; Canvas-based, course-specific templates, resulting in less time spent in individual initial course setup by use of extant common course design.
    - Encourage increased communication between instructors and students who are struggling or expressing desire to withdraw
    - Use of course-specific Guided Notes for Students
    - Library of common lessons (content taught and time spent)
    - Benchmark assessment instruments written by department with grading guidelines
    - Professional development sessions:
        o Promotion of contextualized pedagogical, curricular and assessment training for and by FNMT faculty
        o Development of instructor groups for enhanced communication and cooperation
        o Pedagogical benefits from colleagues' experiences in essential higher education competencies
        o Share teaching experiences, which reflected positively on student learning
        o Share individual teaching catalogs
        o Present collaborative in-class learning: self-learning, question sessions, group work i.e., Survivor Algebra strategies

2.4.05.ENGL.08   Explore LV3 as an opportunity for the co-requisite model (SE)
- See 2.3.02.ENGL.04 (above).

2.4.05/06.OAD.04   Expand ESL and Developmental English initiatives launched in Fall 2017. Provide direction, feedback and support for IELP, ALP, and contextualized courses. Continue developing inter/ and cross/divisional partnerships for expansion in future semesters while facilitating conversations so that students

in contextualized sections see correlation with major. Explore ALP/ESOL model for Spring 2020. [*Due Date: Fall 2019 has already seen expansion. Work toward Spring 2020 expansion in offerings. By May 2020, have full complement of ESL courses in IELP on schedule for Fall 2020 and have enough information for ALP/ESOL by Spring 2020.] (SE)
- A video was created for IELP and ESL future students and will be available through the new student online orientation.

2.5.02/03.ENGL.10   Solidify course/taking alternative for LV2 students who pass ENGL 098 but fail ENGL 099 (SE)
- The policy during the 2019-2020 academic year has been to allow these students to be waived into ENGL 101/108. A review of student performance under these conditions has showed that this group of students does as well as those who place or matriculate into 101/108, so it is believed that this practice was sound. At the end of the spring 2020 semester, faculty teaching 098/099 were requested to refrain from issuing this grading combination. For the foreseeable future, if students succeed at the 101 level in writing, they should be promoted fully to 101/108. If they are not able, they should be retained at the 098/099 level. Discussions will continue in the fall.

2.5.02/03.OAD.03   Continue BESST Developmental English partnership bridge with SDP. Align curricula so that students are better prepared for college/level English. Identify gaps and articulate findings to key stakeholders. Share with SDP teachers information on ALP persistence rates. (SE)
- A comprehensive ESL data report from Eric Shannon was shared with the English department head and assistant chair in Fall 2019. This data helped inform conversations regarding ALP-ESOL. Managed video creation efforts to further promote IELP and ESL initiatives to future students. Worked with ESL Assistant Chair, MMS, and Dean of ESS to ensure this would be available for NSOO.

2.5.06   DSD will develop two (2) pilot programs on mentoring for first time in college (FTIC) students focusing in on Black and Latinx students by recruiting faculty and staff to serve as mentors (SE)
- Black Scholars Meeting Program: The general goal for the program was to increase the Fall to Spring retention rate of first semester, first generation black students. First generation black students were selected for this program because this population has the lowest graduation rate when compared to other ethnic groups and students that are not the first in their families to attend college. The mentors and committee volunteered their time to develop and implement this program. Regarding the outcome of the general goal of the program, student retention, 73% of Mentees that were registered for classes in the Fall 2019 returned in the Spring 2020. This is about 32% higher than the

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College's Fall 2018 cohort. The committee's goal was achieved. In addition, the median GPA for the mentees was 2.67 with many taking ungraded developmental courses. 87% of the mentee's successfully completed all their courses in the semester as well. Mentee feedback about the program was also very positive.

- Latino Mentoring Program: Elisa King, one of our counselors, took on the task of coordinating this new initiative. She organized an advisory committee to discuss strategies regarding the recruitment of mentors and the goals for the program. In order to recruit students, Ms. King worked on reestablishing the Latinx Club as a hub to help students in the program to connect on a peer-to-peer basis. Elisa had a program in the Coffee House to bring the students together which numbered about 8 to 10. An alumnus of the former club and College served as the keynote speaker. While she was able to get some students to show initial interest in starting the club and participating in the program, they were never able to get chartered. The students' conflicting schedules and priorities made it difficult to capture this audience. Ms. King tried again in the beginning of the Spring term (early February) but as soon as she gained some traction with students the COVID 19 pandemic hit and the student's attention transitioned to navigating the on-line environment and learning in a remote setting. The advisory committee is regrouping and meeting over the summer to discuss strategies for the fall term.

2.5.10.FM   Create realistic and concrete steps to improve progress through developmental FNMT courses. (SE)
- This was not completed but discussions were begun.

3.1.01   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. (SE)
- In progress. Met with several select programs and updated communications to better direct students. (Admissions)
- Future meetings with Deans were scheduled. Will reschedule at the end of summer. (Admissions)
- Continuously work in collaboration with Academic Departments, continue to provide recommendations for course offerings to maximize enrollment. (WERC)

3.1.02   Review results from the Market Study to determine areas and targets that need attention and to create strategic enrollment strategies for enhancing enrollment where gaps are revealed. (FS)

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- The College has not yet conducted a Market Study/ Demand Analysis, etc. The Dean of Enrollment Management continues to advocate for such a study continuing. (EM)

3.1.09.PI.03   Activate the promo video created for The Creative Arts Pathway web page. Activate our most recent slideshow of compelling work for each course that can be exhibited on CCPTV and in the Admissions Office. (CR, FS)
- A Student Photo Slideshow is running in the Admissions Office waiting area.

3.1.10.ADC.05   Professor Behrens will organize and host an Open House for ACE. It will be co-hosted by The Philadelphia Chapter of the National Organization of Minority Architects (PhilaNOMA) and provide more awareness to both the high school and professional populations. (CR, FS)
- An event targeted at high school students involved in the ACE (Architecture, Construction, Engineering) Mentor Program of Greater Philadelphia and PhilaNOMA (National Organization of Minority Architects) was organized with the cooperation of the ACE Executive Director, Tiffany Millner and PhilaNOMA President, Monique McCray.

3.1.10.ADC.06   Two ADC won national awards this year in an annual competition hosted by the Coalition of Community College Architecture Programs (CCCAP). Elizabeth Masters, the Coordinator of the Architecture program and the student's Studio Professor, will create and share a press release with our College, transfer institutions and local professional organizations. (CR, FS)
- The projects of two Design IV students who placed second and third in the 2019 CCCAP Student Design Competition were displayed from November 2019 through January 2020 at the Center for Architecture at AIA Philadelphia. Press releases were sent within the college (Communique and CCP Division of Marketing and Communications). Press releases from the CCCAP about all the winners went to all member schools of the CCCAP (40+), as well as the directors of all ADC's common transfer partners.

3.1.10 FL.01   Improve Foreign Language scheduling by eliminating classes that overlap. (CR, FS)
- Scheduling adjustments were made for Spring 2020. Additional changes have been postponed to Spring 2021 as a result of COVID-19.

3.1.10 FL.02   Change Foreign Language department name to World Languages. (CR, FS)
- The department's name was officially changed in Spring 2020.

| 3.1.10.HPR.11 | Promote our Liberal Arts: Honors program through a commemoration of its 40th anniversary that includes visible events on campus and connection with alumni. (CR, FS) |

- After several meetings with Honors faculty as well as College staff and administration, the initial plans to proceed with an Honors anniversary commemoration were set aside to prioritize Honors faculty efforts in other areas more directly producing student success.

| 3.2.01 | Produce an integrated marketing - communications plan that is inclusive of student services offices and targeted for further expansion and targeted communications by student type. (SE) |

- This has not been completed. A sub-team of the Enrollment Action Team has been charged with working on this, but due to other priorities (implementation of Recruit) little progress happened. The Excellence in Service Plan team is also collecting communications and reviewing them. That information will be used for the integrated marketing – communications plan.

| 3.2.02 | Create an International Student Services and a Veterans Services Communications and Outreach Plan. Expand the Financial Aid Communications and Outreach Plan. (SE) |

- In progress. Rewrote several communications targeted to international applicants. Added a question on the Recruit application to better identify and report on veterans who self-identify on the admissions application. (Admissions)

| 3.2.02.AVP-AASS | The Perkins-funded CTE Outreach Specialist organized with the school district an outreach event for high school CTE teachers to learn more about articulations and to meet College CTE faculty. |

| 3.2.02.OAD.01Aiv | [xrf 3.2.02.OAD.01Bv] Replicate in Spring 2020 ESL dual enrollment model from Spring 2019 whereby SDP students took 3 ESL credits at CCP in class mixed with CCP students. *December 2019 students must be identified from fall test prep. December 2019 ALP conversations to be completed. |

- For the second year, ENGL 073 was offered on campus to six School District of Philadelphia high school seniors during the Spring 2020 semester. The high school students did not transition well to online learning and all but two dropped out of the course.

| 3.2.02.OAD.01Bv | [xrf 3.2.02.OAD.01Aiv] Replicate in Spring 2020 ESL dual enrollment model from Spring 2019 whereby SDP students took 3 ESL credits at CCP in class mixed with CCP students. *December 2019 students must be identified from fall test prep. December 2019 ALP conversations to be completed. (SE, CR, FS) |

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- For the second year, ENGL 073 was offered on campus to six School District of Philadelphia high school seniors during the Spring 2020 semester. The high school students did not transition well to online learning and all but two dropped out of the course.

3.2.03   Continue to implement strategies that attract and support key target groups (adult students, part-time students, stop-outs, guest students, continuing students, etc.) from inquiry to graduation. (SE)
- Established an Enrollment Management Workgroup at the Northwest Regional Center in which one of the functions of the group is to focus on recruiting and or retaining adult students, part-time students, stop-outs, guest students, and continuing students. The group met bi-weekly. The group consisted of the Center's Admission Officer, Financial Aid Officer, Director of the Northwest Regional Center, Single Stop program representative, Counselor, Librarian, Site Coordinator, and Housekeeper. (NWRC)
- Collaborated with Admissions activities, Admissions Van appearances, Ask Admissions Days and Auto Tech career days - providing space and support for events at WERC.
- The Admissions Office hosted information sessions for adult student, which also targeted part-time students and potential readmit students.

3.2.04.01   Run the one-week STEM Transportation Camp two times in summer 2020. The goal remains to introduce youth and their parents to the 21st century automotive technology field to encourage their pursuit of related careers. (WF)
- Plans for the STEM Transportation summer camps were cancelled due to COVID-19 precautions.

3.2.06.ENGL.12   Participate in semi-annual Enrollment Fair to promote degree programs within the English department. (SE, CR, FS)
- Program chairs or representatives for L&CW, Theater, and Comm/MMS have continued their communication with relevant offices to ensure each degree is represented at the enrollment fairs.

3.2.06.HPR.12   Work with Marketing to develop new print materials for the Religious Studies program. (SE, CR, FS)
- No new materials were developed for Religious Studies and new existing materials were updated.

3.2.07.OAD.01Cii   Continue working with Welcome Center to share credit ESL information at information and recruiting sessions. (SE, CR, FS)
- Worked closely with the Welcome Center and represented the academic ESL program at recruitment events in the fall at both main and regional

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campuses. Recruited approximately 25-30 new credit ESL students. Worked with Student Outreach and Recruitment and presented credit ESL options in November to about 90 high school counselors.

3.2.07.PEHS.18   The ED program will continue to create Apprentice cohorts for the B-4 program, TEACH –funding students. Continue to recruit from local career track high schools, technical programs, high school course articulation coursework development. (SE, CR, FS)

- The ED program has added a new cohort of 36 Apprentices for fall 2019. In spring 2020, we added a new TEACH- PHMC funded ELL Cohort with staff from St. Mary's Nursey School on University of Penn's campus.

3.2.08.AVP-AASS.01   Developed agreement with University of Cote d'Ivoire for their students to take courses both online while on the Ivory Coast and then in-person in Philadelphia.

3.2.08.OAD.02B   Increase IELP enrollment by improving program awareness by working closely with the Office for International Students on communication and program recruitment. (SE, CR, FS)

- International students transitioned in a timely manner for Fall 2019; communication remained fluid and ESL courses were not cancelled prior to the arrival of most international students.
- Regarding Language Program certification, there continues to be a delay. However, conversations were attempted. Currently, there is not a viable market due to COVID-19.

3.2.10.ADC.07   The Department will continue to explore the possibility having its ADC 163 Digital Documentation in Architecture qualify as a registered AIA/CES course. This would allow members of the American Institute of Architecture to receive mandatory Continuing Education credit for completing ADC 163. (SE, CR, FS)

- Important first steps were accomplished toward completing the application, which requires a revision of the Course Description and Outcomes.

3.2.10.PEHS.16   The ASL/INT program will promote and recruit potential students from nearby colleges/universities that have ASL programming, such as West Chester University and Temple University. (SE, CR, FS)

- Due to the school closures in the Spring, this did not take place.

3.2.10.PEHS.17   BHHS will explore and implement various outreach methods to attract and retain adult learners. (SE, CR, FS)

- BHHS collaborated with Workforce development and PENN PIPELINE Project and taught a section of BHHS 111. Met with Academic Advisors

for BHHS program and developed integration strategies regarding course sequencing via CANVAS and advising on new or changes to transfer agreements.

3.3.01   Implement the new Recruit application and within that structure revise and improve admissions communications, event management and the enrollment process. (SE)
- Recruit Application is up and running. (EMS)
- Recruit was implemented in September 2019. We continue to make changes to the communication plans and will be adding placement scores in the next couple of months. (Admissions)
- Analytics piece will be next to implement. Implementation will begin Summer 2020. (Admissions)

3.3.02   Implement a model where student records are not created upon student acceptance, but upon a student confirming their enrollment in the new Recruit application. Implement new admit and student types. (SE)
- In progress. This is still a project that we will be implementing. The goal is to have it in place for the Spring 2021 cycle. (Admissions)
- New admit type and student types have been implemented. The new student records creation is still in process. (EMS)

3.3.03   Assess Express Enrollment Days to determine the most effective delivery method and ability to further increase frequency of Express Enrollment Days. (SE)
- An agreement was made to reduce the number of EED's but extend the time of the event. We were unable to implement any of the events before the school closed. (Admissions)
- Worked with the Admissions officer of the Northwest Regional Center and the Manager of Recruitment to give insight and preference of all recruitment events held by the recruitment and admission office held at the Northwest Regional Center.
- Provided feedback and input for these events to capitalize on factors impacting delivery: student interest, availability, format of event, selection of dates, coordination with student academic support services (WERC)

3.3.07   DSD in collaboration via the in-take and on-boarding committee will further develop the on-line orientation tool as a centralized hub (directory) for information and resources for incoming students. (SE)
- Work continues to assess and enhance the NSOO platform and work with the Committee and the ITS team to more fully integrate the system with Banner 9 (ongoing monitoring and assessment throughout the year).

- Status: Accomplished (and ongoing) – Members of DSD continued to serve on the Intake Redesign Committee; regular student progress reports were run, and comprehensive updates were made to the framework/contents of the NSOO at the start of each new semester registration period as well as minor changes whenever requested. Through working with the academic departments and MMS, we successfully completed and uploaded six of the seven Pathways videos into the NSOO. Most recently, many of the NSOO modules/slides were reconstructed this spring semester to meet the new demands to serve our incoming students who are entering the College in the Summer/Fall months for the first time, while experiencing the Coronavirus pandemic. As a result of this ongoing crisis, further discussions with the ITS Team have occurred to more fully integrate the system with Banner 9.

3.4.01   Continue to develop more visibility, city-wide events where our new van can be used. (CR)
- Van was used as a traveling billboard at least three days per week around the city, in addition to being visible and present at every city event that would permit its presence. (Admissions)
- Referred events to Admissions as information became available to Regional Centers and on occasion staffed events when Admissions staff had previous commitments. (WERC)

3.4.02.AVP-AASS   Supported the School District of Philadelphia and Universal Audenreid Charter High School by taking part in their Perkins comprehensive local needs assessment to provide post-secondary representation.

3.4.02.AVP-AASS.01   Promote existing CTE pathways from high school to college by making information more available to high school students about the SOAR Programs of Study and college credits students can earn if they enroll at the College (e.g., brochure, more information online, etc.). (SE, CR, FS)
- Expanded information on CTE articulations, including a new webpage with the listings of state and local articulations and requirements to receive credits.
- Worked with Admissions to complete new brochure for CTE articulations.

3.4.02.ENGL.11   Expand outreach to local K-12 schools (with focus on special enrollment programs at schools such as CAPA) to promote Theater, Literature, and Communication Studies (SE, CR, FS)
- As noted under 1.4.06.ENGL.5, a significant amount of partnership energy has been spent on the BESST program and Robeson HS collaboration.

3.4.02.FM   Continue the FNMT department's collaborative efforts with the SDP to reinforce connections, student retention and academic success. (SE, CR, FS)

- Discussions with the SDP continued to occur during the Fall 2019 and Spring 2020 semester. However, no active plans were forthcoming.

3.4.02.NR Extend partnership and activities with a health focus with the three established Philadelphia Public schools. (SE, CR, FS)
- The Spring Garden School, an elementary school that has over 99% of its students designated in deep poverty, as the focus on much support via the 19130 Zip Code Project. Both the physiological and psychological needs of this community were supported thought multiple efforts. This was also done in collaboration with the department of Community Engagement at the College who has adopted the Spring Garden School.
- Partnerships with the Children's Crisis Treatment Center to address the needs of an older population (ages 9-12) was expanded and services included supporting the mental health needs of this population.
- The expansion of services to Strawberry Mansion and Penn Alexander School in Philadelphia included addressing coping strategies in an age-appropriate manner, bullying and addressing physical health needs(nutrition, exercise)

3.4.02.OAD.01(ABC) [xrf 1.4.06.OAD.01(ABC)] Continue building bridges to provide access to credit programs by developing PLCs in BESST ESL and ELA partnership with SDP for curricular alignment and by expanding communication between CCP credit and non-credit ESL. (SE, CR, FS)
- See 1.4.06.OAD.01(ABC).

3.4.02.PI.04 Schedule tours for students from the Philadelphia school system media programs (SE, CR, FS)
- This was not completed.

3.4.02.PI.7 Follow-up on relationships established with the Philadelphia school system media programs.
- Professor Kobernick has coordinated multiple visits for Philadelphia high school students to tour the facilities and sit in on video classes.

3.4.03.01 Continue Accounting, Automotive Technology, Culinary Arts and Tourism and Hospitality Management faculty attendance/participation at high school CTE advisory committee meetings. (CR)
- Faculty in the accounting, automotive technology, culinary arts, and tourism and hospitality management programs attended/participated in high school CTE advisory committee meetings and other high school CTE related events.

3.4.04.AVP-AASS   Included in transfer agreements whenever possible the stipulation that if students apply to the transfer partner and are not accepted, that the partner will provide information about the College to those students.

3.4.05.HPR.13   Collaborate with the Division of Access and Community Engagement and the Office of Admissions, Student Outreach, and Recruitment to increase awareness and accessibility for high school students seeking Honors opportunities. (SE, CR, FS)
- Meetings were held to explore the possibilities of Honors options for the various cohorts of "high school" students enrolled at the College. The recommended course and completion sequence for the Parkway Middle College Students was updated and revised in March 2020 to, among other things, provide students more options during their 11th and 12th grade years at CCP. One significant consequence of this is that it frees students to take Honors courses during that time.

3.4.06.01   Established manufacturing partnerships in the Transportation Technology area with Nissan North America and Subaru of America.

3.5.01   Continue to reduce the time it takes to award and reconcile the PHEAA State Grant. (SE)
- In Progress. FAO is continuing to work with IT on finalizing Banner procedures for PHEAA modules. Staff training is continuing and ongoing.

3.5.02   Continue to support College wide initiatives to increase enrollment by providing weekly financial planning and financial literacy activities. (SE)
- In Progress. Financial literacy plan is in the development process for working with FYE instructors for incorporating literacy within the current curriculum. (Financial Aid)
- Financial Aid provided additional workshop sessions at Main Campus and all Regional Centers. (Financial Aid)
- Entrance and Exit Counseling sessions are currently in place. (Financial Aid)

3.5.03   Continue to implement strategies and partnerships that encourage completion of the FAFSA and application for other aid and scholarships as well as early submission of supporting documents among current students and prospects. (SE)
- Coordinated with Financial Aid to schedule and offer a series of Financial Aid workshops each semester at WERC for new and continuing students. Encouraged early submission and early application through distribution of printed materials provided for this purpose, verbal encouragement and guidance to students from academic support services. Forwarded and

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discussed information with students when presented with details on external scholarships. (WERC)
- FA communicated with all students regarding completing the next year's FAFSA beginning October 1. (Financial Aid)

3.5.04   Explore scholarship offerings as an incentive tool for enrollment. (SE, FS)
- The financial aid office was given responsibility for the 50th Anniversary Scholarship.   (Financial Aid)

3.5.06   Continue to implement strategies to decrease the College's loan default rate. (FS)
- Partnered with EdFinancial and Nickel's to provide additional student outreach to decrease CCP loan default rate. (Financial Aid)

3.6.01   Continued development of forecasting likelihood of enrollment. (FS)
- A forecasting model has been created and has been used primarily in the call campaigns. (EMS)

3.6.02   Development of a proposal for a discount model to assist in enrollment and retention and other such proposals to enhance enrollment and retention. (FS)
- Potential discount models have been developed that would discount to encourage additional credits/full time. (EMS)

3.7.01   Increase visibility of the Veteran Resource Center services to Regional Centers. (SE)
- Coordinated with leadership in this area for periodic visits to WERC and the NERC in conjunction with student events programming.
- Working with Student Life's marketing director to have the Veterans Resource Center in the Pride Portal and the Regional Centers display screens.

3.7.02   Continue to increase the number of vibrant and engaging student activities that enhance the student life and student development experience at the Regional Centers. (SE)
- The annual scheduled events took place in the Fall. Several events were scheduled for the Spring semester but will need to be rescheduled for a later date to enhance student life. (NERC)
  - Supported Student Life with their themed table events approximately twice per month.
  - Planned and implemented the NERC Community Event which was a great success with family fun activities for over 80 attendees and many college departments participated.
  - Assisted the Women's Outreach and Advocacy Center to schedule and facilitate seven Parenting Workshops via Zoom.

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- Collaborated with the Admissions Department to organize ESL Information Nights.
- Collaborated with Career Connections to organize a NERC Fall Career Fair.
- Supported Career Connections table events for up to six employers per month to recruit at the NERC.
- Supported faculty with the promotion at the NERC of the Study Abroad programs.
- Collaborated with the Admissions department with five NERC Express Enrollment events.
- Supported the Division of Academic and Student Success with their transfer tables hosting various colleges and universities two – three times per month during fall and spring semesters.

- Partnered with faculty members to offer several engaging student activities. Offered a panel discussion on Immigration law. Also, offered a panel discussion on Mental Health and Wellness. Worked with Donald Scott, English Faculty, and he presented his award-winning research of African American History to students, staff, faculty, and community guests. In addition, the following offerings were held at the Northwest Regional Center:
  - Pink Pride Week – Breast Cancer Awareness Initiative
  - Various Black History Programing during Black History Month
  - Coffee, Donuts and Books Reading Table
  - Two Student Welcoming Programs "Pizza and Hoagies" giveaways
  - Financial Literacy and Awareness Lecture
  - Multiple Student Appreciate Days
  - Job Fair Sponsored by Career Connection
  - Thanksgiving Dinner provided for all Northwest Regional Center students
  - Goal setting, time-management and study skill workshop
  - Stress management workshop
  - Free Tax Preparation Service through the Single Stop Program

- Coordinated with Student Life programming director to hire students for programming activities. Collaborated with Student Life on the development of appropriate programming and a schedule of weekly events of interest and value to the student population – accomplished through distribution of materials, giveaways, discussions, prizes, tabled activities, etc. (WERC)

3.7.03   Continue to support emergent programs and service at the Regional Centers (i.e. Single Stop, Ophthalmic Technician Program and the Accelerated Business Program, etc.) (SE)

- The Massage Therapy program started Spring 2020 (NERC)

- Assisted with the coordination of identifying a location and the construction of the suite and accepted deliveries of technology and furniture
- Single Stop services are now provided weekly at the NERC
  - Assisted with coordination of classroom visits for Single Stop workshops
  - Share information with Faculty and students
  - Connected Single Stop and PA CareerLink
  - Established an office for Single Stop and a weekly lobby setup
- STEM College Experience Summer program at NERC (Summer 2020)
  - Established a work location and collaborated on the logistics for the program
- Worked very closely with the personnel at Single stop in an effort to create greater student usage of the service. Solicited by Single Stop Assistant Project Director and Financial Education Coordinator to give an overview and assessment of the service at the NWRC which was honored. Also added the NWRC Single Stop representative to the NWRC Recruitment and Enrollment Management workgroup. (NWRC)
- Worked with Ruqayyah Archie, Curriculum Coordinator for Accounting and Business Accelerated, ensuring that students, staff, and faculty in the Accelerated Business Program were served and had a great environment conducive to learning. Made some room adjustments and added technology to their instructional room to accommodate some minor needs of the program. Assisted with scheduling a recruitment event for the Accelerated Business Activities. (NWRC)
- Worked with the Ophthalmic Technician Program to increase enrollment. Also created a recruitment and enrollment management workgroup in which one of the primary focuses was to increase enrollment. The Ophthalmic Technician classroom has been made a staple and must-see stop in our general open house events, student orientations, and college tour. (NWRC)
- Enhanced and designated spaces to facilitate, support, promote and recruit for these emergent programs and career options through Admissions activities, career days, published marketing materials, tabled events and student programming. (WERC)

3.7.04   Confirm the mission/charge, role, goals/objectives of the Regional Center Advisory Boards and submit a letter of invitation for the Advisory Councils. Host three Regional Center Advisory Committee Meetings over the next academic year. (CR)
- Recommendations for Advisory Board Committee members, mission/charge, role, goals/objectives were submitted, waiting on approval. (NERC, NWRC, and WERC)

3.7.05   Continue to enhance Regional Center external relationships by serving on boards, nurturing current partnerships and forging new relationships/partnerships. (CR)
- Established a partnership with the 8th Police District (NERC)
- Organized the Incident Discussion and Mitigation Meeting moderated by Protective Security Advisor from U.S. Department of Homeland Security. In attendance were various members of the CCP Administration, the Philadelphia Police Department, and Philadelphia Homeland Security (NERC)
- Organized a walk-through assessment of the NERC by the 8th District Police Tactical Team and implemented feasible recommendations (NERC)
- Coordinated with the Lieutenant of the 8th Police District to organize an Active Shooter Presentation at the NERC for Spring 2020 for NERC staff and students, as well as police officers (to be rescheduled)
- Started dialog with the Northeast Family YMCA to cohost a coat drive and book fair (NERC)
- Started dialog with Archbishop Ryan High School to develop a Dual Enrollment program with the NERC
- Continued to nurture partnership between PA CareerLink and CCP (NERC)
- Forged a great relationship with the leadership 35th Police District (NWRC)
- Partnerships: Philadelphia Futures, Delta Sigma Theta Sorority Incorporated, Alpha Kappa Alpha Sorority Incorporated, and Alpha Phi Alpha Fraternity Incorporated, Girl Scouts and Capture Greatness (Director sits on their Board). Have partnered to offer multiple programs at the Northwest Regional Center for high school students, such as SAT prep programming and scholarship writing prep program. (NWRC)
- Director is also the founder and director entitled Options without Walls and works with high school students, undergraduate, graduate, and doctoral students and candidates. Consistently market the Community College to the people served in the organization, and many of them, subsequently, attend the College. (NWRC)
- Director continues to operate on existing boards and forge new relationships in the community to be personally accessible for additional Board opportunities. (WERC)

3.7.06   Manage actions related to achieving goals set-out in the Regional Centers' Strategic Plan and the Academic and Student Success Master Plan. (CR)
- Coordinated and managed daily operations to achieve goals set out in the Regional Centers Strategic Plan (NERC)
- Responses submitted for discussion and review (WERC)

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| 3.7.07 | In collaboration with Academic Departments, continue to provide recommendations for course offerings to maximize enrollment. Identify courses that may meet the academic needs of student. Review survey and focus group results with the Deans. (CR) |

- Director continuously works in collaboration with Academic Departments, continues to provide recommendations for course offerings to maximize enrollment (NWRC)
- Continued collaboration with Academic Departments to address efforts to identify courses to meet student academic needs and to meet students' ability for success in their degree completion target date (WERC)

| 3.7.08 | Work with the Dean of Enrollment Management, and in collaboration with Recruitment Team and Marketing, complete a design of an integrated Marketing, Outreach and Communications Plan for the Regional Centers. (CR) |

- Regional Directors continue to collaborate on this initiative

| 3.7.09 | Work collaboratively with Corporate Solutions for integration of new and existing career programs that identify WERC (and the other Regional Centers, as appropriate) as the destination for these programs and coordinate with Admissions and Marketing for outreach strategies to identify potential interest and prospects. (WF) |

- Collaborated with Corporate Solutions on the implementation of the Machine Precision program at WERC and new session of CNA program. Also NERC leadership collaborated with Corporate Solutions on the implementation of the Massage Therapy program at NERC for spring 2020. Continue to coordinate with Corporate Solutions, Admissions and Marketing for outreach strategies to identify potential interest and prospects for these programs. (WERC)

| 3.7.10 | Work collaboratively with leadership team and architects on plan for future of WERC site, as invited: anticipated academic and career programs, student academic support programs, student life and anticipated external partnerships/relationships. (FC) |

- WERC Director collaborated as requested from senior leadership

| 3.8.01 | Move the International Student office to a paperless system using our scanning technology. (SE) |

- In progress. Plan is to implement by the end of 2020. (Admissions)
- The Imaging Unit has worked with the International Office with scanning and indexing student forms (OSRR)
- Several Dynamic Forms were created for this paperless initiative. (OSRR)

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3.8.02   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.). (SE)
                • No progress. (Admissions)

3.8.03   Implement Banner Recruit and the data analytics tool. (FS)
                • Recruit has been implemented. The data analytics tool is being developed
                  in conjunction with Admissions, EMS, and IT. (Admissions/EMS)

3.8.04   Reduce/eliminate admission reports through automation. (FS)
                • The data analytic tool will be the mechanism for this delivery. (EMS)
                • Issues surrounding Recruit have required us to add some reports that were
                  not previously needed. (Admissions)

3.8.05   Expand Live Chat and explore artificial intelligence/chat bot features. (FS)
                • Prior to the school closing, LiveChat was used on a daily basis in the
                  Contact Center. The chat bot feature is in progress. (Admissions)
                • Financial Aid and OSRR have been trained and are implementing Live
                  Chat.
                • Offices outside of Enrollment Management are currently being trained.

3.8.06   Implement a paperless forms environment and assess and report on where this
                may not be practical in FY20. (FS)
                • The following forms were newly created to replace paper forms between
                  July 1, 2019 and the present:
                  - Admissions
                    o Opportunity Now
                    o Reduced Course Load Request
                    o Reduced Course Load Request-Medical
                    o Select Major Change Form (not the same as the one used by
                      counseling/advising. Used internally for Admissions staff to
                      change a student's major no longer eligible to continue in an allied
                      health program. The student does receive a notification using this
                      form).
                    o Student Information Update
                  - Bursar
                    o Bursar's Office: Employer/Third Party Voucher Submission
                    o Stop Payment
                  - Counseling
                    o Spring 2020 Appeal For Academic Reinstatement
                  - Faculty
                    o BUSL Additional Graduation Requirement
                  - Financial Aid (created and maintained by Stephanie Zeppenfelt)
                    o Educational Plan to accompany SAP appeal

- Financial Aid Document Submission Forms (19/20 & 20/21)
- Dependent Student without Parental Support Form (no parent signature)
- 2021 Special Conditions Form (staff are currently being trained)
- CARES Act Grant Application (not utilized)
- New Financial Aid Forms Currently In-Progress
    - 50th Anniversary Scholarship Application Form
    - Parent/Student NonFiler's Statement Form (requirement for verification). Currently researching if this is acceptable per federal regulations.
- OSRR
    - Audit
    - Change of Academic Status
    - Registration Form
- Workforce and Economic Development
    - Form not yet named; just started this form

3.8.07   Establish better coding in Banner at the entry point to assist in daily work, as well as reporting. (FS)
- Coding changes have been implemented and have streamlined both process and reporting. (EMS)
- The new Banner coding is live for the 2020 application cycle. (Admissions)

3.8.08   Continue to assist IT with developing the Banner PHEAA modules. (FS)
- In progress. Financial Aid Office to work with IT to finalize the Banner PHEAA module for certifying and notifying PHEAA of student eligibility.

3.9.01   Continue to revamp Open House structure making it more academically focused. (SE)
- Completed. Open House has been revamped to incorporate more academically focused workshops and will continue to be altered to best meet needs of students. (Admissions)

3.9.02   Expand the mentoring program with new veterans. (SE)
- Currently working with Records & Registration to identify all new incoming military and veteran students.
- Identify those student veterans with mentoring skills to help those students in need.

3.9.02.PI.05   Offer workshops to highlight facilities to be offered to selected high school groups and teachers (grant or sponsor funded) (SE, FS)
- This was not completed.

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4.1.02.PEHS.28   Increase BHHS faculty involvement in new students registration and orientation events to foster closer student-faculty relations outside of the classroom. (SE)
- This project was not completed. Events were planned but due to COVID-19, they were cancelled.

4.1.04.AD.08   Implement new Student Orientation model for Art Majors – a day-long event that will act as a micro-mini-FYE experience. (SE)
- The event was successful. Student feedback was extremely positive.

4.1.04.PEHS.30   The Education program will continue to access opportunities to meet with students to guide and help to facilitate program completion with interest in adding the FYE course as a required elective. (SE)
- In fall 2019, the ED program offered a contextualized addition of FYE to the new Apprentice cohort. It is hoped to integrate FYE into the course sequence during the programs' revisions.

4.1.05.ESS.08   The Academic Advising faculty will maximize the number of students who have contact with an advisor. (SE)
- Academic Advisors are connected with new students through the New Student Registration Events and throughout their time at CCP. New students receive an educational plan which is expanded upon and revised, as needed. The advisors are assigned to students via the Academic Pathways.   This past year, between appointments and drop-in appointments, the advising faculty saw over 12,000 students.
- The annual persistence rate of students returning from Fall 2018 to Fall 2019 was higher for students who were in curriculums assigned to advisors. The persistence rate of students in curriculums assigned to advisors was 51% compared to 49.1% of students who were not in curriculums assigned to advisors.

4.1.06.ESS.04   The Dean of ESS and DH of Academic Advising will implement (with the cooperation of the program Deans and faculty) the process of discipline faculty being assigned students, in a specific program. (SE)
- This goal was not achieved, but will be on next year's goals.

4.1.08   The office of Student Success Initiatives will roll out a new version (interface) of STARFISH and test with a focus group of students for feedback and revisions. (SE)
- The new interface was tested with students and staff/faculty. Feedback was used to make revisions so that the new site would be more user friendly and aesthetically organized. In order to help with the transition from the previous site to the new one, training documents were created based on responses received from staff and faculty.

- A major success this year was the partial rolling out of the degree planner:
  - Starfish Degree Planner: Rolled out Big Six plans in November (took plans out of draft mode and made them "live"). Big Six majors: BUS-GEN, LART, LSBS, HCSP, PSYC, CIS
  - Starfish Degree Planner: Took the following programs out of draft mode in February: MASS MEDIA, BIOL, COMM, ART & DESIGN, CRIM JUST, DVP
  - Degree plans were sent out to 160 students in February in the context of FYE courses. Plans are delivered by Kudo (New degree plan is ready). Students make any edits and send back to advisors for final approval.
  - Created and sent out a feedback survey to students who received plans. Although the number of respondents was limited in number (the survey was sent out very near the end of the spring term), the results were overwhelmingly positive.

4.1.08.ESS.17   The Academic Advising faculty will continue to collaborate with the STARFISH team to implement the STARFISH student academic planning tool. (SE)
- There are two faculty members who are members of the Starfish Educational Planning Implementation Team. They are Kathryn Birster and Erika Vega.
- In Spring 2020, the Starfish educational planner was piloted among a small population of Health Care Studies and Liberal Arts students. In the immediate future, the aim is to roll out the educational planning tool to the three largest degree programs at the college (Business, Healthcare, and Liberal Arts).

4.1.09.PEHS.19   The ASL/INT program will host program group advising sessions to ensure students are progressing through the curriculum. (SE)
- One session was held with the INT level students in the Fall to assist with their scheduling.

4.1.09.PEHS.29   The Education program will continue to provide a more streamlined process of support course substitutions, advising planning, and interdepartmental agreements (ex. math requirements) (SE)
- In the fall 2019, the ED program jump-started a standardized process for course advising, course substitutions, transferred courses from other IHE's.

4.1.10.DM   Continue to increase DMI Program retention rate. (SE)
- The retention rate increased for both second year students (Fall to Spring = 100%) and first year students (Fall completion = 91.6%)

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4.1.10.ML   Increase the MLT retention rate. (SE)
                 • The retention rate increased for both second year students (Fall to Spring = 100%) and first year students (Fall completion = 91.6%)

4.1.10.NR   Continue to develop, implement and evaluate activities that increase nursing student retention especially in NURS 101 and 131. (SE)
                 • The Nursing faculty continue to work on increasing retention rates in Nursing 101 and 132, the first and second nursing courses. Rates in both Nursing 231 and 232 remain stable. By the time the students reach the third nursing course, most have been able to adapt to the learning style and also modify any personal barriers that might hinder their success in the program.
                 • The retention rate in Nursing 101 dropped 9 % from 2018-2019. The national norm for attrition in the first semester of nursing programs is about 40%, with students leaving programs for reasons very similar to what we are seeing. While a large number do leave for academic reasons, life barriers continue to be a reason for students withdrawing or being unsuccessful in the nursing program at CCP. Many underestimate the amount of study time required and have difficulty managing work and family life responsibilities with school work.
                 • To help with these issues we continue to offer a pre-nursing workshop for students accepted to the program. During this session faculty and other resource people within the College speak to the students about time management, financial planning, self-care skills, test taking strategies and study techniques. Students are assigned a nurse faculty member as a coach. During the semester, the coach offers a variety of sessions for students to keep them connected and on target. These are offered virtually so that students can have flexibility of time to take part in them. The plan is to continue this course of activities, as well as our efforts to make personal contact with students as soon as it appears that a problem is occurring. For example, contacting all students who score below a 74 on any test. They receive a personal email from their coach inviting them to review the test.
                 • Nursing 132 had a slight increase of 4% in the retention rate from 2019 to Spring 2020. This was in spite of the fact that we transitioned to online instruction at the mid-term. Considering the challenges everyone faced in the spring of 2020, this is a reasonable achievement. Many of the students who were unsuccessful in N132 this spring were below the passing standard at the mid-term point. Faculty report that students' test grades did not change significantly as a result of the transition to online learning. During the spring, faculty coaches continued to offer virtual sessions that showed more attendance than during the first half of the semester.
                 • The Post Baccalaureate Option student retention issues were similar to those of the Traditional Option students. Cohort 1 began with 36 students

admitted. Within the first week, two had left due to scheduling issues and financial aid problems leaving them with a group of 34. Twenty-four of those students moved on to Nursing 132. Eighteen of the 24 moved on to Nursing 231. They were all successful in N231 are currently enrolled in N232 during summer 2020.

- In looking at the students who were unsuccessful in the PBAD option, it was noted that most had to take an additional course with nursing during N101 in the summer of 2019. For the Cohort 2 admission cycle, all students beginning Nursing 101 in summer 2020 had completed Biology 109, 110, 241 and Diet 111.

4.1.11.01   Continue development of Canvas resources by department (to benefit faculty and students) and at the division level (to benefit faculty and staff). (SE)
- Development and maintenance of Canvas resources has continued, providing valuable resources to faculty and staff through the division Canvas site and to faculty through Business Administration and Computer Technology Canvas sites.

4.1.11.AD.07   Ensure that all faculty have a presence on Canvas for students. This will include posting syllabi, utilizing the gradebook, and preparing for the implementation of AEFIS. (SE)
- Due to the Spring 2020 transition to remote instruction, significant gains were made in all aspects regarding Canvas use by all instructors.

4.1.11.ADC.08   The Department intends to have all ADC instructors utilizing Canvas as needed to complete assessment most efficiently with the upcoming AEFIS system. (SE)
- Due to the Spring 2020 transition to remote instruction, significant gains were made in all aspects regarding Canvas use by all instructors.

4.1.11.AVP-AASS.01   Develop baseline data for usage and disaggregate the data to determine areas for improvement (such as by department, by course, by adjunct/full-time faculty, etc.). (SE)
- Collected baseline data for Canvas usage and disaggregated by department and faculty (data could not be disaggregated by course).

4.1.11.AVP-AASS.02   Determine areas for improved and more effective use. (SE)
- The data provided by FLOAT was at a very aggregated data (used Canvas; used Canvas only for communications; did not use Canvas). For more in-depth analysis, either an API would have to be purchased or a manual checking of courses would have to take place.

4.1.11.AVP-AASS.03   Develop and provide training to faculty and staff. (SE)

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- Developed list of Canvas functions that support course management and that faculty should be expected to use. Based on the list of course management functions, requested training be developed by FLOAT, which will be ready to use in June 2020.
- Helped establish Online Instruction Facilitation Team. Collected information from applicants to determine who was most qualified; based on that information, chose 16 facilitators representing a variety of programs. Facilitators will begin working with faculty in June 2020.

4.1.11.AVP-AASS.04   Update data each year to determine if usage has increased and if student success has been positively impacted. (SE)
- NA – data was not able to provide level of detail needed.

4.1.11.ENGL.03   Launch full-scale rollout of course CANVAS page publication, and use CANVAS course page as a repository for course syllabi. Additional support and training on the use of Canvas as a basic tool will be provided at the unit level through the gradual implementation of AEFIS for assessment. *The Comm. and MMS Unit will be working on the development of a comprehensive assignment rubric for one or more courses. This will aid in the integration of data from Canvas into the AEFIS system. *The Theatre unit has a goal of all FT faculty publishing a syllabus, assignment, and rubric on course Canvas pages. (SE)
- Due to the Spring 2020 transition to remote instruction, significant gains were made in all aspects regarding Canvas use by all instructors.

4.1.11.HPR.14   Implement a new departmental strategy to increase the degree to which Canvas use is required for all teaching faculty. (SE)
- By March 30, 2020, all active full-time and part-time faculty except one in the Department were able to demonstrate at least a basic use of Canvas in their teaching. Nearly 75 percent of the faculty demonstrated advanced Canvas knowledge/skills and a deep integration of Canvas in their courses. During Fall 2020 all courses in the Department will be online, so faculty training processes and quality assurance strategies have been developed and will be applied during Summer 2020.

4.1.11.MUS.11   Increase Music faculty usage of Canvas for all courses including applied and ensembles. Draft a departmental Canvas usage document and vote on it during Spring 2020 PD Week. (SE)
- Due to the Spring 2020 transition to remote instruction, significant gains were made in all aspects regarding Canvas use by all instructors.

4.1.11.PEHS.20   The BHHS program will encourage training and utilization of CANVAS by all FT and PT faculty. (SE)

- Due to the Spring 2020 transition to remote instruction, significant gains were made in all aspects regarding Canvas use by all instructors.

4.1.11.PEHS.21   The ED program will continue to develop courses for CANVAS so that all of their courses will available in online/hybrid formats. (SE)
- For the spring 2020, the ED program developed ED 245 and ED 201 fully online; ED 214 will be converted in summer 2020.

4.1.11.PEHS.22   The PSYC program will identify and document the ways in which full-time and adjunct Psychology faculty currently use Canvas to manage their courses. Based on this assessment, develop markers of progress for use of Canvas to manage Psychology courses. (SE)
- Due to the Spring 2020 transition to remote instruction, significant gains were made in all aspects regarding Canvas use by all instructors.

4.1.11.PI.09   Assess faculty time on Canvas and student responses (SE)
- This project was not completed.

4.1.11.SS.09   All faculty must utilize Canvas to communicate with students via email, posting syllabi, and grades. (SE)
- Due to the Spring 2020 transition to remote instruction, significant gains were made in all aspects regarding Canvas use by all instructors.

4.1.11/12.FL.01   Increase Foreign Language faculty use of both Canvas and Starfish. (SE)
- Due to the Spring 2020 transition to remote instruction, significant gains were made in all aspects regarding Canvas use by all instructors.

4.1.12   The office of Student Success will add the following offices to STARFISH as referral points of contact: * CME; * MarcDavid LGBTQ Center; * Collegiate Recovery; * Counseling Center; * Women's Outreach and Advocacy Center; - will follow up on flags raised and responded to by each department (SE)
- All the offices mentioned above were added to STARFISH. A comprehensive count of referrals and responses will be available later this summer.
- The Starfish Intake Survey was launched one year ago. 612 students have completed the survey and based on their responses to questions, 943 referrals were sent on behalf of these students to Learning Lab, Single Stop, Women's Outreach and Advocacy Center (CCAMPIS)
  - Childcare – 30 referrals
  - LLAB Computer – 60
  - LLAB English – 68
  - Single Stop (housing, transportation, clothing, food) – 171
  - LLAB Math -225
  - LLAB Time Management/Study Skills – 375

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- Job help (New – Career Connections) - 14

4.1.12.01   Emphasize training and appropriate use of new Starfish for all faculty. (SE)
- Planned demonstration and training opportunities for faculty were planned for Spring 2020 and delayed due to COVID-19 related work.

4.1.12.AVP-AASS.01 Develop baseline data for usage and disaggregate the data to determine areas for improvement (such as by department, by course, by adjunct/full-time faculty, etc.). (SE)
- Collected baseline data for Starfish usage and disaggregated by department and faculty (data could not be disaggregated by course).

4.1.12 SS.10   Have someone from Student Success speak to faculty on importance of using Starfish at spring department meeting. (SE)
- Not completed.

4.1.13.01   Complete work on Business—Accelerated Student Lounge in NWRC. (FC)
- Work on this goal was postponed based on the feedback from the first Business-Accelerated cohort, indicating that use of such a lounge would not be utilized. This goal will be revisited upon feedback of subsequent Business-Accelerated cohorts.

4.1.13.BI   Expand the Biology Workshop offerings on Main Campus and at NERC. (SE)
- The Biology Department did expand workshops for students for the Fall 2019 semester and the Spring 2020 semester. However, not all the Spring 2020 semester workshops could be offered due to the COVID-19 pandemic.

4.1.14.ESS.15   The Dean of ESS, in collaboration with the LLAB department head and faculty, will implement strategies to redesign the Learning Lab services. (SE) Accomplishments of the first year of the Learning Lab services redesign include:
- Held weekly department meetings
- Established departmental operating structure/protocols – with the focus being that of administrative functions
  - Roles and Responsibilities for FT, PT and Peer Tutors
  - Observations – PT Faculty and Peer Tutors
    - Observation form – revised/updated
    - Clear articulation of the observation process
- Approval of LLAB peer tutors by the College Reading and Learning Association's ITTPC for Level 1 Certification.
  - Submitted application (Summer 2019)
  - Approved for 1-year certification (Fall 2019)
- Held departmental training/PD Events

- Tutor Training Day Events
- Fall 2019 – attended by peer tutors, receptionists, and SACC student workers
- Spring 2020 – attended by PT faculty, peer tutors, receptionists, and SACC student workers
- Fall 2019 (end of semester PD days) – Part-Time Faculty inform them of changes occurring in the department
- Engage them in departmental activities
- Set forth changes in expectations
- Completed observations for all Full-Time in Fall 2019
- Performed observations of PT Faculty and Peer Tutors
  - Approximately 40% of observations were completed before March 13, 2020.
- Implemented online scheduling platform – WCONLINE for online tutoring.
  - Established single sign-on via the MyCCP portal
  - Allows students to access tutoring services
    o Schedule appointments with LLAB specialists and peer tutors at their convenience
    o Receive email (or text) notifications regarding: schedule, modify, or cancel an appointment; and reminder of appointment
  - Allows for mass communication email to be sent to students through platform
  - Data tracking capabilities, include but are not limited to:
    o Appointments – Scheduled, Canceled, Attended, Missed
    o Post-session client report form to be completed by tutors after each session
    o Feedback from students collected (anonymously) via daily survey sent out to those who attended their tutoring session
    o Time Clock feature – allowing for time keeping purposes of faculty and peer tutors while working from home
- TUTOR.COM (third party tutoring vendor) implemented
  - TUTOR.COM went live on May 18, 2020
  - Tracking of all tutoring sessions, with tutor notes.
  - Early alerts sent to LLAB DH so that follow-up can occur by LLAB faculty.

4.1.17.01   Extend consideration of and pilots for Cengage Unlimited, B&N First Day and other potential programs designed to reduce the cost of division textbooks/course materials, and expand the use of the programs as appropriate. (SE)
- In the Business Administration department, use of First Day continues in selected economics and accounting classes, and has expanded into automotive technology use.

4.1.17.AD.09 Adopt OER for Visual Communication and Art History courses. (SE)
- OER resources were successfully completely adopted for the ART 101 and ART 205 courses and the second semester using no textbook is now running.

4.1.17.ADC.09 The Department faculty will begin discussing the high cost of textbooks and finding possible solutions to reduce student costs. (SE)
- Prior to the faculty's review, the ADC Department requested that the bookstore stock approximately 40 textbooks. After the review, we concluded that six books are required. The Department is removing 15 from the list and the remaining texts will be recommended, but optional, for students.

4.1.17.ESS.03 The Library faculty will curate, promote and provide access to OERs that compliment/supplement the College's print collection and e.collections to support the needs of our users. (SE)
- The Library's OER initiative is being led by Jalyn Warren, Assistant Professor, and Electronic Resources Librarian. During the fall 2019 semester, Jalyn continued to update the Open Educational Resources (OER) LibGuide as new information/resources have been gathered: http://libguides.ccp.edu/oer.
- A handout was created that more fully explained the Creative Commons licensing model (which is critical in understanding how to use OER materials properly).
- As a FCTL Fellow, Jalyn convened a monthly learning community to discuss the types of resources faculty need for the courses and offer suggestions for sites and titles for them to use.
- Partnered with Carol Seufert, Coordinator of Online Learning in FLOAT, and to help faculty create courses in Canvas and checked the courses for copyright compliance. At least three faculty members were ready to use OER in their classes at the end of fall 2019. As part of the OER initiative, an OER "Petting Zoo" was sponsored on Wednesday, January 29, 2020, in the Main Campus Library. The Petting Zoo offered faculty access to physical copies of OER textbooks to see the quality of these materials. These textbooks will be on Reserve in the Library for faculty to borrow.

4.1.17 FL.02 Expand to all languages the adoption of more affordable book packages that are tailor-made for CCP students. French and Spanish have already been using such packages for a number of years. Italian is switching to a much cheaper textbook in Fall 2019. (SE)
- The cost of books for all languages was scrutinized by the department head. The basic cost to students is now $99 or lower.

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4.1.17.HPR.15   Reduce textbook costs for students taking courses offered by the History, Philosophy, and Religious Department. (SE)
- During Spring 2020, two part-time faculty developed new, fully OER versions of their respective history and humanities courses. Two full-time faculty are currently completing that process for a couple of their courses as well.

4.1.17.PEHS.23   The ASL program will continue to explore the use of cost saving techniques for INT courses through the use of OERs. (SE)
- Some additional material was found and is being implemented in the Summer 2020 semester.

4.1.17.PEHS.24   The BHHS program will engage in a deliberate process of textbook selection that addresses both related content as well as affordability including exploration of OERs and customized textbooks. (SE)
- BHHS 171 will use customized textbooks in summer 2020; BHHS 101 will use customized textbooks in fall 2020.

4.1.17.PEHS.25   The ED program will continue to address the high cost of program textbooks by creating a multitude of resources to augment escalating textbook costs; e-books, textbooks in the college library, lending books in our ECE resource classroom, and collections of literature reviews on CANVAS. (SE)
- The ED program continues to supplement with literature reviews and video analysis in lieu of high-cost textbooks.

4.1.17.PEHS.26   The PSYC program will request and monitor textbook purchase data from the bookstore to determine whether recent adoption of lower cost bundles result in higher purchase rates for required textbooks. (SE)
- This goal was specific to the textbook package adopted for the sections of PSYC 101 taught by adjuncts but was hampered when a new bookstore vendor was selected by the College.

4.1.17.PI.07   Replace textbook assignments with online video assignments in Phot104. (SE)
- This project was not completed.

4.1.18.01   Further establish newly formed National Association of Black Accountants (NABA) student chapter, focusing on connection with Philadelphia professional chapter of NABA. (SE)
- NABA student chapter recently elected new student officers, and connection with the Philadelphia professional chapter of NABA has been firmly established.

4.1.18.02   Reestablish the CCP student chapter of National Society of Minorities in Hospitality (NSMH) and explore starting an Eta Sigma Delta honor society

through The International Council on Hotel, Restaurant, and Institutional Education (CHRIE). (SE)
- Both student groups have been informally established and the process of formal establishment with the Student Development division has begun.

4.1.18.03   Develop a CCP chapter of Future Business Leaders of America – Phi Beta Lambda. (SE)
- This goal has been delayed because the faculty that was to lead the effort is leaving the College.

4.1.18.04   Develop a CCP student group focused on Real Estate. (SE)
- This goal has been delayed and will be reassessed based on faculty resources available to serve as faculty advisor.

4.1.18.05   Continue 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. (SE)
- The division held 15 co-curricular events during the year, with an additional six scheduled events cancelled in spring 2020 due to COVID-19 precautions. Events held included Cybersecurity Summit, B&T@The Movies, Chat with the Dean, Dean's Speakers Series, student field trips, tax preparation trainings, workshops with Campus Philly, and various guest speakers.

4.1.18.PI.08   Have CCP graduates in the industry as guest speakers (SE)
- This project was not completed.

4.1.18.SS.11   Facilitate extra-curricular activities such as visits to courthouses and law enforcement agencies and to meet with key personnel at these agencies   (SE)
- Successful visits to agencies and visits from agency representatives.

4.1.18.SS.12   Encourage more student involvement with the Philadelphia Association of Paralegals (SE)
- This year presented special challenges due to COVID because their annual event is during the spring.

4.1.21.AVP-AASS   As part of T.E.A.C.H grant, developed program-to-program agreements for Early Childhood Education programs with Holy Family University, Arcadia University, and Eastern University.

4.1.21.AVP-AASS   Developed agreements with East Stroudsburg University – two Program to Program Agreements for BS in Hotel, Restaurant and Tourism; BS in Accounting, BS in Business Management and BS in Marketing.

4.1.21.AVP-AASS	Increased the number of courses for which CCP students can receive credit if attending UPenn's College of Liberal and Professional Studies.
4.1.21.AVP-AASS	Expanded information on Transfer Opportunities, including new pages for PASSHE institutions and Historically Black Colleges and Universities.
4.1.21.PEHS.27	The ASL/INT program will meet with area universities (LaSalle and Temple) to explore potential BA expansion possibilities (SE) • This project was not completed.
4.1.22.AVP-AASS.01	Work with transfer partners to gather meaningful data only available via the transfer partners to assess transfer agreements at the College. (SE) • Gathered data from transfer partners. Discovered that few partner institutions have data specific to agreements. Alerted partner institutions to gaps in data collection. • Worked with Temple University to finalize revised gen-ed to gen-ed agreements. Based on Temple requirements, provided outline of requirements to counselors and advisors for specific programs. • Updated two Dual Admissions/Core-to-Core Agreement – La Salle University and Cabrini University. • Prioritized developing transfer guides with transfer partners, including adding as part of agreements. Updated Transfer Opportunities page with transfer guides for Temple University, West Chester University, and La Salle University.
4.1.22.MUS.2	Continue to work on transfer agreements with area institutions • An agreement with Berklee College of Music Online is being completed.
4.1.23.PI.06	Update the student database. Get students to complete the program. Enroll previous students in Certificate programs in Photographic Imaging Department. (SE) • Students were contacted via social media and email. Six former students returned for classes and over 25 applied for the Proficiency Certificates.
4.1.23/26.OAD.05	Continue supporting ESL call campaign recruiting efforts (SE) • Supported ESL call campaign during Summer and Fall 2019. Supported College-wide call campaign in AY 2019-2020; managed front office staff's first call campaign experience, which resulted in staff contacting approximately 225 students.
4.1.27.ESS.06	The Academic Advising department will collaborate with Assessment Center and various college constituents to measure the effectiveness of New Student Registration Events (NSRE). (SE)

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- Academic Advising continued the New Student Registration Events (NSRE). The NSREs were held from mid-October through the week before the Spring 2020 semester began.
- New Student Registration Events in Fall 2019 compared to Fall 2018
  - A total of 606 students registered to attend a New Student Registration Event
    - Students who registered for NSRE and attended = 429 (71%) was 69% in Fall 2018.
    - Students who registered for NSRE and attended, registered, and enrolled = 312 (73%) compared to 97% in Fall 2018.
    - Students who registered for NSRE and attended but did not register or enroll = 115 (27%) compared to 3% in Fall 2018.
    - Students who registered for NSRE and did not attend = 177 (29%) was 31% in Fall 2018.
    - Students who registered for NSRE and did not attend NSRE who registered and enrolled = 79 (45%) compared to 58% in Fall 2018.
    - Students who registered for NSRE and did not attend or register and or enroll = 98 (55%) compared to 42% in Fall 2018.
  - Overall, more students attended the NSRE events, yet less students enrolled who attended these events. Of those students who did not attend the NSRE, enrollment was at a much lower rate and no enrollment was much higher.
  - The new student registration system will be monitored and tracked through the Spring and Summer 2020.
- Related to the NSRE event was the New Student Online Orientation.
  - Dr. Shannon's analysis of the Impact of New Student Online Orientation on Student Success (May 20, 2020) found that students who complete the NSOO are more likely to persist.

4.2.01.01   Finalize and execute the business-oriented Costa Rica study abroad trip scheduled for May 2020. (SE)
- The Costa Rica study abroad trip was finalized; however, it was cancelled due to COVID-19 precautions.

4.2.01.02   Establish business- and technology-oriented study abroad opportunities, with the goal of finalizing plans for one study abroad trip if College funding is available. (SE)
- Plans for this goal were cancelled due to COVID-19 precautions.

4.2.01.03   Complete develop of 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. (SE)

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- BUSL 190 Experiential Learning in Business, the 1-credit course, was completed and approved. The 3-credit course was delayed due to COVID-19 related work in spring 2020 and will be completed during 2020-2021.

4.2.01.04   Implement Fashion Merchandising and Marketing in-house retail work experience (pop-up store and online) initiatives for planned fall 2020 roll out. (SE)
- Due to slow start of Fashion Merchandising and Marketing major during its first year, the work experience courses were not offered and this goal was delayed. The first FMM work experience course will be offered in spring 2021.

4.2.01.AD.10   Continue to explore study abroad opportunities for the Creative Arts Pathway. (SE, WF, CR)
- A proposal was completed and submitted in the Spring 2019 for consideration for Summer 2020 travel. It was not accepted, so the proposal was reevaluated and a new document was prepared for submission in Spring of 2020. COVID derailed the process for the entire College.

4.2.01.AD.11   Explore opportunities for Art students to access fellowships, apprenticeships, and internships. (SE, WF, CR)
- Not much progress has been made on this goal. Some data was able to be collected during the fall semester in the Portfolio Prep course, but not enough to make sufficient decisions or headway.

4.2.01.ADC.10   Construction Management Program Revision: The revision will include creating two new courses: Reading Construction Documents and Specifications and Construction Management Cap-Stone. The content and outcomes of several other classes will be revised and one current class will be eliminated. An important hierarchy will be structured, through the use of prerequisites, which is intended to provide a greater sense of continuity and academic progression for our students. The intent of the revision is to create a more engaging student experience and more synergy between classes. The curriculum will conclude with a rigorous cap-stone. (SE, WF, CR)
- In addition to the Curriculum revision having been mapped out, the creation of the new course, ADC 123 Construction Print Reading and Specifications, has been completed and will run Fall, 2020.

4.2.01.HPR.16   Continue partnership with the Presbyterian Historical Society to include more visits to the archives and primary research experience for students taking courses in history and religious studies, as well as students in the Liberal Arts: Honors program. Also, continue facilitating internship opportunities for students at the archives. (SE, WF, CR)

- During Fall 2019 and Spring 2020, several History and Honors course sections worked directly with archivists at the PHS to incorporate first-hand encounters with primary source materials and an introduction to archival research. CCP students worked with professional exhibit designers to create an exhibition exploring student research experiences and ideas for making archives more accessible to student groups. Several CCP students were awarded internships as Student Exhibit Panelists and helped bring together the final exhibit, working alongside staff at the archives. The exhibition will open at PHS and online in Fall 2020.

4.2.01/N.OAD.06   Continue ensuring practicum placements for BHHS and ED students are streamlined and effective. (SE, WF, CR)
- Managed BHHS Field Placement Specialist (or faculty)/Ed Coordinator ensuring that students were placed in facilities/schools with fully executed agreements. BHHS had challenges due to a change in personnel but students were still placed in timely manner. From March through May, no students participated in practica, internships, or observations.

4.2.01.PEHS.31   Pilot research activities as a strategy for Psychology majors to participate in psychological research and gain a more applied understanding of psychological research. (SE, WF, CR)
- In the Spring semester, an Internet-based experimental approach was piloted across three different courses. Pilot data have been collected and prepared for analysis. However, the data analysis has not yet taken place.

4.2.01.SS.13   Work with curriculum development to create Criminal Justice internship class; obtain approval from ASSC (SE, WF, CR)
- A CJ Internship class was developed and approved.

4.2.02   The Counseling Center will continue to use and train student services staff on the use of ZOOM to communicate with on-line students and students who are unable to visit campus. A satisfaction survey will be designed to determine the quality of the student experience (SE)
- The Counseling Center staff have been using Zoom for some time now to conduct outreach to students who cannot make it to campus for a session and for student who are taking courses on-line.
- A Zoom training session was conducted for the dean's (student development) direct reports staff (before the COVID 19 pandemic).
- An informal survey found that overall students like using Zoom because they could download the app on their phone and use it while mobile (meaning they didn't need to be on a desktop or laptop to use the make contact).

- Older students prefer having a conversation over the phone than using Zoom but are adjusting since this software has widespread use including business settings.

4.2.03   Through the new PRIDE (Engage) PORTAL students will be able to design a co-curricular transcript (records) of events, trainings, and activities that they have attended. (SE)
- Pride Portal: After years of using OrgSync at its most basic level, it was time to migrate to Campus Labs' platform called Engage. During Summer 2019, work was conducted with the Campus Lab staff spearheading the migration to ensure that students had the best platform to engage with the experiences the College has to offer. Engage is seamless and offers a significantly enhanced user experience. The migration was planned around the launch of the new mascot and a decision was made to name the platform Pride Portal; the new platform has a very user-friendly interface. In conjunction with the launch in September 2019, numerous trainings were conducted across campus and many divisions and departments were recruited to start using the system. Future plans include using this tool to allow students to graduate with a co-curricular transcript.

4.2.04.FL.03   Increase Foreign Language cooperation with the Study Abroad Program by offering a 1-credit course in the target language before each trip. (SE, WF, CR)
- The department head met with the Study Abroad Coordinator in Fall 2019. An agreement was reached to start offering the course in May 2020, but all trips were canceled.

4.2.05   All departments under DSD will participate in Guided Pathways Communities. Participants will work within their respective pathway to identify and implement communication and retention strategies. Each term the teams will debrief and review data to determine efficiency and effectiveness. (SE, CR)
- Members from each of the departments from Student Development were identified to serve on Guided Pathways communities by interest. Counselors already have assigned pathways and were placed accordingly. Levels of engagement varied by pathway according to goals and tasks identified by each team.
- Feedback: Staff members suggested that student focus groups be used to help guide discussions based on perceived gaps in learning and needs.

4.2.04.MUS.01   Explore a London study abroad program with a focus on British Music and Media. (SE, WF, CR)
- Due to the Covid-19 outbreak, a halt is being put on this study abroad proposal.

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4.2.06.PI.10   Highlight Photographic Imaging job placement and internships through partnerships with Advisory Board members (SE, WF, CR)
- Twenty Advisory Board members enthusiastically interviewed 16 graduating students in our Photo Studio. Several students received work opportunities.

4.2.09.ENGL.09   Expand service learning opportunities for DE and ESL students in coordination with the Office of Community and Civic Engagement (SE, WF, CR)
- Awaiting summary report from representatives in ESL and DE on their ongoing service-learning courses.

4.2.N.OAD.09   Study Abroad/Center for International Understanding—Explore grants and opportunities for future funding; continue refining processes, as each year runs more smoothly than the previous. (SE, WF, CR)
- Successfully managed the budget for 2020 and had planned to offer three trips with a total of 30 students and 6 faculty members. However, due to COVID-19, all trips were cancelled. Ensured seamless cancellation of trips and recovered or in the process of recovering money from all vendors, with the exception of two in South Africa that would only apply funds to future travel. Worked with the study abroad outside evaluator and ensured timely payment upon completion of the report. Served as member on the Study Abroad Selection Committee. Effectively managed multiple accounts and Monell. Request for future funding delayed due to COVID-19; will resume in May/June 2020. Worked to secure Penn NRC grant for the Center for International Understanding; however, efforts were put on hold due to COVID-19. Managed budget for International Festival, which was cancelled due to COVID-19.

4.3.01.01   Restructured the Business Administration department into three smaller departments – 1) Business Administration, 2) Business Leadership, Fashion and Hospitality, and 3) Transportation Technologies – and completed department head recommendation process to enable increased department head focus in the smaller departments to improve program outcomes, overall student success, and the student experience.

4.3.01.DE   Assist in the full implementation of AEFIS for the MSHC Division (SE, WF, CR)
- The majority of health care programs have implemented AEFIS as a Program and Course assessment system. There has not been a solution yet as to how to use non-Canvas based departmental final exams with AEFIS, so science programs (Biology, Chemistry, Physics, ASET and BMET) and

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mathematics programs (Foundational Mathematics and Mathematics) have not begun to utilize AEFIS.

4.3.01.DM	Review and modify curriculum to be in line with recent ARRT and ASRT changes. (SE, WF, CR)

- The Diagnostic Medical Imaging Program has completed all curriculum and course changes as needed.

4.3.01.DM	Maintain 100% pass rate on registry examination. (SE, WF, CR)

- Due to the COVID-19 situation, students have not been able to complete their Allied Health programs and therefore have not been able to sit for their registry exams.

4.3.01.ENGL.15	Revise course SLOs as needed to increase student retention and best prepare them for work in Pathway courses (SE, WF, CR)

- During the 2019-2020 academic year, the English department saw several SLO revisions targeted at this goal. Moving forward, the Department will continue cross-unit alignment work with the purpose of trickle-down reform in course CLOs.

4.3.01.PEHS.33	Continue to collect data for Self Study of key assessment to align with NAEYC standards for accreditation. (SE, WF, CR)

- All key assessments have been assessed in fall 2019-20 in preparation for our accreditation site visit.

4.3.02.01	Actively participate in the development and engagement of the Science and Technology; Business, Entrepreneurship and Law; and Design, Construction and Transportation academic pathways. (SE)

- Various faculty have participated in the Science and Technology, Business, Entrepreneurship and Law, and Design, Construction and Transportation academic pathways, although broader participation by more faculty is needed.

4.3.02.AVP-AASS.01	Develop system for Academic Pathway Communities and their facilitators to regularly share information on activities they have implemented and lessons they have learned. (SE, WF, CR)

- Meetings were held each semester for Facilitators, during which they shared with each accomplishments and goals.
- Established Canvas course to be used for sharing information.

4.3.03.PI.11	Update assignments in 100 level Photo courses based on relevance to contemporary practices and student engagement. (SE, WF, CR)

- Kara Crombie served as a faculty liaison between instructors and the department in order to implement AEFIS. Photographic Imaging was one

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of the first departments to utilize the new assessment tools. Assignments throughout the department were re-written to improve student engagement and industry relevance.

4.3.04.ENGL.13   Work with advisors to promote departmental offerings in fulfillment of elective Pathway requirements. Particularly focus on courses such as the children's literature class which has been designed to align with the ECE program. (SE, WF, CR)
- The ongoing collaboration with the ECE program allowed faculty designing the new Children's Literature course to collaborate directly with ECE faculty who will also join the rotation of course instructors. Doing so has meant that the course is perfectly aligned to meet the ECE program outcomes.

4.3.04 ENGL.16   Use cross-unit working groups to continue developing trainings (reading instruction) and protocols (online teaching) that will lead to successful student outcomes (SE, WF, CR)
- Initial efforts were refocused after the move to remote instruction and online coursework for summer and fall. For summer training, a new Canvas module was developed on the English Department page which any full-time faculty interested in teaching in summer could go through in a few hours to qualify to receive courses. This group of faculty were required to accept a donated course template. Moving into fall, a more robust program of training detailed in the Online training summary has been devised.
- The development of fully online and fully independent ENGL 108 and ENGL 099 courses will aid faculty in making distinctions between reading instruction and writing instruction. These distinctions are sorely needed. Additionally, fully independent online ENGL 099 and ENGL 108 courses developed by faculty will give students the necessary instructional content. Any changes in student progress through these courses will be able to be assessed as well.

4.3.04.HPR.17   Develop a new Honors course in the area of Political Science, thereby further expanding Honors opportunities into the social sciences. (SE, WF, CR)
- POLS 111H (American Government - Honors) was developed, approved, and added to the course sequence by February 2020.

4.3.04.PEHS.34   Pilot a strategy for assessing the effectiveness of introduction, reinforcement and mastery of psychological concepts across courses. (SE, WF, CR)
- A pilot study has been initiated, specifically focused on what students learn from the Psychology courses that are prerequisites for PSYC 210 Experimental Research Methods. Data from this pilot will allow the

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faculty to have more specific conversations about the content and instructional emphases of courses.

4.3.05.ESS.01   The Library faculty will develop and administer a survey of the College's faculty and their uses of the library. (SE, WF, CR)
- The faculty survey was distributed over the faculty listserv during the second week of classes in the fall semester.
- 32 responses were received, of which 22 were from full-time faculty. The response rate represents a mere 6% of full-time faculty and just 2% of adjunct faculty.
- The results are too small to make any broad statements about the perception of the Library, its resources, and its services by the College's faculty. However, the results warrant another survey once the Library and Learning Commons project is complete. For example, 59% of respondents never used interlibrary loans, 37% never consulted a librarian for their research, nor consulted a librarian with a research assignment; 34 % of respondents scheduled an information literacy session in the past year.
- More research is necessary, but this small sample shows that more marketing may make faculty more aware of our resources and services.
- There are indications that the Library is meeting the teaching needs of discipline faculty. 65% of respondents strongly agree that the Library is an important resource, and 40.6% agree that the Library is adequate to support teaching. 46.8% strongly agree that the Library is important to their student's research.
- While these responses are encouraging, a larger sample is necessary before these results are used to gauge our faculty colleague's true satisfaction with the delivery of library services at the College.

4.3.06.01   Restructure and implement new program advisory committee processes, focusing on strategic membership, meeting schedules and content, and communications with members beyond meeting events. (WF)
- This work was planned for late spring 2020 with implementation starting in summer or fall 2020 (depending upon program advisory committee). However, work was not started due to COVID-19 work in late spring.

4.3.06.PEHS.32   Strengthen existing representation on the BHHS advisory committee to reflect the local and regional workforce needs and to ensure maintenance of up-to-date best practices and programming. (SE, WF, CR)
- New members from both the workforces and transfer institutions were added to the BHHS Advisory Committee.

4.3.06.SS.14   Revise and expand SS program advisory boards to speak at community events and organizations on behalf of our successful Social Science program. (SE, WF, CR)

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- New members contributed by providing information about job and internship opportunities in the community.

5.1.01   Continue the Excellence in Service Plan initiatives. (SE)
- Three professional development/Fast Fact Fridays were held with a focus on customer service.
- New employee orientation created
- FAQs/Directory created
- Cross training occurred within OSRR
- Dean attended departmental meetings to improve communication and Tidbits and Updates from the Deans continued
- Financial Aid and OSRR trained in live chat
- First week of classes signature requirement reviewed
- Student Ambassador training program created
- Review of communications underway
- Texting added by Financial Aid and Bursar's Office
- Display of due dates promoted for students

5.1.02   Complete the Diversity Certificate Training - The Dean of Enrollment Management and the Dean's direct reports will complete the certificate training to model inclusive behaviors to influence a stronger service culture. (SE)
- Completed. (Admissions)
- Director of Student Records & Registration earned a diversity certificate; several administrators and classified staff persons attended at least one diversity workshop during the 2019-2020 academic year. (OSRR)
- The Dean and other Directors, including the Director of West Regional Center, who is a member of the Diversity Council, were participating in these events. Due to programmatic changes, cancellations of events and COVID-19, this was unable to be completed for this academic year. (WERC, EM)

5.1.03   Update procedural manuals and implement new ones where necessary in the Enrollment Management offices to ensure that staff are sharing consistent information and following the same processes with students. (SE)
- Components of the Banner 9/XE training manual are complete (OSRR)
- "How-To" demo videos were created; have yet to be posted for student access (OSRR)
- DACE workflow process documentation is ongoing; need assistance from DACE to complete (OSRR)
- Administration Office Enrollment Services Reference Binder, complete with screenshots and guidance on various aspects of Enrollment Services

as it pertains to students' frequently asked questions. This binder is updated prior to each semester and as needed throughout the year. (NERC)

5.1.03   Student Information Desks will be established on the main campus. Students will receive training during the summer. They will distribute event flyers and respond to questions from current and prospective students. (SE, CR)
- The Student Information Booths were established in each building located by Campus Safety. These stations were staffed by trained (summer) Lion Leaders who wore t-shirts or polos identifying them as members of the Office of Student Engagement. Ideal space to engage the public was not always easily accessible so we purchased rolling carts which were clearly marked as an "information booth." Students were also equipped with laptops to look up information for prospective and current students. Before each shift, each student ambassador received notice on the activities/events for the day and flyers for distribution as well as any pertinent information of importance. Shifts were covered Monday through Thursday 9 a.m. to 5 p.m.
- This new initiative was relatively successful. While the staff members were trained, from time to time students would be absent for a shift or would not be fully present or distracted which went counter to our mission to welcome and serve the College community. We are currently gathering feedback and reevaluating the program goals to determine how best to proceed.

5.1.03.PI.12   Enhance student service via the Photo Equipment Room staff and increased access. (SE, CR)
- Added a part-time classified staff member to increase student access to equipment. Instructional Aide Hannah Price implemented a digital check-out system.

5.1.04   The Dean of DSD will lead student-centered/customer service trainings for all DSD faculty and staff in 2019-2020. (SE, CR)
- This past year, an administrative associate assistant (AAA) working group was created to focus on customer service and operational excellence. Assistants met on a monthly basis to discuss new college-wide policies or procedures, as well as the implementation of Banner 9. Also of importance was the cross training of college work study (CWS) students so that they can be used in any department in a front-line capacity.
- Outcome: Division-wide consistency and continuity in terms of established expectations regarding scheduling of calendar events were able to be established, as well as use of staff for major events and backup when someone is out (full-time and CWS) and co-sponsoring of activities (cost savings) to name a few. Staff were also trained on the use of Zoom before the pandemic hit so this was timely. Maritza Rodriguez presented to the

staff on procurement procedures.   Marketing/ Communications and Single Stop departments were invited to the meetings of the dean's direct reports to share thoughts on best practices on collaboration and also answered questions for clarification on specific issues.

5.1.04.ESS.16   The Dean of ESS will lead student centered/customer service trainings for all ESS faculty and staff in 2019.2020. (SE, CR)
- A workshop on growth mindset was set for April 24th, for the entire ESS division. Growth mindset is proving to be a powerful tool in education. This workshop will be rescheduled for the Fall term.

5.2.01   Implement a cross-functional departmental calendar in Enrollment Management to ensure that staff are well informed and sharing consistent information with students.   (SE)
- An OSRR cross-functional calendar was created for the Spring, Summer and Fall 2020 terms; calendar was shared and used by all OSRR administrators. (OSRR)

5.2.02   Expand assessment efforts within the Enrollment Management division by adhering to goals set in the AES plan and by establishing internal auditing processes in Admissions, Records and Registration and Financial Aid to increase accountability, to enhance our efforts to be results-oriented offices, and to maintain compliance with applicable state and federal mandates. (SE)
- Assessment efforts were completed using Survey Monkey in the following areas (OSRR):
  - Evaluation of Staff Enrollment Counter Service
  - Evaluation of Faculty grade and attendance timely reporting
  - Effectiveness of Dynamic Form Creation and Processing
- Assessment tools were created to measure the effectiveness of all Banner 9/XE training modules. (OSRR)

5.2.02   The DSD has designed new recruitment and communication strategies to increase the number of students receiving grants to assist with childcare costs. Will assess the retention and persistence of students participating in the CCAMPIS program. (SE, CR)
- The Department of Education approved the use of CCAMPIS funds for before and after school programs and summer camp as needed for children ages 6 and older (dependent upon a childcare facility age requirement) and support for more than one child per family.
- As of the filing of the DOE Year I Annual Performance Report, 30 students were enrolled during FY 18-19; one student graduated; three students withdrew. To date, 38 students are enrolled in the program. Three graduated on May 2, 2020.
- Hired CCAMPIS Recruitment Specialist Christian Bailey.

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- Began collaboration with the Philadelphia Department of Human Services (DHS) along with the ten Community Umbrella Agencies (CUA) to raise awareness of CCAMPIS and attract student-parents who are in the foster care system, as well as children services. All ten CUAs responded and have begun giving the CCAMPIS fact sheet to their direct support workers.
- Consulted with the Student Engagement Marketing Coordinator on a plan of action to solicit support for the development of an advertising campaign. A brochure was created for distribution.
- Researched the number of CCAMPIS grants in Pennsylvania and New Jersey, awarded to two and four-year institutions beginning fiscal year 2016. Composed a list 13 schools and the CCAMPIS Program Directors. The College's CCAMPIS Program is included on the list.
- Correspondence was also initiated with each school to discuss recruitment efforts that have been done during the ongoing transitional period.

5.2.05   The office of student engagement will add evening hours for Snack Rack bags in collaboration with Student Government. We will create a marketing plan to reach out to evening students to let them know of availability of Snack Packs. (SE, CR)
- Snack Rack & Grady's Community Garden: The Snack Rack distributed 9,564 snack packs through March 9, 2020.
  - Celebrated Grady's Community Garden 1st Anniversary: held a celebration for students, the college family and community partners – Vetri Community Partnership food truck participated.
  - Managed Grady's Community Garden and a team consisting of two Garden Co-Managers and a Student Garden Manager. Three Harvesting Days - 72 (2/6/20 giveaway) + 33 (11/7/19 giveaway) + 126 (10/24/19 giveaway) for a total of 231. Grand total of number of food giveaways to students = 9,795.
  - Snack Rack and Grady's Community Garden Annual Report (with Photo Gallery)
  - Snack Rack Usage (Office of Institutional Research Dashboard)
  - Many Grady's Community Garden Spring 2020 Programs were planned, but all March and April programs were postponed due to College closure. A Garden Clean Up was held on February 25.
  - Formed a partnership with external partner Philadelphia Horticultural Society Community Garden Program and Grady's Community Garden. The program connects GCG with online garden newsletters and resources.
  - Formed a partnership with external partner Caring for Friends. Non-profit organization has agreed to supply the Snack Rack with free food. CFF will provide Shelf Stable foods, frozen meals and CFF Snack bags on a weekly basis and a variety of

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fruit/vegetables/meat/breads and bakery items on an as-available basis. These products will remain constant for a calendar month and adjusted to reflect current available inventory at the end of each month.
- Maintained the College's Food Collaborative Page

5.2.08	In collaboration with Public Safety and other departments we will roll out our new CARE Team format for the main campus and regional centers. After the fall term we will reassess the efficiency and effectiveness of the teams. (SE, CR)

- A formal presentation on the formation of the Behavioral Intervention Team (BIT) called CARE Team was presented to the Emergency Management Team. A small team of members were identified to be trained which included representation from the regional centers (counselors). A training session will be scheduled by the end of July via Zoom.

5.2.08.AVP-AASS	Articulation and Transfer unit was chosen as one of the pilot units for the College's AES periodic self-study process.
5.3.01	Continue to explore the expansion of space for the International Student Services Office and the Veterans Resource Center (service space and lounge area space). (FC)

- In progress. (Admissions)

5.3.01.AVP-AASS.01a	Develop evaluation plan for modified course withdrawal process to implement after a complete academic year with the modified process. (SE, CR, FC)

- Developed plan for modified course withdrawal process. Determined that because of technical limitations with Canvas, proposed plan was not possible. Refined plan so that that advisors will be alerted when students withdraw from a course.

5.3.01.AVP-AASS.01b	Evaluate effectiveness of modified course withdrawal process. (SE, CR, FC)

- N/A – process was not possible

5.3.01.AVP-AASS.02	Implement modifications to academic standing procedures, develop evaluation plan for modifications, and explore additional areas for improving student success, including implement new level (e.g., "academic caution") for students who have attempted fewer than 12 college credits and intervention for these students, and explore effectiveness of MP grade and effect of re-taking courses on transcript. (SE, CR, FC)

- Conducted thorough analysis of current academic standing procedures, including reviewing data and best practices at peer institutions. Led group that proposed "academic alert" system for students before they have

accumulated 12 attempted college-level credits, to be implemented in Fall 2020.
- Developed and wrote revision to current academic standing policy with modified number of credits and minimum GPAs. It was determined that current practices should be reviewed in-depth before making changes to the policy.
- Started new review of data with the Research & Data Analyst - Academic Quality and Student Success to determine paths to probation and possible interventions.
- Student Success Team began data review regarding MP grades.

5.3.01.AVP-AASS.04 Evaluate electronic course substitution process, reviewing data to determine if there are any patterns in substitutions or in processes that should be addressed. (SE, CR, FC)
- Compiled and reviewed data. Determined that there were no patterns in substitutions that were not accepted. When an issue with the process came up, it was addressed appropriately and EM staff made necessary changes to the dynamic form.

5.3.02 The office of the Dean of Students will establish a Dean's Advisory Committee. The dean will request that at least one student from each of the academic pathways participate and provide feedback to the dean in meetings that will be scheduled twice a term. (SE, CR)
- Not completed due to other competing interests. This will be moved to the 2020-2021 academic year as a proposed initiative.

5.3.03.01 Continue to Co-lead College-wide Technology Plan development. (FC)
- The dean led (there was no co-lead) the College-wide Technology Plan development progress made during the year.

5.3.04.01 Complete work on Fashion Merchandising and Marketing classroom and storage space. (FC)
- Design/construction work on FMM classroom and storage space (C1-18) was completed.

5.3.04.ADC.11 The Department intends to increase the capabilities and quality of our student's physical model building skills. Lack of space for tools and assigned spaces for students seriously compromises our student's abilities in regard to physical models. We intend to apply for funds that will provide our students the necessary tools to safely and effectively building quality models. We will reorganize our physical spaces as best possible to provide the physical space needed. We will discuss the important skill of model-building throughout the design curricula. (SE, CR, FC)

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- The Department was awarded ~$1100 for model-building tools. The purchase is being processed at the time of writing. The classroom's storage room, in which Studio model-building occurs, has been improved to provide more space and easier access to tools.

5.3.04.MUS.07 Execution off Music Department's Short-Term Renovations (SE, CR, FC)
- Renovation discussions are on-going with all parties involved. Due to the Covid-19 outbreak, the timeline has been altered slightly.

5.3.05 Through the offices' of Student Engagement and Athletics create a home coming event and unveil the College's new mascot. Other activities and events will be created to continue the momentum from Fall to Spring. Once a flexible (schedules) and trained group of students is established we will look to expand the use of the mascot for college-wide events and activities (SE, CR)
- New Mascot Launch: The Division of Student Development led the new mascot launch and subsequent year-long spirit boosting campaign as the College adopted the new identity as the #CCPLions. Along with this new identity came an entirely new brand and mascot. Since then, a set of brand guidelines along with further graphics to strengthen the overall brand have been developed, and ways to inject #CCPpride into our community have been determined as well. The newest member of our College family, Roary, also identifies as non-binary (one of only two in the country and only college mascot). Much work has been done and continues to be done on campus to remind our College family of our inclusivity both on and off campus. Since the launch in September 2019, a new sense of spirit has been created with Roary at the forefront of it all.
- The "Home Coming" event is planned to be a more inclusive event and will have alumni participation; a decision was made to hold off until November 2020 to kick off this event at a basketball game.

5.3.05.ADC.12 The Department has requested funds to purchase three Virtual Reality/Augment Reality stations. When awarded the use of the equipment will be incorporated into all ADC curriculum. (SE, CR, FC)
- This goal was partially completed.

5.3.05.ADC.13 Continue expanding and improving student experience in the ART and ADC Tech Computer Lab. The Department intends to obtain funds for a large projection screen for the lab so that the Aide, Casey Gwardyak, may give software demonstrations.
(SE, CR, FC)
- This goal was partially completed. Perkins funds were awarded to acquire the screen and it was delivered just prior to the Spring 2020 campus closure.

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5.3.05.AH	Complete the renovation of the Medical Assistant Lab at the NERC. (SE, CR, FC) • A request for the renovations and the accompanying rationale and needs has been submitted. The request has been approved but no work has yet begun.
5.3.05.AH	Complete the renovation of W1-22 for better allocation of laboratory space use by the AH 101 students and faculty. (SE, CR, FC) • A request for the renovations and the accompanying rationale and needs has been submitted. The request has been approved but no work has yet begun.
5.3.05.AVP-AASS	Perkins provided funding for 14 classrooms and two auditorium rooms to receive upgraded smart technology.
5.3.05.DM	Renovate the DMI lab to create an energized lab in accordance with JRCERT accreditation standards. (SE, CR, FC) • The DMI lab renovations are proceeding. Plans have been reviewed and it is anticipated that the renovations will be completed by the end of August 2020.
5.3.05.NR	Renovate and expand the Nursing labs to allow for an increase in simulation and faculty/student engagement activities in health care programs. (SE, CR, FC) • A request for the renovations and the accompanying rationale and needs has been submitted. The request has been approved but no work has yet begun.
5.3.05.PE	Complete the renovation of the Physics Lab (SE, CR, FC) • A request for the renovations and the accompanying rationale and needs has been submitted. The request has been approved but no work has yet begun.
5.3.05/06.ESS.43 AND	The Dean of ESS will continue ongoing collaboration with the Vice President of Academic and Student Success regarding the Library Learning Commons project and ensure that all details, communication, and related tasks are performed in a timely, efficient, and effective manner. (SE, CR, FC)
5.3.05/06.ESS.44	The Dean of ESS will continue ongoing collaboration with the Library DH and the Learning Lab DH, to ensure that Library and Learning Commons project is on track, communication to faculty and staff is clear and timely, and

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a plan for implementation for construction phasing is completed. (SE, CR, FC)

- Phase one of the Library and Learning Commons opened on March 9, 2020, which includes three group study rooms, two active classrooms, two information literacy classrooms, a conference room, library faculty offices, staff office spaces and the space for the book collection. A great deal of work from the faculty and staff of the Library and Learning Lab in coordination with Facilities, Multimedia Services and ITS was needed to make the opening possible. In the short amount of time that the space was inhabited (before COVID19), students were making the space their own and communicating their happiness with the new space.
- The new Library is designed to accommodate 313 sections of shelving (or 1,565 individual shelves) for books (excluding periodicals and Reserves). This number is in stark contrast to the roughly 1,000 sections of shelving (or approximately 5,000 shelves) that the current space has afforded since the mid-1990s.
- Moving the physical book collection to a space with a significantly smaller footprint presented several challenges and opportunities. The first and most pressing was to reduce the size of the collection to guarantee that every book would fit into the new space by moving day. The Library undertook a massive weeding project, ranging from Summer 2018 to Fall 2019. As a result of our efforts, the collection will not only fit into the new space, but it has become more highly curated towards students' needs and is easier to browse.
- Phases two and three are currently under construction.

5.3.07.01   Form a student advisory committee for the division to promote student involvement, feedback, and suggestions regarding division programs, co-curricular programming, and our learning community environment. (Although, if something similar is created for each Pathway, the focus will be there instead of at the division level.) (SE)

- Work on this goal was planned for mid-spring 2020, but was postponed due to COVID-19 related work.

5.3.07.02   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). (CR)

- Regular division meetings were held throughout the year, with virtual meetings happening after mid-March including a "celebration" meeting in May that included division teaching award, dean's award, and retiring faculty recognition. Faculty interactions across areas and divisions has occurred through division-level committee and special project work.

5.3.07.03   Continue to engage new division faculty "cohorts" with special orientations and meetings throughout their initial years as CCP faculty. (CR)
- New division faculty had individual meetings with the dean during their initial year at CCP. However, the meeting with newer faculty "cohorts" planned for spring 2020 was cancelled due to COVID-19 related work and precautions.

5.3.07.04   Hold budget meetings with department heads, curriculum coordinators, and full-time instructional aides. (FS)
- Budget meetings with department heads and curriculum coordinators were held; however, the full-time instructional aide meetings planned for spring 2020 were cancelled due to COVID-19 work.

5.3.09.HPR.18   Recruit additional faculty to teach in the Liberal Arts: Honors program, so that the diversity in the faculty body more closely reflects the make-up of the student body. (SE, CR, FC)
- During the 2019-2020 academic year several additional full-time faculty were successfully recruited to join the existing group of Honors instructors. The new faculty are Lance Roxas (Political Science), Ravyn Davis (English), Joseph Kenyon (English) and Aaron Love (History).

5.3.09.SS.15   Social Science Department participated in hiring a Justice Diversity Fellow. (SE, CR, FC)
- The Criminal Justice program hired a VL for 2019-2020. Judy Cruz-Ransom is currently working with the program coordinator to write a new course for the program.

5.3.11.ESS.38   The Dean of ESS will hold a webinar, for online students, and present updates about the division and welcome questions or concerns. (SE, CR, FC)
- The Dean held an online webinar on November 26, 2019 for current students, with particular outreach to students taking online courses. The webinar was an overview of ESS services.
- The Dean collaborated with the Dean of Enrollment Management and the Dean of Students to provide a larger webinar with other stakeholders on virtual services on June 4, 2020.

5.3.12.ESS.23   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 and participating in campus-wide planning activities to ensure that consideration is given to inclusion of diverse learners by design. (SE, CR, FC)
- Through her membership on the President's Diversity Council, Lisa Papurt has worked to ensure that disability is represented during discussions of diversity.

- Through her membership on the President's Diversity Council, Lisa has participated on the hiring committee to fill vacancies associated with Si Brown's retirement, as well as participated in faculty interview processes.
- Wendy Kohler participated on the hiring committee for the new Public Safety Manager, ensuring the selected candidate was sensitive and responsive to the needs of a diverse student body.
- Wendy and Lisa were invited to attend Business Affairs Meeting to discuss inclusion of diverse participants in our College community. This would include physical furnishings, academic materials, our digital environment, etc.
- Wendy and Lisa continue to play a prominent role in the ADA Accessibility Committee, which has had an extremely productive year. The Committee developed and distributed a campus-wide ADA Accessibility survey. The group worked to diligently to compile and analyze the data, taking great care to present areas in which the College was most at risk of violating federals laws associated with Section 504 and the ADA.
- To support the College in addressing the challenges associated with COVID 19, Wendy has joined the Student Workgroup and Lisa has joined the Health and Safety Workgroup.

5.3.12.ESS.24   Through PARX Casino grant funding, the Center on Disability will implement Peer Empowerment Coaching for students registered with the COD and will also provide Emergency Funds for students registered with COD, in an effort to remove financial barriers for students, related to disabilities. (SE, CR, FC)
- When the COD proposed the Peer Empowerment Coach position for grant funding, it was done so with the understanding that the part-time Access Associate would implement all training and the position would mirror the student coaching positions in Student Success Initiatives. A job description was developed for the Peer Empowerment Coach. However, obstacles were encountered that were too great to overcome when attempting to navigate the details of how the position would be funded. Given the difficulties in coming to an agreement on how the Peer Empowerment Coaches would be paid, and competing priorities for COD staff time, a decision was made to table the position.
- The COD recommended several students to receive disability-related funding for hardware, software, and miscellaneous expenses. Difficulty has been encountered dispensing the funds because the College offers multiple avenues of support through Single Stop.

5.3.12.ESS.25   The Center on Disability will advocate for students with disabilities through ongoing collaboration between CCP (COD, Assessment Center, English Department, ASL Department, and Academic Connections) and the PA

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School for the Deaf to develop strategies to assist students with the college process. (SE, CR, FC)

- During the Summer of 2019, it appeared that a workable plan was well underway with the PA School for the Deaf. Sandy Harrill, Girija Nagaswami, Amy Lewis, Lisa Papurt, and Wendy Kohler traveled to the PSD Germantown Campus with a list of critical steps necessary to accomplish our goals. The meeting resulted in an agreement that PSD would produce writing samples that would enable CCP to strategize around issues of diagnostic testing, test prep, etc. Despite several requests for the writing samples, they never materialized.
- CCP began discussions with the Philadelphia School District and Adam Buck (Coordinator for Deaf Student Services) in December 2019. It is likely that this partnership will yield our intended outcome, which is for CCP to serve as the postsecondary destination for Philadelphians who are Deaf/HOH. Unfortunately, efforts were thwarted by COVID 19.

5.3.14.OAD.07   (xrf 1.1.05.OAD.07) Continue managing division-wide website (including departments and programs within Liberal Studies) so that students can easily access necessary information as they navigate that resource (SE)

- Worked with department heads and coordinators over Summer 2019 on updates to their websites.

5.3.14.OAD.07   [xrf 1.1.05.OAD.07] Continue managing division-wide website (including departments and programs within Liberal Studies) so that students can easily access necessary information as they navigate that resource. (SE, CR, FC)

- See 1.1.05.OAD.07

5.3.14.OAD.08   Continue managing the division's catalog ensuring accuracy. (SE, CR, FC)

- Ensured 2021 catalog proof was accurate for publication; worked with department heads on first two rounds of review.

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Student Development

5.2.07 The Counseling Center has created a monthly calendar of wellness activities to include yoga, meditation, tai chi, and art therapy for students. (SE, CR)

WORKSHOPS PARTICIPATANTS	2019							2020		
	NUMBER OF STUDENTS THAT ATTENDED									
LIST OF WORKSHOPS	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	TOTAL
Academic Student Success	15	2	0	61	121	0	0	80	8	**287**
Academic Probation Workshop	84	0	0	0	0	0	0	0	0	**84**
Allied Health Workshop	0	0	0	0	0	0	0	0	0	**0**
Business Accelerated Workshop	0	0	5	5	0	0	0	0	0	**10**
Career Workshop	6	0	0	0	35	1	0	0	1	**43**
Meditation Workshop	12	0	0	0	0	18	0	0	27	**57**
Nursing Application Workshop	0	0	0	14	0	0	0	0	0	**14**
Transfer Workshop	0	0	0	0	17	0	0	0	0	**17**
Scholarship Workshop	0	0	0	0	6	0	0	0	0	**6**
Wellness Workshop	0	0	0	0	0	23	21	0	0	**44**
TOTAL	**117**	**2**	**5**	**80**	**179**	**42**	**21**	**80**	**36**	**562**

Note: The following information was not included in the above chart. There were two sessions of Art Therapy held this past year with about 20 participants. They were provide with a canvas, brushes, and paint. These events were sponsored by Student Government. Also, several Yoga sessions were held which had pretty good turnouts as well. In the future, a calendar for the entire term will be made available to the College community by mid-end of September.

Educational Support Services -- Additions

TriO Student Support Services
- Serve 225 students
- Earn associate's degree or certificate; (2) seamlessly transfer to a baccalaureate program;
- (a) 71% persistence; of students served will enroll in the fall 2019 semester will persist to fall 2020; (b) 86% of all students will have GAS (good academic standing), (c) 30% of students eligible to graduate will achieve an associate's degree and or

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certificate attainment within 4 years, (d) 80% of students eligible to graduate will achieve an associate degree and certificate attainment and transfer to a 4-year Institution within 4 years

- Outcome of initiative related to CCP strategic plan/and/or Academic and Student Success Master Plan:
  - Persistence: fall to fall - goal 71%; 79% attained
  - Good academic standing: goal 86%; 97% attained
  - Associate Degree or certificate: goal 30%; 39% attained
  - Associate Degree or certificate and transfer to 4-year institution within years: goal 80%; 34% attained
- The Staff of TRiO were trained in Zoom in February and March 202, to accommodate individual students and groups. Zoom has become an integral component serving TRiO students.

ESS

- ESS departments and offices to successfully transitioned to online services in March 2020. Each department/office convened and discussed strategy to make virtual engagement a reality. ESS team meetings consisted (and still do) of sharing ideas and strategies, which benefits all the areas.

Assessment Center

- A plan was designed and implemented for proctors to provide online proctoring of ACCUPLACER for students who have 2.74 or below HS GPA.
- The Academic Connections staff are serving as additional proctors since April 2020. There are a total of seven proctors.

Library

- During the Fall 2019 semester, Chris Wieman (Systems Librarian) and Jalyn Warren (Electronic Resources/Web Librarian) evaluated LibAnswers and were operating under an implementation timeline concluding with the rollout in mid-May 2020. Once the move was made into the new library office suite and the decisions of going virtual escalated, Chris sped up the implantation. LibAnswers (email) with RefChat (real-time chat feature) was ready on March 16, 2020 and went live on March 30, 2020.
  - As of April 30, 2020, 541 questions have been answered through the Ask a Librarian platform.
  - Chat reference inquiries are responded to immediately. 64.7% of all questions asked by email or SMS are responded to within less than 10 minutes.
  - 17.9% are answered within twelve hours.
  - 2% are responded to between 12 and 24 hours.
  - The system generated: 80 students were surveyed about their RefChat experience. Of the students who responded, 16.25% rated their experience as excellent, although one student rated their experience as so-so.

Academic Advising

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- Academic Advisors were already serving students via ZOOM and telephone, so their services were in place and just needed to scale up. On the Academic Advising webpage, all CCP students are provided with very important resources that provide them with information pertaining but not limited to:
  - Meet Your Advisor on Zoom! – Provides student with step-by-step instructions on how to schedule a virtual appointment in addition to the appointment guidelines.
  - How to Change Your Major – Provides students with step-by-step instructions on how to change their major.
  - Registration Help – Provides students with very detailed step-by-step instructional guides, as well as instructional videos on how to register for courses based on their placement level for ESL and non-ESL students.
- All continuing students in good academic standing at the College have been able to meet with an Academic Advisor virtually by either Zoom or telephone. Meetings are limited to 30 minutes per session and may be scheduled online through Starfish Connect, or by emailing the Academic Advisor that is assigned to their major at CCP. Same-day appointments are offered, or appointments may be scheduled up to four days in advance, subject to availability.
- The advising@ccp.edu mailbox is monitored daily and responses are generally provided to the student within 24 hours. If the questions are not related to Academic Advising, a referral is made to the appropriate person and/or office.
- All new first-time college students who attend the college are required to complete the New Student Online Orientation (NSOO). Students who have Level 2 placement or higher are directed to the NSOO portal. One of key components within the portal is the course registration module. Within that module, new first-time new college students are required to complete the New Student Advising Intake Form and also view the New Student Registration presentation video. After students complete the form and view the video, they receive a registration packet that contains the following information:
  - Welcome email from Advising Department
  - Information on select program (if student indicated interest on intake form)
  - Educational Plan (course recommendations made by Academic Advisor)
  - Registration Guide Handouts
  - Link to registration videos based on their placement test results
  - Contact information for the Advisor(s) assigned to their major.
- The Advising Department is actively involved in the CCP Cares initiative. All emails forwarded to the Advising Department from Marketing receive a response within 24 hours if not sooner.
- The Advising Department holds weekly check-in meetings every Monday to discuss and troubleshoot any concerns and share feedback about interactions with students that may require immediate attention.
- Advisors continue to work closely with faculty who are teaching first year courses such as: BUSL 101, AH 101, and FYE 101. The Advisors are actively involved in the

CANVAS sections for all the sections of those courses and reply to a variety of students' questions regarding registration, dual admissions, etc.
- All Academic Advisors enter notes and update the IPEDs database weekly which tracks persistence and retention of new first-time college students who are full-time.
- There is a FT Faculty Advisor available virtually until 8 p.m. Monday through Thursday during the summer.
- The Advising Department is also currently conducting searches for positions at Main Campus and NWRC.
- In addition to the strategies and resources listed above, the Advising Department has also created and developed the following initiatives to extend outreach efforts and visibility:
  - Launched an Instagram page
  - Currently working on creating an Advising YouTube page.
  - Worked jointly with the Marketing Department to create announcements alerting students that Academic Advisors are available. These announcements have been advertised on the college-wide Twitter and Facebook pages.
  - Created the second installment of the Advising Newsletter which included a student reflection on adjusting to the online learning environment in the wake of COVID-19.

Learning Lab
- Tutoring for Spring 2020 semester was delivered in a variety of ways including ZOOM, telephone and email (mostly papers submitted for review). As of Summer 1, all tutoring is being conducted via ZOOM. (see sections above)

Center on Disability
- Lisa Papurt researched and implemented strategies to ensure that students with significant hearing loss experienced a seamless transition to online learning, especially as related to synchronous instruction and recorded lectures.
- Lisa pulled records of all students with significant sensory loss to alert Deans and Department Heads that close collaboration with the COD would be necessary to ensure the College met our compliance mandates related to Section 504 and the ADA.
- Lisa reached out to all faculty who had enrolled students who used Sign Language Interpreters and CART services in their classes to discuss the need to continue mandated communication access and the strategies for doing so. Lisa sent similar emails to the students as well to notify them of the procedures for requesting and receiving ASL/CART services in a virtual environment.
- Wendy Kohler sent out numerous mass email messages to all students registered with our office to notify them of how to contact us in the virtual environment.
- Wendy developed and distributed a Qualtrics Survey to all students registered with us to ascertain whether they needed us to contact them and their preferred methods of contact.
- Jackie Williams reached out to students who had attended appointments during the current academic year. Through phone call and individualized emails, she checked in

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on students, communicated messages of ongoing concern, and connected them to resources when necessary.

- The COD initiated Drop-In hours during the first summer session with the intent of providing a virtual Front Desk service to students. The intent of drop-ins is to field quick questions, triage situations, and make referrals where appropriate. Students will continue to receive messages about the availability of drop-in appointments, and Jackie will provide primary staffing on these appointments.

- Jackie is sending out emails to all students enrolled in Summer 2020 classes to remind them that the COD remains available to them and to encourage them to contact us with questions or concerns.

- The COD is looking at opportunities to assist the College in becoming clear, concise, and inclusive in its communication to students

- Wendy and Lisa are working on developing a paperless method for faculty and students to acknowledge their rights and responsibilities in navigating accommodations.

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