

Academic and Student Success Division 2020-2021 Annual Goals/Accomplishments

Business and Technology Division

- 1.1.04.01 Work with Culinary Arts department head and faculty to reorganize how program components are structured and communicated with potential students and other stakeholders to improve access to program. (SE)
- Initial work started and curriculum revision projects have been approved for the next development cycle. Once it is clear what the curriculum changes will consist of, communication strategies will be developed.
- 1.1.04.02 Create and implement annual marketing plan for division programs, targeting programs offered as new in 2018, 2019 and 2020. (CR)
- Tourism and Hospitality Management marketing plan created, with implementation to begin summer 2021.
 - Fashion Merchandising and Marketing plan created and implemented, including expanded outreach to high schools, course credit for high school CTE students.
 - Not accomplished for most programs due to reallocation of resources to complete work related to the pandemic response.
- 1.1.04.03 Add division student testimonials and success stories to an expanded list of division/department marketing venues, including websites and Pride Portal accounts. (CR)
- Not accomplished due to reallocation of resources to complete work related to the pandemic response.
- 1.1.04.04 Create and disseminate Fashion Merchandising and Marketing newsletter to post on Pride Portal and email to FMM students and interested stakeholders. (CR)
- Fashion Merchandising and Marketing newsletter was created and delivered to FMM students, with publishing cycle of one newsletter per semester.
- 1.1.07.01 Evaluate and if feasible implement ways to more effectively communicate college scholarship information and funds to division students. (CR)
- Additional communication channels were used to communicate scholarship opportunities with students. Communication was restricted to virtual funnels (Pride Portal and email) due to campus closing. Assessment of effectiveness not yet completed due to reallocation of resources to complete work related to pandemic response.

- 1.1.08.01 Submit content for the Prior Learning Assessment (PLA) webpage to update/accurately reflect PLA opportunities and requirements associated with division programs and courses. (SE)
- Not accomplished due to reallocation of resources to complete work related to pandemic response.
- 1.2.02.01 Complete development of AAS Diesel Technology program and associated certificates, as well as development of AAS Alternative Fuels and associated proficiency certificates for fall 2022. (SE)
- An advisory group of industry professionals met with CCP faculty to develop plan for AAS Medium Heavy Truck (previously Diesel) Technology program, and potential consultant has been identified to assist with writing program courses.
 - AAS Alternative Fuels program and course development has recently begun. Progress delayed due to reallocation of resources to complete work related to pandemic response.
- 1.2.02.02 Complete 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)
- Given feedback from the Entrepreneurship Proficiency Certificate advisory committee and subsequent rethinking of entrepreneurship education in the Business & Technology division, the Entrepreneurship PC program will be totally revamped and include the content of what would have been in the Social Entrepreneurship and Innovation PC. A single, more substantive and hands-on proficiency certificate will be developed, with the goal of completing for offering in fall 2022.
- 1.2.02.03 Begin research and development of an AA Business Honors program, with the goal of offering the program beginning Fall 2022. (SE)
- Preliminary research for an AA Business Honors program was conducted. The program will focus on social justice issues, and curriculum development has begun with the goal of offering the program in fall 2022.
- 1.2.02.04 Revise BUSL 101 (FYE course) based on assessment results, with revised course planned to take effect in spring 2022. (SE)
- BUSL 101 was revised, and the new revision will take effect fall 2021.
- 1.2.02.05 Explore potential for a Pastry proficiency certificate, including resources and space needed to develop. (SE)
- The potential for a new Pastry proficiency certificate was explored with advisory committee members and other industry professionals. It

was decided a Pastry PC is not needed at this time, due to diminishing demand (pre-pandemic) for pastry chefs in Philadelphia.

- 1.2.02.06 Complete evaluation of AWS implantation within the Cloud Computing proficiency certificate and implement, if feasible. (SE)
- The Computer Technologies department has evaluated all major programs and decided a broader approach to cloud computing should be taken, by integrating cloud computing concepts into all appropriate programs/courses. Working with ITS, AWS accounts have been established, and AWS has initially been implemented in the CIS 288 Cloud Computing course.
- 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 2022. (SE)
- ECON 112 and ECON 114, Statistics I and II, were strengthened and course revisions approved to take effect fall 2021.
- 1.2.12.01 Continue to Co-Lead College-wide AEFIS Implementation. (SE)
- Served as AEFIS co-lead liaison with IT and FLOAT to facilitate resolution of IT and Canvas-related implementation issues.
 - Participated in monthly co-lead meetings with AEFIS for planning and issue resolution.
 - Developed and communicated AEFIS strategy for implementing academic program unit and administrative, educational and support unit strategic plan assessment.
- 1.2.12.02 Implement all required division program data in AEFIS assessment system. (SE)
- All but one B&T academic program is published in AEFIS and in a current assessment cycle collecting data. Although the Advanced Automotive Repair Professional PC is approved, completing the remaining courses for the PC was postponed given the Transportation Technologies department move, their online development of typically hands-on courses for fall 2020, and creating hybrid course versions for spring, summer and fall 2021. These delays, and the fact that no courses have yet been taught from the PC, are the basis for postponing full implementation of the program in AEFIS.
 - o 155 total courses verified and published in AEFIS.
 - o 33 current academic programs and 3 legacy academic programs with remaining students published.
- 1.2.12.03 Further engage division faculty in implementing their assessment data/information in AEFIS, completing appropriate faculty training. (SE)

- Multiple faculty training sessions held by B&T Assistant Dean and Division Curriculum Assessment Facilitators (DCAFs).
 - o General AEFIS Training open to all B&T faculty (29 faculty attended)
 - o AEFIS Assignment Linking Training open to all B&T faculty (56 faculty attended)
- AEFIS Reporting Training for B&T Department Heads & Coordinators (all attended or watched recording)
- Technical assistance provided by DCAFs throughout year.
- Step-by-Step Guides created and training recordings added to B&T Canvas site accessible to all division faculty and staff.

1.2.12.04 Establish system for tracking job placement and work experience data for the Automotive Technology; Culinary Arts; Fashion Merchandising and Marketing; and Tourism and Hospitality Management programs. (SE)

- Not accomplished due to reallocation of resources to complete work related to pandemic response.

1.2.13.01 Review course evaluations annually, in conjunction with course and program assessment results, to ensure continued course and program effectiveness, and determine threshold for which action steps are required to increase effectiveness. (SE)

- While department heads and program coordinators have individually engaged in reviewing course evaluations from students and course and program assessment results, an overall review with the Dean has not yet occurred due to reallocation of resources due to the pandemic response.

1.2.14.01 Review departmental evaluation plans annually to ensure faculty effectiveness, and determine threshold for which action steps are required to increase effectiveness. (SE)

- A departmental evaluation plan has been drafted for the Business Leadership, Fashion and Hospitality department and reviewed and approved by the Dean.
- The Computer Technologies department indicates they have drafted a plan; however, it has not yet been sent to the Dean for review and approval.
- The Transportation Technologies department has been given an extension to complete their plan this summer, as they have had multiple major projects during the year (e.g., moving, CATC planning, moving their hands-on courses online).
- The Business Administration department has not made progress on their Department Evaluation Plan, and subsequently will be using the College's evaluation plan to complete evaluations.

- 1.2.14.02 Continue to hold Computer Technology Department Head accountable for establishing an improved Department Evaluation plan that includes all College required elements and has been approved by the Computer Technologies department and the dean. (SE)
- The Computer Technologies Department Head was removed and replaced. As noted above, the new Department Head indicates draft plan has been approved by the department; however, it has not yet been sent to the Dean for review.
- 1.3.01.01 Expand online course offering in Culinary Arts, Fashion Merchandising and Marketing, and Tourism and Hospitality Management, hiring adjunct faculty as needed to teach online classes. (SE)
- Due to pandemic response, online course offerings were expanded, and adjunct faculty were hired in Fashion Merchandising and Marketing and Tourism and Hospitality Management to prepare and teach online courses.
- 1.3.04.01 Formalize a division strategy, management structure, and process for Prior Learning Assessment for division programs and courses. (SE)
- Not accomplished due to reallocation of resources to complete work related to pandemic response.
- 3.1.05.01 Promote non-credit to credit opportunities for receiving credit for the Business Leadership, Computer Information Systems-IT, Network Management and Administration, and Technical Studies degree programs. (CR)
- Not accomplished due to reallocation of resources to complete work related to pandemic response.
- 3.1.10.01 Work with Recruitment to develop content-specific information for Business and Technology programs to recruit potential students and market information sessions that occur throughout the year. (CR)
- Transportation Technology department worked with CTE recruiter to host events with instructors of secondary programs, high school students, parents, and adult learners. Four events were held with a total attendance of 60.
 - Business Administration department worked with CTE recruiter to host events with instructors of secondary programs and high school students.
 - Computer Technologies department worked with CTE recruiter to host event with instructors of secondary programs.
 - Business Leadership, Fashion and Hospitality department worked with CTE recruiter to host events with instructors and high school students.

- 3.1.10.02 Work with Marketing and the CTE Recruiter to create specific CTE marketing materials. (CR)
- Transportation Technology department worked with CTE recruiter to create a “portable” YouTube and PowerPoint video session discussing College and automotive technology program details.
- 3.2.03.01 Create videos about the Fashion Merchandising and Marketing (FMM) programs, courses and associated retail careers to be used for recruitment purposes. Create a FMM YouTube channel to serve as a video repository. (CR)
- Fashion Merchandising and Marketing videos were created to use for recruitment purposes and BEL pathway. YouTube channel not created.
- 3.2.04.01 Run two one-week STEM Transportation Camps in summer 2020, one co-ed and one for girls. The goal remains to introduce youth and their parents to the 21st century automotive technology field to encourage their pursuit of related careers. (WF)
- Cancelled due to hands-on nature of camp and COVID-19 restrictions.
- 3.2.04.01 Develop and implement summer 2021 Tourism and Hospitality Management camp and/or workshop opportunities for high school and middle school students. (WF)
- Given the intent to have hands-on work and in-person activities incorporated into the camp and/or workshop, this work was postponed due to the pandemic.
- 3.2.06.01 Work with recruitment/admissions and marketing to create a recorded webinar marketing the Fashion Merchandising and Marketing program. (CR)
- Due to limited resources given pandemic-related work, FMM videos created were used for marketing purposes.
- 3.2.06.02 Promote all certificate programs, making students and other stakeholders aware of the availability of certificates and how they benefit students academically and professionally. (CR)
- Not accomplished due to reallocation of resources to complete work related to pandemic response.
- 3.4.03.01 Accounting, Automotive Technology, Culinary Arts, Fashion Merchandising and Marketing, and Tourism and Hospitality Management faculty attendance/participation at high school CTE advisory committee meetings and/or targeted high school events. (CR)
- Automotive Technology faculty attended Advisory Committee meetings for Audenreid, Swenson and the Workshop schools.

- Business Administration faculty attended Advisory Committee meetings for George Washington high school and Dobbins CTE high school.
 - Business Leadership, Fashion and Hospitality faculty attended Advisory Committee meeting for Simon Gratz high school.
- 3.4.06.01 Have bi-monthly meetings with Community Development Corporations (CDCs) and Business Improvement Districts (BIDs) in Philadelphia to identify new opportunities, potential students and workforce experiences for the Fashion Merchandising and Marketing programs. (WF)
- Periodic meetings were held with CDCs and BIDs.
- 3.4.06.02 Collaborate with PowerUp program to drive partnerships and entrepreneurship in the Fashion Merchandising and Marketing program. (WF)
- Courses and sessions were held in partnership with PowerUp.
- 3.4.06.03 Complete National Retail Federation (NRF) certification to become partner in RiseUp programming to provide students the ability to earn industry certifications, increase visibility of Fashion Merchandising and Marketing programs, and increase enrollments. (WF)
- National Retail Federation (NRF) certification was completed, allowing FMM program to participate in RiseUp programming, including access to industry certifications for our students.
- 3.6.02.01 Conduct annual division data and assessment retreat during spring 2021 with department heads and coordinators. (SE)
- Common data set collected, explained, and made available to department heads for use in division reporting; however, data and assessment retreat with department heads and coordinators not accomplished due to reallocation of resources to complete work related to pandemic response.
- 3.9.05.01 Coordinate invitations of prospective students to on-campus and virtual co-curricular events and activities held by division Student Engagement committee and Global B&T committee. (CR)
- While limited due to the pandemic, two events were shared with and promoted to prospective students. Total attendance at both events was low (3 and 19).
- 4.1.10.01 Identify and analyze leakage points for students in Business Administration; Business Leadership, Fashion and Hospitality; and Transportation Technologies programs, and determine appropriate action plans. (SE)
- This work has been postponed due to reallocation of resources to complete work related to the pandemic response.

- 4.1.12.01 Emphasize training and appropriate use of new Starfish for all faculty. (SE)
- Given need to focus on pandemic response work and AEFIS implementation work, working with faculty to focus on Starfish was postponed.
- 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)
- ECON 120 and CIS 103 began using Follett One Day Inclusive Access program to help promote lower textbook cost and provide immediate textbook availability at the start of the course.
- 4.1.18.01 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)
- While limited due to the pandemic, six events were scheduled and held. Attendance ranged from 3-48.
- 4.2.01.01 Complete development of a 3 credit experiential learning course that can be used primarily by business leadership students to earn credit for various types of experience learning, such as study abroad, internships, business simulations, and research. (SE)
- BUSL 195 Experience Learning in Business (3 credits) was completed and approved and can be offered as of fall 2021.
- 4.2.01.02 Implement Fashion Merchandising and Marketing in-house retail work experience (pop-up store and online) initiatives for planned spring 2021 roll out. (SE)
- Due to COVID-19 restrictions and reallocation of resources due to pandemic response work, postponed launch of pop-up store and associated online initiatives originally planned for spring 2021 roll out. Instead, students gained work experience by engaging in detailed planning and design activities for the launch of the pop-up and associated online store.
- 4.2.01.03 Establish procedures and practices utilizing AEFIS to continually improve teaching and learning and address equity gaps as needed. (SE)
- AEFIS implementation delays due to technical issues delayed progress in establishing procedures and practices with faculty, coordinators, and department heads. This work has begun, though, with publishing programs and courses, establishing procedures to ensure up-to-date PLOs and CLOs, and providing training for assignment linking and assessment reporting that outlined appropriate procedures and practices to follow.

- 4.2.09.01 Establish or enhance, as appropriate, assessment plans for experiential learning taking place in the Automotive Technology, Culinary Arts, Fashion Merchandising and Marketing, and Tourism and Hospitality Management programs. (SE)
- Not accomplished due to reallocation of resources to complete work related to the pandemic response.
- 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)
- Rebecca Garvin, Economics faculty, served as the Business, Entrepreneurship and Law facilitator, and program department heads/coordinators participated, including making videos to help market their programs.
 - Computer Technologies program coordinators and faculty participated in the Science and Technology academic pathway, contributing to two successful virtual panels held for students.
- 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)
- New program advisory committee processes have been discussed with department heads, including a greater focus on strategic membership, consistent meeting schedules, appropriate content emphasizing getting input from committee members, and remaining in communication with members beyond meeting events. However, due to reallocation of resources resulting from the pandemic, these processes have not been documented.
 - Computer Technologies restructured its approach to program advisory committees. Instead of one all-purpose advisory committee, there will now be separate program advisory committees for Computer Information Systems-IT, Cybersecurity, Networking, Computer Science, and the Web/App Development programs.
- 5.1.04.01 Plan for and require customer service training for division classified staff. (SE)
- The intended in-person training was not accomplished; however, division classified staff were assigned multiple series of Percipio training modules to complete while working remotely.
- 5.2.04.01 Develop and implement virtual and in-person Welcome Week experiences that involve faculty, staff and administration. (SE)
- Not accomplished due to reallocation of resources to complete work related to the pandemic response.

- 5.3.03.01 Continue to Lead or Co-Lead development of the College-wide Technology Plan. (FC)
- Co-led development of CCP Technology Plan, resulting in recommended draft presented to Cabinet.
- 5.3.04.01 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)
- Due to change in Computer Technologies department head leadership, as well as reallocation of resources due to pandemic response, this was not accomplished.
- 5.3.04.02 Continue work toward the development and construction of the new transportation technologies classrooms and labs, and the installation of associated equipment. (FC)
- Dean participated in fundraising efforts related to New Market Tax Credit funding and building/room naming strategies.
 - Automotive Technologies faculty moved from WRC and re-established in temporary CBI location, coordinating associated efforts for relocation of cars, equipment, and tools.
 - General, Active Learning and Transportation Technology classroom multimedia technology finalized for CATC.
 - Transportation Technologies equipment lists finalized for CATC.
- 5.3.07.01 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)
- In virtual environment, held faculty division meeting during fall semester, and met with faculty during individual department meetings in spring, with increased interaction among faculty in the division occurring during AEFIS trainings and division committee work.
- 5.3.07.02 Continue to engage new division faculty "cohorts" with special orientations and meetings throughout their initial years as CCP faculty. (CR)
- Due to reallocation of resources resulting from pandemic response, this was not accomplished.
- 5.3.07.03 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)

- Due to reallocation of resources resulting from pandemic response, this was not accomplished.

AVP

- 1.1.6.AVP-AASS Develop informational page about the non-credit to credit articulations. (SE, WF)
- Information on non-credit to credit articulations has been posted online, with this form of PLA having its own page at the Credit for What You Know site.
- 1.2.4.AVP-AASS Follow plan to review curricula and courses to align with essential skills. Make substantial changes to be implemented in Fall 2021. (SE)
- An extensive review of curricula and courses was completed to determine alignment with the essential skills. Cross-divisional teams collaborated on the inclusive process. Informational sessions were held during Professional Development Weeks. 168 general education courses have been designated as meeting an Essential Skill. 94 of these courses currently satisfy a general education requirement for a degree or certificate program. Program curricula were updated or revised for the new essential skill requirements. An assessment plan has been drafted for implementation in 2021-22.
- 1.2.15.AVP-AASS Completely finalize the process for seamless articulation of credits for students completing specific non-credit programs entering identified credit programs, including implementing a dynamic form to increase the ease with which students can have these credits added to their transcript. (SE, WF)
- Dynamic form was developed for students who completed select non-credit program to receive College credits for aligned courses for specific programs. A link to the dynamic form is available at the new webpage for this form of PLA.
 - The non-credit Child Development Associate curriculum was aligned with the Education: Early Childhood (Birth to 4th Grade) AA program.
- 3.4.02.AVP-AASS.01 Develop agreements with the school district so that Perkins-funded programs are in compliance and aligned as needed with high school programs. (SE, CR)
- The local articulation agreement with the Philadelphia School District was signed in Spring 2021. With this agreement, all of the College's CTE programs are in compliance with Perkins requirements regarding articulations/alignments. The number of PSD programs of study increased from 9 in 2018 to 18 in 2021, and the number of CCP programs included in the agreement increased from 14 to 37.
 - Criminal Justice was added to the state-level SOAR (Students Occupationally and Academic Ready) articulations, allowing students

in high school program of study to earn nine credits toward the AAS degree.

- The College entered into an articulation agreement with Universal Audenried Charter High School. Three of the charter high school CTE programs align across eight College programs.

3.4.02.AVP-AASS.02 Finalize articulation agreement with school district for their new solar energy program. (SE, CR)

- The solar energy program articulation was finalized in Spring 2021 and included in the local articulation agreement with the Philadelphia School District.

4.1.11.AVP-AASS Track faculty participation in Canvas/online teaching training. Continue to develop content-specific and student engagement training opportunities to complement FLOAT's offerings. Develop assessment plan to determine the effectiveness of training program. (SE)

- The Online Instruction Facilitation Team provided discipline-focused training to faculty across the College to prepare them for remote teaching, to supplement the training available via FLOAT.
- Members of the Online Instruction Facilitation Team developed in Summer 2020 Canvas training courses for each of the three academic divisions with modules addressing effective use of Canvas. Faculty participation in the Canvas training courses was tracked and provided to deans. The Canvas courses were expanded in Spring 2021 to include additional modules related to student engagement activities.
- The list of Canvas functions needed for course management was updated to address required uses of Canvas.

4.1.12.AVP-AASS Continue to track faculty use of Starfish and develop next steps for increasing usage. (SE)

- The Associate Director of the Title III grant collaborated with the Director of Student Success Initiatives to develop next steps in increasing Starfish usage among faculty, per Title III objectives.

4.1.21.AVP-AASS Pursue agreements that benefit the College's students; establish at least two additional agreements. (SE, CR)

- New Dual Admissions agreements (including financial incentives for graduates) were established with Shippensburg University and Lincoln University of Pennsylvania; the latter also included Core-to-Core.
- Two new program-to-program agreements were established. The Berklee Online provides opportunities for students in the Music Performance AA and Sound Recording and Music Technology AAS programs. The University of Cincinnati agreement is between the

Respiratory Care Technology AAS program and the University of Cincinnati's online Respiratory Therapy BS program.

- An addendum was added to the La Salle University Dual Admissions agreement to include Middle College graduates and provide resources and opportunities to these students with advanced standing.

4.1.22.AVP-AASS.01 Review dual admissions agreement per the schedule and update as needed. (SE, CR)

- The College began updating the Dual Admissions agreement with Chestnut Hill College. The new agreement will include Middle College graduates.

4.1.22.AVP-AASS.02 Work with at least two transfer partners to determine what data are available, what data need to be collected, and how data can be shared to review effectiveness of agreements. (SE, CR)

- The College updated its data request to be more focused and to be a starting point for conversations with partners. Collaborations on data collection began with Chestnut Hill College and La Salle University.

4.3.02.AVP-AASS Build out Canvas course for Academic Pathway Facilitators to maximize sharing of information and promising practices (SE)

- The Canvas course for the Academic Pathway Facilitators was expanded to include sections for posting best practices, discussions, and materials.

5.2.8.AVP-AASS Complete AES periodic self-study process for Articulation and Transfer unit. (SE)

- The AES periodic self-study process was completed for the Articulation and Transfer unit.

5.3.5.AVP-AASS With Perkins funding, ensure more classrooms receive upgraded smart technology. (SE)

- Twenty-two rooms received upgraded smart technology with Perkins funding.

Educational Support Services Division

5.1.6.ESS.1 Library faculty will develop and facilitate student and faculty focus groups regarding services to students at the end of the fall semester. (SE)

- LibGuides are course- and subject-specific guides developed and maintained by the faculty librarians. At times Librarians are asked to develop a LibGuide for a specific course or topic. LibGuides are designed to help users do research in specific subject areas; find resources to complete specific assignments, or resources for specific

audiences (our most popular LibGuide is for distance learning students). LibGuides can be seamlessly integrated into Canvas. We reviewed our LibGuide offerings and thought the LibGuide for distance learning students would be rather useful to all students during the pandemic, since all of our students were essentially distance education students.

- The Librarians thought an existing LibGuide could be retooled to support ENGL 101 and ENGL 115. There were some productive conversations with FLOAT about LibGuide integration with Canvas. However, with all the work that teaching faculty had to prepare all courses to online, the addition of LibGuides was not prudent. Once the College returns to a larger capacity of faculty, the Library will pursue this project further.

4.1.27.ESS.2

Library faculty will develop and implement new reference service models in the new Library and Learning Commons. (SE)

- The Reference Services Working Group (Nicole Duncan-Kinard, Nikki Karam, Marc Meola, Jessica Rossi, and Chris Wieman) worked through Fall 2019 semester to develop recommendations for a new reference model in anticipation of the new Library and Learning Commons.
 - The group recommended that any reference redesign include a move toward a Consultative Model, which will allow librarians to best meet students' needs both during and after the construction of the Library and Learning Commons.
 - Additionally, the working group recommended the faculty librarians provide online chat reference and one-on-one research appointments via Starfish.
 - The working group also recommended that roving reference throughout the first floor of the new space should be provided, which would also help students trying to navigate the new layout. To make that happen, it was recommended that each librarian would have a college-provided laptop to deliver this service. The thinking was if the librarians are meeting the students where they are, there was no sense in bringing students back to the desk to help them with their research. Together the faculty librarians would be able to provide both just in case and just in time reference services.
 - Go live for chat reference was scheduled for summer 2020. Since the pandemic the library has been 100% virtual, offering chat reference, virtual Starfish appointments, and online information literacy instruction. In spring 2021, the department head reconvened the redesigning reference working group to consider

the delivery of reference services in a social distancing situation. The final report was submitted on 5/27/2021.

- The committee recommends curtailing roving reference until we are back at 100% capacity. Due to social distancing, the committee recommends that a plastic shield be placed at the new information space to protect both faculty and user. The committee also recommends that chat reference and Starfish appointments be promoted as the primary vehicles for reference services until social distancing restrictions are lifted.

4.1.17.ESS.3

Library faculty will continue to partner with FLOAT to discover and implement OER resources at the Community College of Philadelphia. (SE)

- The Library's OER initiative is being led by Jalyn Warren, Associate Professor, and Electronic Resources Librarian. During 2020-2021, Jalyn continued to update the Open Educational Resources (OER) LibGuide as new information/resources have been gathered: <http://libguides.ccp.edu/oer>. In addition, Jalyn continues to partner with Carol Seufert, Coordinator of Online Learning in FLOAT. Their work, like the rest of the College, has been 100% remote in 2020-2021. Jalyn has spent the year attending and presenting at various OER meetings, presenting with Carol Seufert during professional development week, and she remains active in the Open Education Network. Jalyn and Carol will be applying for grant funding via PALCI for OER initiatives at the College.

5.1.6.ESS.4

Academic Advising faculty will administer a student satisfaction survey. The purpose of the survey is to obtain the student perspective on their advising experience. Some of the features will include but not limited to: assessment of advising practices, open-ended questions/comments, and demographic questions. (SE)

- Prior to Covid-19, the office of Academic Advising held New Student Group Registration Events (NSGRE) on main campus, NERC, and NWRC. Each student received a one- or two-semester academic plan in conjunction to an in-person presentation to assist with registration. As a result of the COVID-19 pandemic, the office of Academic Advising, along with the rest of CCP and the world, had to transition its services to a completely remote capacity. Within two weeks, Academic Advising adjusted its delivery methods to fully remote as well as created brand new processes. One of the most notable changes was the transition to delivering academic plans and registration assistance fully online. Academic plans were still created by academic advisors and emailed out to students soon after the new student intake survey was completed. In addition to the academic plan, advisors

would send out detail registration instructions as well as important resources.

- In response to this new process, the Advising Department felt it was important to survey students to ensure our processes matched their needs. The plan was to make any adjustments/provide feedback as needed based on the survey results. Students were asked questions about the clarity of the registration process, ease in registration, and whether the information sent by academic advising was clear. Students were also given an opportunity to provide qualitative information by answering optional open-ended questions. The survey was sent to students' MyCCP email accounts as well as their personal email account.
 - The targeted audience for this survey was all newly admitted students for the 2020-2021 academic year. To date, 759 students received an invitation to complete our survey with 37 responses so far. The majority of the initial responses are positive about following the email containing the students' academic plan and directions to register for courses. Likewise, most students felt they received the information in a timely manner. Further data collection and a summary of results will continue.

3.3.4.ESS.5

Academic Advising faculty will create and develop content for a CCP Advisement & Registration Instructional Videos page. This page will include videos that walk students through many different online procedures in Banner Web, Degree Works, Starfish, etc. (SE)

- The Advising Department successfully created registration videos for all CCP students. The videos are currently published on the Advising webpage. The videos provide students with step-by-step instructions on how students register for courses based on their placement level. The videos are also accessible on the CCP Advising YouTube Channel.
 - CCP online registration through Banner 9.
 - Register for classes with lecture and labs.
 - Register for Level 2 English.
 - Register for Level 4 English.
 - Register for Level 5 English.
 - Register for Level 6 English.
 - Register for ESL Courses.

4.1.7.ESS.6

Academic Advising faculty will ensure that all students have access to knowledgeable and respectful advisors. (SE)

- To ensure that faculty advisors are trained on the best practices in academic advising, all new full-time teaching faculty members are required to complete the Advising Training Academy (Tier 1) course.

- The online training course provides information, tools, and resources needed that allow faculty members to conduct meaningful and relevant academic advising interactions with students to assist them with developing their personalized academic plan. The completion of this course will count as fulfilling six hours of required Advising for the semester. After faculty complete this course, they shadow a Full-Time Advising Faculty member during their second semester of employment. The completed shadowing hours also count toward the required six hours of Advising for the second semester, as mandated in the FT Faculty Bargaining Agreement.
- In 2020-2021 were nine new full-time faculty members who participated in the training program including three full-time faculty academic advisors who are members of the Advising Department.
- In addition, the Advising Department facilitated four Advising Roundtable Talks sessions: two in fall 2020 and two in spring 2021. The topics of those events were: Starfish as a Documentation Tool, Advising the Allied Health Programs, Advising in a Virtual World, and Academic Planning for the Advisor.

3.3.4.ESS.7

Academic Advising faculty will increase the visibility of the Advising Department through various social media platforms (i.e., Instagram, Twitter) (SE)

- In April 2020, the Academic Advising Department revamped its social media efforts by joining the Instagram social media platform as a strategy to help keep students engaged and abreast of information salient to their academic success and overall learning experience at the college. The Instagram account which is managed by Academic Advisors Cameo Pritchett and Aaron Helton-Holloman has served as a medium to directly connect with students and actively collaborate with other College service areas to increase promotion of the wide variety of information such as important deadlines at the College, upcoming events, departmental updates and other college-related resources that may influence a student’s academic success and the overall Community College of Philadelphia student experience. Since the creation of the Instagram account, the follower count has increased from 0 April 2020 to 217 followers as of May 2021. Below are examples of content themes/series that have been published on the Instagram.
 - Motivation Mondays – The Motivation Monday Series
 - Final Exams Preparation Tips
 - Overcoming Barriers to Academic Success Tips
 - Academic Advising Success Tips

- Registration: Registration Dates/Registration Guide, How to Register, Term Dates and Deadlines (Withdrawal), General marketing and promotion of course registration, and How to Schedule an Academic Advising Appointment
- Virtual Triage (Drop-In) Promotion
- Transfer Opportunities Promotion
- Partnership and collaborative efforts with Amanda Colan, Social Media Coordinator at the College. As a result of this partnership the following has occurred: Aaron and Cameo were added to monthly Canva meetings where College staff from various departments learn how to better utilize Canva website/software when developing social media and other departmental content.

2.2.1.ESS.8

The Dean of ESS will track and assess all students in English and Math, based upon placement to assess the broadened placement system put in place in April 2020 after each term, starting Summer 1, 2020. (SE)

- Dr. Eric Shannon’s report, Placement Redesign Evaluation – Outcomes Analysis, examined the pass rates of English,, FNMT, and Mathematics courses, based upon students being placed by the revised placement process, created in April 2020. Under the revised process, the College is placing non-ESL students in English, Foundational Mathematics (FNMT), and Mathematics courses based upon Unweighted high school grade point average (GPA).
- Dr. Shannon’s report (January 21, 2021) includes the first part of this ongoing evaluation in the form of an outcomes analysis:
 - Population Examined: New students entering the College in the Fall 2020 term were the population of interest. The population was limited to new students to minimize the impact of institutional knowledge, or repeating a course, may have on the analysis. Once more semesters of data have been collected a forthcoming report will examine differences in pass rates across semesters.
 - Analytic Strategy: To examine differences – if any – in pass rates between placement mechanisms both descriptive and inferential statistics are used.
 - Outcomes: For English courses: For both Level II and Level IV (ENGL 098/099 & ENGL 098/101), the differences between those placed GPA and traditional means is minimal and not statistically significant. Although there is a larger difference for Level VI (ENGL 101) the difference is not statistically significant and therefore not meaningfully different from zero.
 - Outcomes: For Foundational Math and Math courses: While there is a greater magnitude in all of the differences in pass rates when compared to the English courses, none

of the differences are statistically significant and therefore not meaningful different from zero.

- Both FNMT 016 and MATH 161 saw larger pass rates for students placed via HS GPA.
- Although the difference appears large for MATH 171, the magnitude of the difference is exaggerated due to the small number of new students who are placed into this course.
- The analysis for Spring 2021 is forthcoming.

2.2.1.ESS.9

The Dean of ESS will lead, in collaboration with the Assessment staff, the vision of what the model of placement testing will be moving into Fall 2020 and beyond. (SE)

- Upon assessment of the current model of placement, any recommendations for change will be made, if needed. In addition, best practices will be reviewed and discussed on an ongoing basis with faculty in English, Math, and with Dr. Hirsch, for possible inclusion in the placement process. The continued goal is for students to be placed via HSGPA at a higher rate than the previous year.

4.1.6.ESS.10

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, who have earned between 30 and 35 credits. (SE)

- During 2020-2021, the following departments (per their DH) agreed that their full-time faculty would advise students in their respective programs: Art, Theater, Music, Photography & Video Productions, International Studies, Religious Studies, Culinary, Fashion Merchandising, Tourism and Business Leadership.
- The next step in 2021-2022 will be to further the discussion with the Dean of ESS and DH of Academic Advising to meet with faculty in the departments noted above to gauge interest, share ideas, and discuss benefits of assigning students to faculty in Banner.

4.1.27.ESS.11

The Dean of ESS and the DH of Academic Advising will collaborate with key stakeholders (i.e., Admissions, Office of Student Engagement, Assessment Center, and Office of Information Systems & Technology) to measure effectiveness of registration, based on the modified intake process due to COVID-19. (SE)

- As a result of COVID-19, the Advising Department has been operating remotely since March 2020. With the transition to remote learning, the Advising Department had to modify the New Student Group Registration Events (NSGRE). Prior to COVID-19, the NSGRE's were facilitated in-person at Main Campus, NWRC, and NERC. The

Advising Department implemented a virtual process to best replicate the NSGRE's.

- There were a total of 2,337 students that were sent registration instructions and academic plans between April 20, 2020 and September 9, 2020. Once the semester began, Advisors continued to send out new student registration and academic plans to students who wanted to enroll in 10-week classes, which was an additional 606 students.
- The Advising Department also collaborated with ITS to revise the New Student Advising Intake Form. This form is for new, first-time students entering the College and is the first step in the registration process. The purpose of the updated form is to capture student data in Banner and to enable employees to see the status of students' academic plan. All employees now have the ability to see when the student submitted the form and when the Academic Plan is sent to the student.
- Additionally, the Advising Department created a New Student Registration Video that is embedded in the New Student Online Orientation Portal >Course Registration Module>New First Time College Student.

4.1.5.ESS.12

The Academic Advising faculty will maximize the number of students who have contact with an advisor. (SE)

- All contacts with students have been via ZOOM, email, or telephone. The appointments for the academic year totaled 6,271 plus the Triage performed by advisors totaled 624 for a grand total of 6,895.
- Other modes of outreach (which are not appointment based, therefore not a part of the count above) by the Advising Department include but are not limited to IPEDS, Starfish referrals, and CCP Care Request.
- Additionally, the Advisors made multiple virtual classroom visits to first-year courses such as FYE 101, BUSL 101, and AH 101. Prior to COVID-19, the classroom visit was done in-person. In the spring 2021, there were fewer sections of FYE 101, AH 101, and BUSL 101 offered across the board. The Advising Department has also conducted advising workshops for specialized student groups such as CATTO Scholars, International Student Services, and Center for Male Engagement as requested.
- In addition, the annual persistence rate of students returning from Fall 2019 to Fall 2020 continues to be higher for students who were in curriculums assigned to advisors. The persistence rate of students in curriculums assigned to advisors was 46.2% compared to 42.9% of students who were not in curriculums assigned to advisors. Based upon the fact that student persistence is higher in assigned programs

and that academic advising department growing in the number of academic advisors, all new students entering in Fall 2021 will be assigned to an advisor.

- 2.2.2.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)
- Not completed this year. The Assessment Center is waiting to see if Pathways are moving in direction of Math Pathways.
- 1.2.11.ESS.14 The Dean of ESS will review and assess Overload Policy and recommend changes based upon analysis of data. (SE)
- Data on students who take an overload in Spring and Fall semesters (over 18 credits) indicates that students do well academically, with 92% of the students achieving at least a 2.0 GPA or higher.
 - Data for students who take an overload in the Summer semester (over 8 credits within a term) indicates that 86% of students achieve at least a 2.0 GPA or higher. Further exploration is needed into the 14% of students whose GPA was below a 2.0 to see if there are indicators that would assist students with a similar profile in the future.
- 1.2.11.ESS.15 The Dean of ESS will review and assess Reinstatement Policy and recommend changes based upon analysis of data. (SE)
- The Dean of ESS will complete this goal in 2021-2022.
- 4.1.14.ESS.16 Learning Lab faculty will review, revise, and reapply for Level 1, 3-year certification for International Tutor Training Program Certification (ITTPC). (SE)
- The Learning Lab received International Tutor Training Program Certification in September 2020. Students who complete the Level 1 training are certified in:
 - Definition of tutoring and tutor responsibilities
 - Basic tutoring Guidelines/ Tutoring Do's & Don'ts
 - Techniques for beginning and ending a tutoring session
 - Adult learners and/or learning theory and/or learning styles
 - Assertiveness and/or Handling Difficult Situations
 - Role Modeling
 - Setting Goals and/or Planning
 - Communication Skills
 - Active Listening and Paraphrasing
 - Referral Skills
 - Study Skills

- Critical Thinking Skills
- Compliance with Ethics and Philosophy of the Tutoring Profession &/or Compliance with Sexual Harassment concerns &/or Compliance with Plagiarism concerns.
- Modeling Problem Solving

4.1.14.ESS.17 Learning Lab faculty will create a timeline and plan for implementation of Level 2 International Tutor training Program (ITTPC). (SE)

- The Learning Lab will be implementing the Level 2 International Tutor Training Program in 2021-2022, which is a requirement to then apply for certification. The timeline will be established by the end of June 2021.

4.1.14.ESS.18 Learning Lab faculty will require training for all tutors with the new online scheduler – WCONLINE. (SE)

- A requirement for the 2020-2021 academic year for all tutors was to complete training with the online scheduler, WCONLINE. This enabled students to schedule their own appointments with tutors and also the training for tutors was necessary so they could assist students. The online scheduler is a huge improvement so that students are able to access appointments at any time.

4.1.14.ESS.19 Learning Lab faculty will use data from WCONLINE to determine how to improve our services to student. (SE)

- The system reports afforded by WCONLINE provide insights into how students utilize LLAB services in ways we have not been able to previously. Having readily accessible data allows us to learn more about student usage patterns, investigate areas of need, adjust to challenges in a timely manner, and assess the impact of our efforts and services.
 - Since transitioning all the LLAB academic support services fully online, there has been a shift in both the days and the times during which student utilize our services, as compared to when we only offered in-person support services, with the peak usage time less affected. What we observed was fewer appointments scheduled for 9 am, peak usage time.
 - Student Survey: Fall 2020 – 201 responses, Spring 2021 – 321 responses. Overwhelmingly, students’ responses were positive to their tutoring experience with 95% of students responding that they would return for another tutoring session.
 - LLAB usage from Fall 2020 to Spring 2021 saw a 15% increase in usage of individual tutoring sessions using WCONLINE.
 - In addition, Dr. Eric Shannon analyzed LLAB services based on historical data from 2016-2020, and found the probability of

students passing a course is higher if they have been tutored. This is for the majority of courses. This report will be submitted to Dr. Hirsch.

- 4.1.14.ESS.20 The Dean of ESS and the department head of the LLAB will assess the impact of TUTOR.COM after each semester is completed, based upon student's pass rates in courses. (SE)
- Dr. Eric Shannon analyzed student data from Tutor.Com. In order to present the most stable estimates, only courses which saw over ten students were included in his analysis. He found students using Tutor.com services for English 101 are more likely to pass the course than students who did not utilize Tutor.com; but at a lower rate than students who used the Learning Lab. There is no statistically significant difference in the probability of passing either ENGL 102 or MATH 251 between students who did and did not receive tutoring.
- 4.1.8.ESS.21 Academic Advising faculty will continue to collaborate with the STARFISH team to implement the STARFISH student academic planning tool. (SE)
- There are two faculty representatives from the Advising Department who participate in weekly meetings on Wednesdays (10am-11am) with EAB Consultant and Thursdays (12pm-2pm) for testing with CCP Implementation Team Members. The team has tested over a thousand academic plans. 19 degrees are currently “live”; and another 34 are either being tested before going live or waiting on support issues to be remedied by CCP or EAB IT.
 - The degree planner is currently being used in FYE 101 classes as part of the academic plan assignment. Currently, several Advisors send out a plan to each FYE student. Once the plans have been completed and approval has been requested, the Advisors then review the plan, make comments to the student about accuracy, balancing course load, transfer goals, etc., and then either approve the plan or return it to them for revisions.
- 4.1.6.ESS.22 Academic Advising faculty will conduct the search to hire additional full-time academic advisors. (SE)
- The Advising Department successfully executed the hiring of three full-time faculty academic advisors during the Fall 2020 – Spring 2021 semesters.
 - Raven Holloway was hired on 7/27/20, and will serve as the full-time faculty academic advisor at the Northwest Regional Center.
 - Aaron Helton-Holloman was hired on 11/4/20 to serve as a full-time faculty academic advisor at Main Campus.

- Grant Heydenreich was hired on 4/28/21 to serve as the full-time faculty academic advisor for CATTO scholars.
- A total of three (one CATTO advisor) will be hired in 2021-2022.

5.3.12.ESS.23

In collaboration with ITS and the Health and Safety Workgroup, the COD will facilitate the implementation of a disability services database, if the database is purchased this year. (SE)

- The COD made significant progress toward implementing a disability services database management system. During 2020-2021 we accomplished the following:
 - Finalized the RFP.
 - Accepted proposals, selecting top bidders, participating in interviews/demos, conducting reference checks with numerous colleges, and finalizing our selection through submission of a justification memo.
 - Engaged in multiple meetings with the implementation manager and ITS, preparing templates and Banner/Accommodate crosswalks, reviewing training materials, participating in webinars, etc.
- The database will be functioning for staff and students in 2021-2022.

5.3.12.ESS.24

COD will continue to review our website for clarity and will add video materials to assist students and their support systems in navigating our services. (SE)

- The COD reviewed the website to ensure that our outlined processes could be accomplished entirely online. While high school counselors and transition staff found our website very clear and easy to navigate, we continued to field many questions from students and families. Most often, we found that students/families did not read the material on the website, and thus, we would walk through the website with them either by phone or by Zoom.
- We did not post video materials this year. Given that our processes are due to change with the implementation of Accommodate, we decided to focus our attention on other competing priorities, including the database.

5.3.12.ESS.25

COD will review the process by which students and faculty acknowledge their rights and responsibilities in the accommodation process to ensure a seamless transaction for online courses. (SE)

- The COD reconfigured our Acknowledgement Form to automatically populate student name and identification number within an acknowledgment statement that faculty could easily copy and paste into an email to the COD. About 60% of faculty use this method for

acknowledging receipt of Accommodation Letters, while the remaining use the previous method of applying handwritten dates, signatures and course information onto the form, scanning a copy, and attaching the scanned copy to the email. Both methods serve our purposes and allow faculty flexibility in acknowledging receipt of Accommodation Letters.

- 1.3.3.ESS.26 COD will develop a checklist to accompany the Guide to Planning an Accessible Event. (SE)
- The checklist remains in progress and will be completed when the ADA Accessibility Committee reconvenes.
- 1.3.3.ESS.27 COD will continue to develop and promote the College’s Accessibility website in collaboration with colleagues on the ADA Accessibility Committee. (SE)
- Although the ADA Accessibility Committee was inactive during AY2021, the COD convened a meeting with several members of the Committee to discuss the College’s Accessibility website, with specific concerns for the materials associated with captioning online media. During our one-on-one conversations with faculty, we point them to the website and other web-based materials to support them in creating inclusive instructional materials.
- 1.3.3.ESS.28 COD will provide guidelines for creating and disseminating accessible course and informational materials. (SE)
- The COD staff created and posted to the CCP website, guidelines for creating and disseminating accessible course and informational materials:
 - <https://myccp.online/accessibility/ada-accessibility-checklist>
 - <https://www.myccp.online/accessibility>
- 1.3.3.ESS.29 COD will inform the College community that compliance mandates associated with the Americans with Disability Act as Amended and Section 504 of the Rehabilitation Act apply in online learning environments. (SE)
- Measure: Co-facilitate programs with FCTL, Online Learning, and representatives of the ADA Committee:
 - The Center on Disability continued to provide one-on-one guidance and support to faculty in both creating inclusive online learning materials and implementing accommodations online. The number of questions received from faculty regarding the applicability of simple accommodations online, such as extended time, diminished greatly from Fall 2020 to Spring 2021. In fact,

the COD staff recently had a conversation with representatives from FNMT who commented that providing inclusive online instructional materials was often readily achievable simply using tools already at their disposal.

- The COD worked diligently to ensure that faculty understood their obligations to provide communication access to students requiring interpreting and captioning for all synchronous activities and recorded lecture materials. Additionally, the COD consulted with departments on events such as Enough is Enough, Student Awards Ceremony, Lindback Lectures, Commencement, etc. to ensure that communication access was provided to all participants.
 - Although the COD staff did not co-facilitate programs dedicated to the ADA and Section 504 this year, the COD worked with Online Learning to promote accessibility tools within Canvas by sending links to instructional materials for faculty. They also consulted with a faculty member who was creating departmental training tools for developing online courses.
 - The COD continued to remind faculty of the availability of the College's Document Converter (SensusAccess).
- Measure: Reach out to students enrolled in Summer and Fall 2020 classes to ensure accommodations
 - At the beginning of each semester, the COD reached out to students enrolled in classes to determine if they had questions or concerns regarding the upcoming semester and their accommodations. They made initial contacts by phone, and followed up with emails.
 - The COD staff made additional contacts to students who were on academic probation or whose grades in the previous semesters were lower than usual to see if adjustments in accommodations were appropriate.
 - The COD staff reached out to students whose faculty raised flags in Starfish to alert them to the flag and connect them to resources when appropriate.
 - Jackie Williams held two-hour drop-in times every day for students to raise concerns/ask questions. When the Zoom room was empty, she called students to ask how they were coping with the stress of academics, the pandemic and social stressors that characterized the past academic year.
 - Every staff member signed up for Google Voice to enhance our availability by phone and text (in addition to monitoring our voice mail on campus).

4.1.27.ESS.30

TRiO Student Support Services will continue to provide excellence in service to 225 students and will apply for the next grant funding for 2020-2025. (SE)

- Objective: Serve 225 TRiO eligible students annually (1 Sept. 2019-31 Aug. 2020)
 - Outcome: 225 students provided service
- Objective: 71% of students must persist from fall 2019-fall 2020
 - Outcome: 77% of students persisted
- Objective: 86% of students will have good academic standing
 - Outcome: 94% achieved good academic standing
- Objective: 30% of students eligible to graduate will obtain a certificate or degree
 - Outcome: 55% obtained goal
- Objective: 80% of students eligible for the Associate's Degree or Certificate Attainment and Transfer from 2-year to 4-Year Institution Objective
 - Outcome: 51% obtained goal
- Objective: Summer bridge students who place into ALP (98-101 English registrants)
 - Outcome: 10 students (100%) retested at and placed into English101 for fall 2020 semester
- Objective: Apply for grant renewal for 2020-25 (5 year)
 - Outcome: Awarded 2020-2025 TRiO SSS 5year grant

4.1.27.ESS.31

TRiO Student Support Services will continue to collaborate with the Institutional Research office, to target the intervention strategies related to the transfer goal to increase the number of students who transfer to four-year institutions. The IR office will report on SSS graduates, before the annual SSS report is due, so that all information related to transfer can be included. (SE)

- With the assistance of Institutional Research, TRiO SSS students were tracked regarding the colleges and universities at which they were accepted by their graduation from the College. The TRiO staff is working on possible information on students who enter institutions after graduation (not recorded). Many students report ongoing institutions to TRiO Program

2.2.3.ESS.32

The Dean of ESS and the Director of Academic Connections will assess the feasibility of implementing online Test Prep and Brush Up workshops in Fall 2020 and Spring 2021. (CR)

- The Academic Connections coordinated Math, English and ESL Brush Ups for the Catto Scholarship program and Math and English Brush Ups for the Parkway Center City program. Both are special programs

that require students to score at certain levels in order to qualify for their programs.

- Brush Up workshops for the general College population have not resumed due to COVID restrictions.

2.2.3.ESS.33

The Dean of ESS and the Assessment Center Testing Specialist will assess the feasibility of implementing high school testing in Fall 2020 and Spring 2021. (CR)

- DeForio Barlow coordinated testing for a few high schools that were able to have their students at their respective high schools. DeForio was available to trouble shoot any issues during the testing. A total of 267 students took ACCUPLACER from the following high schools:
 - New Foundations Charter School
 - Overbrook High School
 - Parkway Center City
 - MasT High School

2.2.3.ESS.34

If feasible, the Assessment Center will continue to develop and implement early college-readiness assessment programs in partnership with local high schools and other local organizations. (CR)

- Due to COVID restrictions, test-prep workshops at high schools were not feasible this past year.

2.2.3.ESS.35

If feasible, 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. (CR)

- Academic Connections coordinated Math, English and ESL Brush Ups for the Catto Scholarship program and Math and English Brush Ups for the Parkway Center City program. Both are special programs that require students to score at certain levels in order to qualify for their programs. Brush Up workshops for the general College population have not resumed due to COVID restrictions.

5.3.5.ESS.36

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. (FC)

- Progress on the Library and Learning Commons has continued this past year. The plan is for the Library and Learning Commons to be in operation for Fall 2021.

5.3.5.ESS.37

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

- Joan Bush, Mike Krasulski and Anna Seixas continue to meet to plan for the opening of the Library and Learning Commons in Fall 2021. The Library and Learning Commons will be a collaborative approach to student services by the Library, Learning Lab, and Student Academic Computing personnel, so that students are seamlessly supported in their academic experience.

Division of Student Development

2.5.6

DSD will continue with 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. The Black Scholars program has now established benchmarks and will establish targets once the numbers are finalized. The Latinx Scholars program will establish its advisory board and establish goals by the end of the fall 2020 term. (SE)

- Dr. Nance reported in 2020 - Black students at the Community College of Philadelphia have the largest achieve gap of all other populations and this is due to the racial inequalities that exist within our society. Last year, the Black Scholar Mentorship Program (BSM) was started to help close this gap. Faculty and staff from across the College volunteer to work directly with black, first year students to support them through their first semester at the college. BSM's first cohort retained over 73% of its students into the Spring semester, a 32% higher rate than the College overall. The program provides a mentor to each student, hosts workshops and awards students with book scholarships.
- The Latinx Mentoring Program, while getting off the ground in February 2020, was not able to continue due to the health issues of the main contact person – Elisa King. Sandra Gonzalez-Torres and David Asencio worked on a draft to not only kick off a new mentoring program but establish a Latinx caucus of faculty and staff to help serve as a foundation, not only for the mentoring program, but to serve as a resource hub for Latinx staff and to support network for those currently at the College and for those to come. The proposed initiative will be presented in July 2021.

3.3.7

DSD in collaboration via the in-take and on-boarding committee will further develop the on-line orientation tool as a centralized hub for

information and resources for incoming students. The Academic Pathway videos will be completed by the end of the fall term. The New Student Online Orientation will be revamped to address the shift to an on-line (remote) learning due to the COVID 19 pandemic. (SE)

- The online slides were revamped to incorporate the shift to online learning during the pandemic. The pathways videos were also added to the online orientation.

3.9.1 Integrate our new mascot “Roary” into social media through increased targeted promotion of on-campus events. (SE)

- We were very successful in marketing Roary through video presentations on Instagram, Facebook and Tic Tok. Due to the pandemic, we were not able to “distribute” tickets for events as we did not hold on-campus events.

3.9.4 Showcase campus activities and events through during recruitment events. Use Roary to engage prospective students and distribute “tickets” to club and/or athletic events. (SE)

- We were very successful in marketing Roary through video presentations on Instagram, Facebook and Tic Tok. Due to the pandemic, we were not able to “distribute” tickets for events as we did not hold on-campus events.

4.1.8 The office of Student Success Initiatives will roll out degree planners for new programs in STARFISH and continue to test with focus group of students for feedback and revisions. (SE)

- Significant progress was made on Starfish degree planner. Forty-eight (48) degree programs (20-21 catalog year) now have degree plans built out for them. Our goal of building plans for all programs except for selective programs (i.e., Nursing) was met this year. Nineteen of the programs are “live” currently and can be used by Advisors and Counselors. The remainder are being tested. The plans are made “live” after being successfully tested by two testers and populating courses correctly for 80% of students. Degree Plans have been incorporated into every section of the FYE101 course during the 2020-2021 academic year. Two Advisors, Kathryn Birster and Sherice Chevannes, develop and send FYE101 students degree plans. The students are instructed on how to use degree planner, adjust, and then request approval from an Advisor for any changes they made to their plans.

4.1.19 The office of Student Engagement will work on creating a co-curricular transcript in the Pride Portal to roll out for the spring 2021 term. (SE)

- Due to the pandemic, we will be rolling out the new co-curricular transcript for the fall 2021 term.

4.1.26 Student Engagement will use the Bright Sign system and Pride Portal as the primary modes of communication with students. (SE)

- The Bright Star system is up and running on the Main Campus and at the Regional Centers. The Pride Portal showcased well over 500 programs last year and is getting more College-wide use.

4.2.2 The Counseling Center will continue to use ZOOM to communicate with on-line students. Counselors will continue to use CHOICES to explore career pathways. (SE)

- The Counseling Center used Zoom sessions not only for one-on-one communication with students, but for Success and Wellness workshops throughout the year. Counselors presented sessions on career choices, exploration, and development. They also worked on a transfer fair, mental health, and wellness. They were the first ones to try a new strategy to implement mini-sessions of 30 minutes in length instead of 45 minutes to an hour. These were very successful.

5.1.6 Starting this summer will work with to develop assessment instruments to evaluate student satisfaction as well as learning outcomes for workshops/sessions. Will look to develop pre and post surveys. It will be interesting to compare and contrast Zoom events versus on-campus events. (SE, CR)

- We did not conduct surveys this year because it was hit and miss in terms of turn-out to sessions. The students who did attend the activities did enjoy the sessions and expressed that during and after the activities. We did reach out to students and surveyed them during SGA elections to see how we can best serve them and what times/days/format they would like for us to use for programming. We responded accordingly but the numbers were still not there. Actually, one common theme we heard was that students felt so overwhelmed with the online environment and trying to keep up that they just didn't have time to participate and while they wanted to try to be part of a community, this is not what they wanted or needed. They requested in-person but understood that this was not possible.

5.2.2 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)

- We developed a recruitment presentation and brochures in multiple languages. Our retention and persistence numbers were as follows:

Year 2

Fall '19 - 38

Spring '20 - 29

Summer '20 - 6

Year 3

Fall '20 - 26

Spring '21 - 18

Summer ' 21 – 10

5.2.3

The office of Student Engagement will work to distribute more Snack Packs bags in collaboration with Student Government than ever before 10,000. (SE, CR)

- For a short period this year, we were able to open up the food pantry and help students and their families before we had to close down due to the change in COVID status of the city. In the 15 days the Snack Rack Curbside pickup service was available, we were able to assist our students and their families in the following ways:
 - 80 students picked up bags and snack packs;
 - 786 Snack packs were given out to students; and
 - 567 Family Foodie bags were given out to students.

5.2.5

The Counseling Center and the Athletic Center will collaborate to create a monthly calendar of wellness activities to include yoga, meditation, tai chi, and art therapy for students. (SE, CR)

- The Counseling Center and Athletic Center were able to collaborate on 11 wellness activities presented to students this past year. Some were better attended than others, but the students enjoyed the sessions.

5.2.6

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)

- The CARE Team was established but due to the pandemic, there were no meetings. Any issues were handled between Public Safety and the Dean's Office and monitored as necessary.

5.3.2

The office of the Dean of Students will establish a Dean's Student Advisory Council. This group of students will expand the shared governance model which will be outside of the student government

association. We will work to establish this group from the academic pathway clubs we will look to establish. (SE, CR)

- This goal will be moved to the 21-22 goals, as we were not able to establish the Advisory Council due to the pandemic and the low number of student clubs participating this year.

5.3.7

Through the offices' of Student Engagement, Athletics, and Marketing/Communication will create activities and events to expand Roary's presence (school spirit) and influence in the city of Philadelphia. Our goal is to have Roary invited to major events where the major sports mascot are present to establish their mark as Philly's main Cat. (SE, CR)

- This goal will be moved to the 21-22 goals. We were able to produce well over 20 videos of Roary for a number of different themes. Since the city was closed down for the majority of the year, we were not able to expand our outreach as we had hoped.

Liberal Studies

1.1.04.HPR.01

Designated Quality Managers in History, Philosophy and Religious Studies will refine course descriptions in the Catalog to improve clarity and coherence for students, advisors, counselors, and transfer partners. (SE)

- The Quality Managers worked with the Department Head to update course learning outcomes, course titles and course descriptions in the Catalog for over 44 courses. During 2021-22 additional courses will be examined for similar updates and improvements.

1.1.04.MUS.01

Promote the Music Performance program with high quality materials on campus, at area high schools and on social media. (SE)

- This effort was hampered by the pandemic restrictions and limited in-person activity.

1.1.04.MUS.02

Continue to expand the visibility of Music program's concert series. (SE)

- The 2020-2021 school year forced all visibility online. The department utilized its social media pages and YouTube page to engage the community.

1.1.04.PEHS.01

The ASL/INT program will host one open house/information session for students interested in that program. (SE)

- Due to ongoing pandemic restrictions, this was not completed.

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)

- The Art and Design program completed an update of the program website that included detailed contact information for all faculty; a latest News and Announcements section on the home page to point to events, activities, and student successes; and current course offerings and sequences, occupational information, transfer information, etc.

1.1.05.HPR.02

Program Coordinators will 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)

- Work began during Spring 2021 and continues through Summer 2021 with the Liberal Arts: Honors Coordinator and Marketing collaborating to redesign the Honors webpage. A Black Studies webpage will be developed and added during 2021-22.

1.2.01.LS.01

Increase the number and types of credentials offered in the Division. (SE)

- New secondary Education/Middle Level program: Completed.
- Explore new sociology/social science degree: Not completed.
- Revised Construction Management program, ADC 226 Introduction to Building Structures revised, and ADC 133 Project Management in Construction developed as a new course: Completed.
- Art & Design – new certificate options: Not completed.
- New Academic Certificate in Religious Studies: Completed.
- JUS 191: Victimology and Trauma: Completed.
- JUS 122: Race and Justice: Completed.
- New Religious Studies course, RS 160 – Death and Dying: Completed.
- HUM 101H: Cultural Traditions: Ancient to the 13th Century: Completed.
- Piano Technician Proficiency Certificate (PIPC) had a limited launch in Spring 2021 due to pandemic restrictions: Completed.

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 faculty continued to evaluate the viability of offering courses in this area in terms of transferability and access. The faculty agreed to offer courses through the ART 180 Special Topics courses, as these courses transfer as electives to a variety of art schools. The program can evaluate and gauge student interest in various digital art courses:

digital painting, 4D Design, animation, etc. without faculty committing to the creation of full courses, until student interest and additional faculty experts are identified. Additionally, the department acquired WACOM tablets for students and faculty with the CARES act funds, allowing for more comprehensive and expansive digital courses.

- 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 pathways and reach out to businesses and partners to learn what would be appealing to them. (SE, WF)
- This project was not completed during the past academic year due. It continues to be on the goals list for the program and will be revisited in the coming 2021-2022 academic year.
- 1.2.07.LS.02 Identify, develop, and implement math sequences by program or Academic Pathway, as appropriate, to support math learning contextualized for students' academic and career goals. Consider the Liberal Arts and Communications Pathway this academic year. (SE, WF)
- Department heads and program coordinators in the Liberal Arts and Communications Pathway worked with faculty from Foundational Math to identify a series of course outcomes from a proposed FNMT 101 that would be specifically targeted for Liberal Studies students. After several meetings, the proposed course was abandoned because the Division program leaders and FNMT faculty could not find common ground on the content and credits for the course.
- 1.2.12.LS.03 Program and course-level assessment in the Division will continue and an additional 15 programs will utilize AEFIS for assessment in academic year 20-21. (SE, WF).
- All programs in Liberal Studies (29) have been integrated into the AEFIS assessment system. All programs will be collecting assessment data through AEFIS in the next academic year; programs just onboarding with AEFIS have documented program and course assessment on file.
- 1.2.12.OAD.X Ensure division is compliant and Pennsylvania Act 335s documents are current. (SE, WF)
- The assistant dean of Liberal Studies managed the completion of 158 Act 335 documents in this academic year. The LS division remains in compliance with the reporting requirements.

- 1.2.13.LS.04 Departments in Liberal Studies will review course evaluations, in conjunction with course and program assessment results, to ensure continued course and program effectiveness, and determine threshold for which action steps are required to increase effectiveness. (SE, WF)
- Departments in Liberal Studies used various methods to connect course evaluations, assessment, and student evaluations of teaching to improve courses and outcomes. Several departments noted the impacts of fully online instruction as a contributor to decreased success or favorability with students.
- 1.2.14.LS.05 All departments in Liberal Studies will review departmental faculty evaluation plans to ensure faculty effectiveness and determine threshold for which action steps are required to increase effectiveness. (SE, WF)
- Departments in Liberal Studies used various methods to review faculty evaluations and initiate action. Some of those include:
 - o The Art Department Chair revised the faculty evaluation plan and created language for a specific faculty improvement plan. The chair is working with Faye Allard on the creation of a shared document that addresses micro-aggressions that are more difficult to notice and address. This document may become a template for other Departments or the Division as a whole.
 - o Music--New faculty evaluation plan, as well as departmental technology guidelines have been implemented.
 - o The English department has had a group of faculty working on review and suggestions for the departmental faculty evaluation plan. At present, we believe that our mechanisms for faculty evaluation (participation in teaching circles and the submission of one peer-evaluation for every evaluation cycle) are working. We have had success working with faculty on supervised evaluation, as well, and are looking at changes to that process as they relate to how faculty are recommended for supervised evaluation within our department.
- 1.2.15.PEHS.02 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.03 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.

- 1.4.06.ENGL.01 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)
- Continuing two of our three partnerships with Philadelphia schools has been an accomplishment for our department. Early in the year, SDP notified us that they were discontinuing the AG1 (Annual Goals 1) group until they could restructure. We look forward to resuming those meetings and adding more purpose (and hopefully an MOU) to our work between College Writing, Developmental English and SDP's ELA division.
 - We have continued our partnership with Robeson High School and the Penn Netter Center and resumed work on the ESL segment of the BESST initiative.
 - As for the Robeson/Penn collaboration, there was ongoing work with selected Robeson students to prepare them for the English placement exams. Further, the English department chair attended a Q&A session with Robeson students and shared some insights into what they can expect from the CCP experience. Finally, the department chair and assistant chairs for Developmental English and College Writing attended an additional session with Robeson's ELA faculty to strategize for lesson plan sharing, tracking the progress of Robeson graduates who attend CCP, and other potential collaborations into the future.
- 2.1.04.ENGL.02 Develop program level goals for ESL course sequence to ensure course progression and alignment. (SE)
- The ESL Unit is revisiting all course learning outcomes at this time, and significant progress has been made in that alignment. This year the unit was successful in passing course revisions for the exit-level ESL reading and writing sequence which included course number changes that will have positive impact on the student registration experience. In the past, there was a secondary goal in developing an ESL program that could tie in with IELP, thereby allowing us to market to and host more international students. For the time being, that objective is on hold.
- 2.2.01.ENGL.03 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 English Department continues to take a multi-pronged approach to ensuring correct placement. This year has been an extraordinary experiment for us in consolidating our placement levels and evaluating

student performance within those consolidated levels. To begin, we eliminated LV3 and LV5 placement, a change that may likely continue permanently. This consolidation has allowed more students to place at the college level, and as of Spring 2021, a majority of those students were completing ENGL 101 at the same rate as students who placed directly into LV6 or matriculated into that level. At the current time, this data confirms that for most students this placement is correct and poses the fewest barriers to their completion of the college-level writing requirement in the shortest amount of time.

- Another consolidation that the English Department agreed to was in closing the LV1 writing workshops and funneling LV1 students into LV2 (ENGL 098/099). We are awaiting data that will indicate the outcomes of this adjustment to placement.
- During the late months of summer 2020, the ESL unit undertook a proctored Listening and Speaking assessment to ensure the most accurate placement. This pilot placement method was supported by the ESS division. In fall, the ESL unit was unable to provide adequate staffing for the program, and so it was temporarily discontinued. It is the hope of the unit that at some point in the future, a live L&S placement measure will be able to be reinstated in a manner that is sustainable for the faculty involved.

2.2.04. ENGL.04

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

- The English DH, associate DH, and assistant chair for developmental English continue to work on a plan to fully revamp the developmental English sequence. The revised ALP course is complete; however, our course numbering dictates that we make immediate decisions about how LV2 will be numbered as compared to LV4. The new plans also include a co-requisite model for LV2 in which students would take ENGL 098 with ENGL 109, Introduction to Reading Literature. Our hope is to make final decisions and work on course revisions in early fall. The new sequence should eliminate split grades and provide a clearer progression in skill as well as a diversified learning experience for students.

2.3.02.ENGL.05

Evaluate ALP co-requisite model and determine whether English LV3 and other developmental students should continue in the at-scale pilot for the co-requisite access to college writing courses. (SE)

- ALP students were on par with their level-6 counterparts overall. However, level-3 pass rates were still significantly lower than those for levels 4 and 5. The DE Assistant Chair has met with the English

Department Chair, Associate Chair, and the Dean of Liberal Studies about this. We will collect more data to see how well ALP students used to do in 098/108 for comparison. The verdict on whether L3 students should be in ALP is still forthcoming.

- 3.2.06.HPR.03 Work with Marketing to develop new/updated promotional materials for the Religious Studies program. (SE)
- The Religious Studies degree program was discontinued during 2020-21, but options for promoting the new Religious Studies certificate will be developed during 2021-22.
- 3.2.07.PEHS.04 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 Early Education Apprenticeship program continued in Spring 2021, given the restructuring needed in Fall 2020. In February, 15 new apprentices were enrolled at the College.
- 3.4.05.HPR.04 Collaborate with the Division of Access and Community Engagement to increase Honors opportunities for high school students. (SE)
- Increased communication with DACE produced a handful of new high school students enrolling in part-time Honors blocks in 2020-21. During Summer 2021 and continuing during 2021-22, the Liberal Arts: Honors program is actively reaching out to local high schools to ensure visibility of the program and to expand existing pipelines of new students.
- 3.2.10.ADC.01 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)
- ADC 163 was revised and retitled Architectural Visualization with Autodesk Revit. With a new accurate title, description and outcomes, the course is now ready to submit to the AIA for consideration.
- 3.2.10.PEHS.05 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)
- Not completed due to pandemic restrictions.

- 4.1.02.PEHS.06 Increase BHHS faculty involvement in new student registration and orientation events to foster closer student-faculty relations outside of the classroom. (SE)
- Not completed due to pandemic restrictions.
- 4.1.11.LS.06 All departments will increase the effective use of Canvas among faculty, and ensure best practices for course management are in place within departmental courses. (SE)
- In April and throughout the summer of 2020, the departments of Liberal Studies successfully converted over 150 unique courses to online synchronous or asynchronous; developed 22 model courses to convert and offer over 430 highly enrolled courses, including ENGL 101, ENGL 102, ENGL 098/099, PSYC 101, FYE 101, and SOC 101; trained over 250 faculty in best practices for online teaching; and each of the 9 departments developed departmental training and support programs for development and teaching of online courses.
- 4.1.17.ADC.02 The ADC department faculty will begin discussing the high cost of textbooks and finding possible solutions to reduce student costs. (SE)
- The ADC faculty examined and discussed all textbooks required on ADC syllabi and stocked at the bookstore. Several non-essential texts were removed and others were clearly indicated at 'Recommend but not Required'. Only essential texts are required for purchase.
- 4.1.21.PEHS.07 The ASL/INT program will meet with area universities (LaSalle and Temple) to explore potential BA expansion possibilities. (SE)
- Not completed due to pandemic restrictions and additional foci for the year.
- 4.2.01.AD.04 Explore opportunities for Art students to access fellowships, apprenticeships, and internships. (SE, WF, CR)
- Students have successfully applied to the PMA Curatorial Fellowship and have worked as archival and studio assistants at the PMA, the Presbyterian Society, and the Clay Studio.
- 4.2.04.LS.07 The Study Abroad program will obtain an extension on the Monell grant and garner new funding to offer study abroad experiences for students over the next three academic years. If conditions permit, three study abroad experiences will run in summer 2021. (SE, WF, CR)
- Coordinated by Lucia Gbaya-Kanga, the Study Abroad program at CCP had to re-shift its thinking regarding programming. Over the past year, the Study Abroad Coordinator worked with a team of faculty from various disciplines to design a multidisciplinary virtual Global

Studies Summit on social justice from June 7 - June 29, 2021. Cambodia, Costa Rica, South Africa, and local change makers community building and fostering connections across the African Diaspora are to be highlighted. Built into the design of the program is the hope of international travel to those highlighted region/s in the summer of 2022. The summit events reflect local and regional partnerships that have been cultivated to benefit students as well as the Philadelphia community by offering opportunities for research and networking as well as future travel, civic engagement, and student leadership opportunities. Many of the organizations are interested in extending these conversations post-summit to provide opportunities for additional student involvement.

- Additionally, the Study Abroad Coordinator designed a Student Global Ambassadors Program that introduces 15 students to current topics, theories, and approaches to social justice leadership. Within the 7-week IDS120 course, students are required to complete course readings and assignments, present a capstone research project which should reflect their learning throughout the program. Student Capstone research projects will be presented virtually and can be in multi-media form. At the end of the program students will receive course credit, a Global Ambassador Leadership certificate, and a \$500 stipend. Student course fees are also covered by the grant.

- 4.2.04.FL.xx 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)
- Given the cancellation of all study abroad travel in 2020 and 2021, this goal was not accomplished.
- 4.2.04.MUS.03 Explore a London study abroad program with a focus on British Music and Media. (SE, WF, CR)
- Due to the pandemic, this study abroad opportunity was put on hold.
- 4.3.4 ENGL.06 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)
- The assistant chair for developmental English collaborated with the Theater AC on use of literary texts to enable students to reach DE CLOs. In Comm Studies and Mass Media, we are working on expanding the number of courses we offer to give students more directed electives from Comm.

- 5.3.04.ADC.03 The ADC department intends to increase the capabilities and quality of our students' physical model building skills. The Department's design instructors will begin to expand discussions of a consistent approach to model-building instruction. (SE, CR, FC)
- This goal has not been achieved. Unfortunately, remote learning is responsible for a significant decline in model-building instruction and quality.
- 5.3.04.MUS.04 Execution off Music Department's Short-Term Renovations. (SE, CR, FC)
- Renovations started during Spring 2021 and are continuing through Summer 2021. We are on track to be able to offer classes in these new spaces in Fall 2021.
- 5.3.05.ADC.04 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 for student use. (SE, CR, FC)
- This goal has not been achieved. Due to remote learning, the stations have not been accessible.
- 5.3.05.ADC.05 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)
- The goal of obtaining a large project screen for the lab has been accomplished.
- 1.2.04.LS.New Review the general education program, make recommendations for improvement, and implement changes as appropriate.
- As part of the revision of the General Education program, the Liberal Studies division revised and gained approval for over 120 courses and more than a dozen programs. The courses were revised to meet the new Essential Skills. This included over 30 English courses, 44 Humanities courses, and 16 Social Science courses, to name a few.
- 1.2.X.LS.New Obtain NAECY (National Association for the Education of Young Children) national accreditation for the Education: Birth through 4th Grade program.
- The Education: Birth – 4th Grade program received NAECY accreditation in March 2021. This national recognition is significant achievement for the program and creates additional opportunities for both students and the program, in terms of opportunities for grants and scholarships.

1.4.05.LS.New

Develop and/or enhance College Centers/Institutes that establish partnerships with area businesses, provide programming for the public, and also provide experiential learning opportunities for students. The Fox Rothschild Center for Law and Society and the Center for International Understanding addressed this goal for LS.

- The Fox Rothschild Center for Law and Society held several programs virtually during the 20-21 academic year. Billy Love is the director, with support from Deidre Garrity-Benjamin. Here is a selection of the more than 15 events this year.
 - Fall 2020. Being Black Wearing Blue: This highly successful event consisted of a distinguished panel of local and state law enforcement officers of color who addressed police reform, systemic racism and the impact on society based on the current social climate. Eighty plus people in attendance.
 - Spring 2021. Gender Inequalities in Law Enforcement: This impressive event consisted of a panel of female law enforcement officers who discussed issues such as sexism and sexual harassment on the job. Attended by more than 70 people. Assessment Question #1: Overall, how satisfied were you with this event? 15 responses: 12 extremely satisfied and 3 very satisfied
 - Spring 2021 Victimization and Trauma: This event was offered in collaboration with representatives of the Arch Diocese of Philadelphia Office for Child and Youth Protection. The program covered the different types and prevalence of victimization of youth and young adults. 75 attendees. Assessment Question: Do you believe this session improved your work or life? 24 responses - 24 yes
 - Spring 2021 Law and Society Week: This most educational and informative week of programs, covering topics related to policing, gun violence, constitutional law, domestic violence, victimization, and diversity was marketed and provided to the public via the internet and print media. Over 600 people in attendance over the course of the week, college and public attendees. Also, our programs qualified for continuing education credits for Philadelphia probation officers. At least 30 probation officers attended our programs this year.
- The Center for International Understanding held several programs virtually during the 20-21 academic year. Mak Khan and David Prejsnar were the directors in fall and spring respectively. Here is a selection of the events held this year.
 - The International Education Week is held every fall on campuses across the country and is sponsored by the United States

Departments of Education and State. On October 21, 2020, the Center held a two-part panel discussion on “Global Perspectives on American Elections 2020.” It featured eight distinguished guest speakers from a wide variety of nations including Mexico, Afghanistan, Saudi Arabia, Pakistan, China, Ukraine, India, and Iran.

- From March 31 to April 9, 2021, the Center sponsored the College’s 37th Annual International Festival. The 2021 Festival featured eleven virtual events, ranging from an International Heritage Virtual Reading Room organized by the College Library to a social media event sharing stories about April Fool’s and similar “joke” holidays from around the global. A few highlights included:
 - A workshop for students led by Prof. Jennifer Chiamonti of the Counseling Department on “Careers for Social Justice Warriors with a focus on Religious Studies and International Studies.”
 - An interactive session with Temple University Japan on transfer to and study at Temple’s Tokyo campus organized by Sandra Gonzalez-Torres, Director of Academic Success Initiatives.
 - “Encourage the Heart: Celebrating International Heritage” a discussion on International Students co-sponsored by the Office of International Student Services.
 - A documentary film and discussion of Food and International Heritage co-sponsored by The Division of Student Development.

Math, Science and Health Careers

- 1.1.4-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 were not held due to the pandemic.
- 1.2.2-PE Finalize the revisions to the ASET program. (SE, WF)
- The ASET program has been revised and approved for implementation for the Fall 2021 semester.
 - The program will now go by the name of Applied Engineering Technology (AET) to better identify the new programmatic direction.
- 1.2.2-BI Finalize the creation of the Maritime Technology Program. (SE, WF)

- This is still in process and will be transferred to the Division of Business and Technology for completion.
- 1.2.2-BI Complete the creation of new Maritime Technology courses. (SE, WF)
- This is still in process and will be under the direction of the Division of Business and Technology for completion.
- 1.2.2-PE Develop new experiments for PHYS 125. (SE, WF)
- New experiments were completed based on lab kits that were created by the faculty member teaching the course.
 - The new labs included both labs that can be done at home and labs that need to be done in a face to face classroom situation.
- 1.2.2-PE: Write student exercises for Multisim to be incorporated into the ENGR 102-202 courses. (SE, WF)
- Randy Libros developed Multisim exercises for ELEC 120, and these exercises were received well by students.
 - Dr. Cattell is currently adapting those exercises for PHYS 241 and for ENGR 102 and ENGR 202.
- 1.2.2-AH Create an AA degree program in Public Health. (SE, WF)
- An AA degree program in Public Health was created and approved for implementation for Fall 2021.
- 1.2.2-PE Create an AAS degree program in Biomedical Equipment Technician Program. (SE, WF)
- An AAS degree program in Biomedical Equipment Technician was created and approved for Fall 2021.
- 1.2.2-AH Finalize the Health Promotion and Wellness Coaching Proficiency Certificate. (SE, WF)
- Work has been done on this project but has not been completed.
- 1.2.6-AH Revise AH 116: Interpersonal and Professional Skills in the Health Care Setting. (SE, WF)
- AH 116 has been revised and approved for Fall 2021.
 - Revisions include:
 - o Change in the name of the course to Therapeutic Communications
 - o Revised Course Learning Outcomes
 - o Additional Assessment methods
 - o Classified as meeting the essential general education skill of Oral Communication/Creative Expression

- 1.2.6-AH Create new courses for the Health Promotion and Wellness Coaching Proficiency Certificate. (SE, WF)
- Work has been done on the courses but has not been completed.
- 1.2.6-FNMT Finalize FNMT 120: Mathematics for STEM Majors. (SE, WF)
- The course has been finalized and is currently under review for approval.
- 1.2.3-DE Continue to monitor and increase enrollment and/or retention in specific target programs (OPH, MA, Engineering Science). (SE, WF)
- OPH – The Allied Health Department Head and the OPH Program Director have proposed moving the OPH program from the Northwest Regional Center to the Northeast Regional Center to increase enrollment. The proposal is under review by Dr. Generals.
 - OPH – In collaboration with the efforts of the Grants Office, the Department Head of Allied Health has secured a scholarship from the Pennsylvania Vision Foundation to assist in recruiting students to the program.
 - OPH – The Program Director and the Allied Health Department Head continue to participate in recruitment events to provide information about the program.
 - MA – The Department Head for Allied Health regularly participates in activities designed to recruit students.
 - MA – Enrollment has increased by a small amount and could increase even more.
 - Engineering Science – A number of students continue to enroll in the lower level Engineering Science courses but then do not pursue the upper level courses.
 - Engineering Science - A new full time faculty member has been hired for Fall 2021 with the expectation of reviewing and making recommendations regarding the Engineering Science curriculum.
- 1.2.4-AH Continue to analyze and review assessment data from AH 101 to increase student success. (SE, WF)
- AH 101 has a strong assessment plan that has resulted in improvements in action plans that have been developed to address barriers to student success. As a result of the assessment, changes have been made in exam, student support and advising, pedagogy, syllabi, course material.
 - Each semester, an “AH 101 Academic Check-Up” is sent to students with a raised Starfish flag. The purpose of this survey is to address barriers to success with appropriate supports. The Program follows the progress of all AH 101 students by analyzing course performance in

the subsequent semester and the first semester of select health care programs. The Program also tracks headcount, degree completion, certificate completion and acceptance into select health care programs.

- Over the past few years, emphasis has been placed on active learning techniques, student engagement, collaborative learning and trauma-informed teaching.
- The Health Care Academic Pathway Leadership Team and the Program Coordinator are also tasked with strengthening the Health Care Pathway and improving success of students. Pertinent assessment results have been shared with the Pathway Leadership Team. Data on additional supports needed was gathered through student focus groups. The results showed student desire for earlier connection with health care program faculty. In response, several events were scheduled, including a well-attended Career Exploration Meet and Greet. A survey on tutoring needs was sent to students and in response, tutor availability, especially for the regional centers, was increased. This group also discussed the need for clear and consistent information around health care program applications which was addressed by the Counseling Department.
- Counselors, academic advisors and tutors are embedded in AH 101. Faculty use Starfish Connect to refer students to those supports as well as Single Stop professionals. Collaborations with Career Connections has increased the focus on internship and job opportunities in health care such as ScribeAmerica.

1.2.6 Determine the format for a STEM Honors Program. (SE, WF)

- Discussions on this topic have begun at meetings of the Science and Technology Academic Pathway Community.

1.2.7-FM and 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)

- The Foundational Math and Mathematics Departments have prepared a proposal for providing the appropriate MATH Pathways for students in the Academic Pathways. The proposal is being reviewed by the Dean.

1.2.7-MT Revise the Precalculus (MATH 161 and 162) sequence leading to STEM programs to better prepare students for their designated programs. (SE, WF)

- MATH 161 and 162 have not been revised.

- 1.2.12:-DE Assure timely completion of course documentation for ACT 335. (SE, WF)
- ACT 335 course documents are up to date.
- 1.3.7-BI Prepare a proposal to change the standard course time blocks for biology courses to increase enrollment. (SE)
- This was not completed.
- 1.4.4-DM Develop a plan as to how DMI Advanced Modality opportunities will be marketed and offered. (SE, WF, CR)
- A proposal for DMI Advanced Modality opportunities has been completed and is being reviewed by the Allied Health Department Head.
- 1.4.4-AH Establish an advisory committee for the OPH program. (SE, WF, CR)
- An advisory committee for the OPH program has been established and met during the Spring 2021 semester.
- 1.4.4-NR Continue to develop new relationships with community based organizations with a targeted interest in addressing mental health needs. (SE, WF, CR)
- Due to the pandemic this was not pursued.
- 2.5.10-FM Create realistic and concrete steps to improve progress through developmental FNMT courses. (SE)
- Preliminary discussions have occurred. More definitive plans need to be developed.
- 3.3.6-DE Create an online application for the Health Care Programs. (SE, CR, FS)
- Discussions about revising the application process for the Health Care Programs have occurred. A plan will be devised in the next month.
- 3.4.2-FM Continue the FNMT department's collaborative efforts with the SDP to reinforce connections, student retention and academic success. (SE, CR, FS)
- This work was begun in the Spring 2021 semester but had to be put on hold due to the pandemic. A meeting with faculty from Parkway West has been scheduled to continue this collaboration.
- 4.1.10-NR Continue to develop, implement and evaluate activities that increase nursing student retention especially in NURS 101 and 131. (SE)
- Nursing retention activities have included the following:
 - o Review of test-taking strategies with students

- o Academic coaching
- o Helping students set realistic goals
- o Providing group office hours in addition to individual office hours
- o Improving test questions
- o Assisting students in diagnosing test errors

- 4.3.1-DE Assist in the full implementation of AEFIS for the MSHC Division. (SE, WF, CR)
- All but one health care program has been utilizing AEFIS.
 - Presentations to the Biology Department, the Mathematics Department and the Foundational Mathematics Department have occurred.
 - The Biology department has successfully completed a pilot to move courses into AEFIS.
- 5.3.5-PE Complete the renovation of the Physics Lab. (SE, CR, FC)
- The rationale and a draft of the plans were submitted.
 - Request for funds has been made to the Department of Education.
- 5.3.5-AH Complete the renovation of the Medical Assistant Lab at the NERC. (SE, CR, FC)
- The rationale and a draft of the plans were submitted.
 - No renovations have occurred.
- 5.3.5-AH Complete the renovation of W1-22 for better allocation of laboratory space use by the AH 101 students and faculty. (SE, CR, FC)
- The rationale and a draft of the plans were submitted.
 - No renovations have occurred.
- 5.3.5-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)
- The rationale and a draft of the plans were submitted.
 - Conversations have occurred about the feasibility of this project.
 - Request for funds has been made to the Department of Education.

FLOAT

- 1.1.2 Roary OnLion Learning Space contains tips on how to succeed in learning online, including links to all student services, making access to these services easier. The Online Learning office provides an orientation via Zoom to new students twice every semester, where all questions are answered in real time. (SE)

- 1.1.2 Canvas websites are created for many extra-curricular groups. Examples include Student Support Services, PhotoDVP program, Catto Scholars, New Faculty, Adjunct Faculty, and Online Instruction Facilitator Team. (SE)
- 1.1.4 Many of the Online Learning and the Academic Technology webpages were updated to provide information to faculty regarding resources for teaching online, including but not limited to: Zoom, building online courses, Canvas features, and online pedagogy. (SE)
- 1.3.1 Preparing all courses to be taught online was an all-hands-on-deck effort. Due to the pandemic the College went from about 20-25% courses online to 100% online by Fall 2020. This took extraordinary dedication and hard work from all across the College, with the office of Online Learning central to the effort to ensure quality course design. We hired four temporary part-time faculty to assist in the effort over the summer, and a full-time temporary person who continued to assist faculty and students during the fall and spring terms. We created over 1500 shells for faculty use. We changed our after-hours support which has improved the quality and responsiveness to faculty and students to issues and general questions. (SE)
- 1.3.3 Accessibility remains central to all course design, and the Online Learning team ensured that all new courses complied with accessibility guidelines. (SE)
- 1.3.6 FLOAT contributed to developing the student survey completed spring 2021. (SE)
- 1.3.12 Linking classrooms via technology design completed, implementation in use for Automotive Technology in temporary CBI classrooms. (SE)
- 2.4.2 Online Learning has given the faculty an opportunity to implement new and creative ways to present information, using Zoom breakout rooms, Canvas tools, online lab experiences and more. (SE)
- 2.4.4 Over 550 online courses were reviewed; faculty were supported and training provided. This included but was not limited to developmental courses. (SE)
- 2.5.10 Over 100 Zoom-based training opportunities were offered, reaching over 2,330 attendees. In addition, Canvas certification course was developed, along with “Gold” and “Bronze” courses. (SE)

- 3.4.2 Canvas course (BESST) developed between CCP English faculty and the Philadelphia School District. Canvas accounts were created for PSD instructors and help provided. (CR)
- 3.6.6 IT and AWS reporting of Canvas data being developed with direction from FLOAT. (SE)
- 3.8.2 Single sign on for Canvas completed. Collaborated with IT, thoroughly tested, sent clear and accurate communications, made sure timing was right, providing for a smooth transition. (SE)
- 4.1.11 All faculty are now using Canvas; many who thought they would never teach online now want to continue teaching online, and will continue to use Canvas even when teaching on-campus. (SE)
- 4.1.11 Use of new online proctoring system (Respondus) increased faculty comfort with academic integrity of online courses. (FC)
- 4.1.11 Turnitin implementation increased faculty comfort with academic integrity of online courses. (FC)
- 4.1.13 Changed the Canvas setup to allow faculty to see “inactive” (dropped) students, enabling faculty to continue to see grades and promote engagement between faculty and students. (SE)
- 4.1.13 Use of virtual workspaces and office hours via Zoom may have increased student interaction with faculty. (SE)
- 4.1.14 Assisted with the linking of tutoring services to specific courses in Canvas. (SE)
- 4.1.17 Provided professional development information sessions on OER with 35 participants; increased use of OER in three classes; encouraged faculty to review OER resources by sponsoring OER textbook review. (SE)
- 4.1.26 The move to online learning for all courses enhanced e-communication to students via Canvas messaging, mobile apps, announcements, discussion boards. (SE)
- 4.2.1 CCPTV involved students in various ways, engaging them in positions that aided in producing many award-winning programs, including “Drop the Mic” and “Strange College.” (SE)

- 4.3.1 Quality Instructional design was provided for all courses, with alignment of course learning objectives, content and assessment. (SE)
- 5.2.1 CCPTV crew assisted with the development of video used in the online student orientation. (CR)
- 5.2.8 CCPTV/MMS completed a five-year AES review. (CR)
- 5.3.3 Technology implementation process strengthened by using faculty survey; resulted in recommendation for purchasing Voicethread and Padlet. (SE)
- 5.3.6 Classroom technology is in the process of major technology renovations to improve technology enabled spaces in 180 classrooms. (FC)
- 5.3.6 Assisting with the renovation of the library, which will include some advanced technology enabled collaboration spaces. (FC)
- 5.3.7 CCPTV supported student services in producing the virtual student commencement and student walk, as well as acting classes with a remote production of "Student Monologues: Tales of Social Justice". (SE)
- 5.3.7 CCPTV received numerous awards: The Communicator for "True Tales of Social Justice"; Davy and Hometown Media for episode 4 of "Strange College"; Hometown Media for "Drop the Mic". (CR)
- 5.3.7 CCPTV used virtual technology to produce several programs that dealt with the diversity issues in the world including "Paradigm", "The Aunt Nancy Series", and "Black History Moments". (CR)
- 5.3.10 P&P 14 was discussed and some aspects were agreed on; more work is needed for final approval. (SE)
- 5.3.11 Online education infrastructure has been greatly enhanced with all faculty prepared to teach online courses. We are working with IT to streamline the course conversion process using DocuSign. (CR)
- 5.3.11 The purchase of Kaltura, a video repository, has been completed, as has the integration with Canvas. Setup of the video portal is in process, enabling easy integration of video assets in all courses for both faculty and students. (SE)
- 5.3.12 Supported student services online by providing links in Canvas at both the course level and in the help system. (SE)

5.3.13 Supported students with disabilities by ensuring course material was accessible. (SE)

Additional Accomplishments

- 1.1.04.05 Restructured the Business Administration department splitting it into three separate departments: Business Administration; Business Leadership, Fashion and Hospitality; and Transportation Technologies. Smaller, more focused departments allow for greater faculty and department head attention to the needs of their students and programs, as well as more targeted communications and information sharing with both internal and external stakeholders. (SE, CR)
- Department Head recommendation and appointment process completed for two new department heads.
 - Working with the Budget Office, the Business Administration budget was restructured to ensure accurate allocation of funds among the new departments.
 - Working with the A&SS Operations Office, new department codes and associated program codes were reorganized in Banner to reflect the department reorganization. Additionally, the “College” field in Banner was updated for all departments to facilitate accessing accurate reporting data by department in AEFIS.
 - Working with the A&SS Operations Office, part-time faculty with departmental teaching assignments affected by the reorganization were updated as needed in the seniority list with additional department/organization code assignments.
- 1.2.02.07 Established strong Project Management advisory committee and with input developed a Project Management Proficiency Certificate, approved for initial offering in fall 2021. (WF)
- 1.2.04.01 Revised general education courses offered by the B&T division to align with new general education essential skills. (SE)
- 1.2.04.01 Revised all B&T degree programs to align with the new general education essential skills. (SE)
- 1.2.13.02 Based on course evaluations, additional student feedback, advisor feedback, and course and program assessment results, the Network Technology Management and Administration degree program was retitled and restructured to update content and realign with current industry certifications. The updated Network Administration degree program takes affect fall 2021. (SE)
- 1.3.01.02 Online course versions were fully developed through the Online Learning approval process for all faculty teaching in fall 2020, spring 2021, and summer

2021, who did not already have an approved online or hybrid version of an assigned course to teach. (SE)

- Worked with other academic program deans, AVP for A&SS, and Online Learning to establish procedures and timelines for converting in-person teaching to online teaching for fall 2020, spring 2021, and summer 2021.
- Worked with other academic program deans, AVP for A&SS, and Online Learning to establish training strategy, offerings, and timelines for faculty teaching online at CCP for the first-time.
- Associated multi-component faculty training for first-time online teaching was tracked within division to ensure compliance prior to approval to teach online.
- Monitored and approved online course conversions for courses to be taught in fall 2020, spring 2021, and summer 2021.

- 1.3.06.01 Prepared for, received safety approvals for, and returned Culinary Arts and Automotive Technology classes back to campus in spring 2021 utilizing a hybrid approach and smaller class/lab sizes to comply with COVID-19 safety protocols.
- 1.4.01.01 Started work with UTP (Urban Technology Project) and Coded By Kids to establish an apprenticeship program focused on software development, with CCP serving as the RTI. Current plans are students will complete the Computer Programming I PC, along with additional courses, all of which can be applied to the Computer Information Systems-IT degree program, and potentially receive PLA credit for their on-the-job training with Dell Boomi. Submission of paperwork to officially register the apprenticeship is scheduled for this summer. (WF)
- 1.4.01.02 Partnering with The Uncommon Individual Foundation, established an articulation with their Entrepreneurship program offered to high school students leading to PLA credit for ENTR 110 Fundamentals of Entrepreneurship (3 credits). This credit can be used toward the Entrepreneurship PC, AAS Business Leadership, and AAS Individualized Studies programs in the B&T division. We are currently reviewing their technology-related curriculum targeted to high school students for possible PLA credit. (WF)
- 3.4.02.01 Working with WEI, DACE, and the Collegiate Consortium, started development of an automotive technology pre-apprenticeship program that will be presented to the Philadelphia School District for buy-in and approval of dual enrollment courses. (WF)
- 3.4.06.04 Working with WEI and the Collegiate Consortium, started development of an automotive technology apprenticeship program that will be presented to the Greater Philadelphia Automotive Dealers Association for buy-in and participation as a next step. The current plan is to utilize the apprenticeship program to facilitate work-based learning for transportation technology students

not already enrolled in specific manufacturer programs that have work-based learning components. (WF)

- 3.4.06.05 Established partnership with Aon, serving as RTI provider for their Philadelphia Office apprenticeship students with fall 2021 start. Customized AAS Business Leadership degree program with Aon input, to include development of three insurance-related courses during upcoming curriculum development cycle. Recruited Core Team to support Aon students, to include a dedicated Academic Advisor (Kristen Miah), Corporate College liaison (Suzanne Felix) and Primary Contact (Pam Carter). Coordinated Aon-related efforts across the College working with WEI to implement program through Corporate College, General Counsel Office to negotiate the contract, and Career Connections for student recruitment efforts. (WF)
- 3.4.06.06 Started working with Allied World Assurance Company, to serve as RTI provider for their Philadelphia Office apprenticeship student. Allied World student will follow the same curriculum as the Aon apprenticeship students. The plan is to replicate the processes and procedures used with Aon, as much as possible. Just in beginning stages of negotiating contract for fall 2021 start. (WF)
- 3.4.06.07 Engaged in multiple meetings with Accenture to determine apprenticeship needs and connected them with Career Connections, as their interest was in recruiting our students for their Philadelphia IT apprenticeship programs. (WF)
- 4.2.04.01 Virtual Global Summit Program in Costa Rica developed and offered through partnership with the Association for Development through Education (ADE) focusing on Global Entrepreneurship and Community Engagement. Topics covered in one week program include entrepreneurship, diversity and equity, social change, rural tourism, and sustainability in Costa Rica through a business lens. Virtual tours also included of local businesses, an Artisan Village, and the only Starbucks coffee farm in the world. (SE)
- 5.3.09.01 Hosted a Diversity Fellow in Business Leadership for the 2020-2021 academic year. (SE)
- 5.3.09.02 Recruited and hired an Automotive Technology full-time faculty and Business Leadership full-time faculty, who are people of color. Additionally, retained all faculty of color in the division, not including one full-time faculty retirement (at age 90). (SE)
- 5.3.10.AVP-AASS To ensure adequate numbers of faculty were prepared to teach in the remove environment, the Online Instruction Facilitation Team was implemented to provide content-specific learning opportunities for faculty, completing FLOAT's training options. Member of the Online Instruction Facilitation Team worked with faculty in large groups, small groups, and individually. Their efforts contributed to the training of faculty teaching online courses for the first time in Fall 2020. (SE)

- 1.4.3.AVP-AASS Worked with Philadelphia Works, Inc. (PWI) to add more College programs to the Individual Training Account (ITA) available to people seeking training opportunities, including information about costs and alignment with high-priority occupations. (SE, WF, CR)
- 3.2.10.AVP-AASS In final year of Lumina Talent Hubs grant, continued to fund admissions position for outreach to adult learning with some credits but no degree (“Comebackers”). (SE)
- 3.4.03.AVP-AASS Representatives from the College attended the annual Advisory Committee meeting at Universal Audenried Charter High. Representatives from the College also attended the Philadelphia School District’s stakeholders group for their Perkins Local Plan. (CR)
- 3.4.04.AVP-AASS New agreements with Dual Admissions transfer partners now contain a paragraph regarding reverse transfer and denied student agreements. A webpage was developed for denied students from La Salle. (SE, CR)
- 3.4.05.AVP-AASS The Perkins-funded CTE Outreach Specialist organized a meeting with teachers and counselors from the Philadelphia School District who work with CTE students. Information on state and local articulations was provided, including the College’s webpage addressing these. (SE, CR)
- 4.1.18.AVP-AASS Academic Pathway Communities developed various resources for students, including Canvas courses, Pride Portal groups, and student Pathfinders who answer questions emailed by students. Some Academic Pathway Communities offered events, such as alumni speakers and panels with industry speakers. (SE)
- 4.3.03.AVP-AASS As part of the Title III Strengthening Institutions grant and in collaboration with the Faculty Center for Teaching and Learning, developed a Summer Institute for Faculty Professional Development centered on high-impact practices to focus on the needs of the College’s students. (SE)