

Did Not Persist		30.8%	3REMO VE	25%		20%		15%		10%		10%
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2. Implement curricular changes to distinguish an AA in International Studies from an AA in Liberal Arts.

Transfer

3. The office of Institutional Research will provide the Program with data on transfer students’ areas of study, time to completion, and graduation rates.

Assessment

4. Revise Program Learning Outcomes so they reflect current practices in International Studies and at the College.
5. Revisit 60% benchmark for Foreign Language courses using peer reviewed research or examples from other institutions to ensure best practice.
6. Analyze assessment results to formulate explanations for differences between languages in mean scores on the assessment instrument. Apply appropriate techniques to increase scores in the languages with lower scores.

D. Narrative

Although relatively new, the International Studies Program is growing and the students are performing well. At 17%, the Program’s graduation rate was seven points higher than the College average graduation rate. The program’s Fall to Fall retention is also stronger than that of the general student body at the College. The program’s outcomes assessment will be revised further to strengthen student learning and to better define the mission of the program.

Considering the shifting directions in the field of International Studies towards understanding international, translational and global affairs, the program will be focusing on key areas of development. Through in-depth conversations with colleagues and faculty here at CCP and at other institutions, and an analysis of the current trends in the labor market for IS graduates, the Program has developed the following strategy to further enhance the relevance and quality of the Program:

1. Promote a recently added feature of graduating with “Distinction in International Studies,” which offers an opportunity for students to graduate the program with “Distinction” with a General focus, or with a concentration in Latin America, Africa/Middle East, or Asia Studies.
2. Develop network with institutions of higher education and non-governmental organizations working in the field.
3. In order to develop strong, sustaining, student connections within the program, IS will institute an annual guest lecture series in which the academic community and industry professionals in the field of International Studies will be invited to speak to CCP’s IS community.
4. Design and implement an introductory course to International Studies, which will be a foundational course in the curriculum.

Academic Program Review Follow-up Report Summary - November 2020

International Studies, Mak Khan, Coordinator

Action

The Student Outcomes Committee took the following action on 11/7/2019:

The Student Outcomes Committee unanimously recommended the International Studies program should submit a follow-up report in one year providing an update on its progress. The follow-up report should address outreach to four-year institutions and the private sector; learning outcomes; relationships with businesses; labor market trends; tracking graduates; mapping the vision and mission to the curriculum and separating its curriculum from Liberal Arts; and progress on the program review's action items.

Audit Recommendation # 1: Expand outreach to four-year institutions and the private sector.

Partnership with Drexel University for USFIL Grant. Drexel and International Studies are going to apply for 2021 Undergraduate International Studies and Foreign Language (UISFL) program. The tentative program is to organize a one-day symposium, speaking engagements or any kind of rotating campus visits at the beginning and/or end of the grant cycle to best promote the integration of international studies and foreign languages, as well as the promotion of international studies and language learning overall at our respective institutions.

Audit Recommendation # 2: **Assessment:** Revise Program Learning Outcomes so they reflect current practices in International Studies and at the College; Revisit 60% benchmark for Foreign Language courses using peer reviewed research or examples from other institutions to ensure best practice; Analyze assessment results to formulate explanations for differences between languages in mean scores on the assessment instrument. Apply appropriate techniques to increase scores in the languages with lower scores.

- The assessment benchmark is being raised from 60% to 70% effective Spring 2021.
- Different languages present different obstacles in the learning process. Assessing all skills at once will give students who are weaker in one area the opportunity to show their ability in a different area. French, for instance, is a language with many pronunciation intricacies, and many students struggle as a result with Listening and Speaking. However, in many instances those very same students do much better with writing. As a result, notable differences in assessment results between Latin and non-Latin languages is to be expected in some of the assessment areas. Assessing all five skills every semester should even out the scores.
- Teaching strategies and textbook options are being reviewed and updated to best address the learning needs of students, particularly in an online environment.
- The learning outcomes for World Languages are currently under review. The one for culture has already been revised. It reads “Analyze and discuss select aspects of target culture, such as history, traditions, resources and diversity.”

Audit Recommendation #3: Expand relationships with businesses.

Began a conversation with Power Up: Community Business Acceleration Program in October 2020 about the avenues of doing collaborative work in building relationship with small businesses. Next Action/Outcome: Power Up and International Studies are going to apply for Ibex and Global Solution- federal funded programs for Community College Exchange Program for the upcoming cycle.

Audit Recommendation #4: Consider labor market trends.

The latest market trend shows that graduates with International studies enter the labor market in a variety of sectors: schools, hospitals, courtrooms, government, and conference centers as interpreters and translators. There has been a 20% increase in these occupations. Given the bilingual and biliterate demands of the labor market, the program has started to position itself for stronger transfer and marketability by developing courses specifically offered in 4-year Global Studies programs and by keeping the foreign language focus of the curriculum as a central aspect.

Audit Recommendation #5: Track program graduates.

The coordinator developed a program-level group emailing system. This listserv has been in use to maintain contact through sharing information about scholarships opportunities, academic event, and avenue for participation in global events.

Audit Recommendation #6: Map the vision and mission of the curriculum and separate IS program from Liberal Arts.

A new course was added to the IS program, GLS 101: Introduction to Global Studies. In this required course, effective Fall 2021, students examine how different nation-systems understand, collaborate and respond to global pandemics and introduces students to the skills, methods, and perspectives that enable them to study international issues at global levels from an interdisciplinary perspective. This foundational course will distinguish International Studies program from the Liberal Arts degree. To further enhance the transferability of the graduates to a four-year degree program in Global Studies, the program will develop another required course, GLS 102: Introduction to Global Banking Systems, in the near future.

Demographics – Online 7 Week Courses

	Summer 2019		Summer 2020	
	#	%	#	%
Asian	242	11.08%	536	12.00%
Black Non-Hispanic	896	41.01%	1711	38.32%
Hispanic	282	12.91%	633	14.18%
Other/Unknown	159	7.28%	303	6.79%
White Non-Hispanic	606	27.73%	1282	28.71%
<i>Total</i>	2185	100.00%	4465	100.00%
Female	1622	74.23%	3245	72.68%
Male	561	25.68%	1209	27.08%
Other/Unknown	2	0.09%	11	0.25%
<i>Total</i>	2185	100.00%	4465	100.00%

Grade Breakdown – Online 7 Week Courses

	A/B/C/P		MP/D/F/FS		I/W/NR	
	<i>Summer '19</i>	<i>Summer '20</i>	<i>Summer '19</i>	<i>Summer '20</i>	<i>Summer '19</i>	<i>Summer '20</i>
Asian	268 (86.5%)	736 (91.8%)	25 (8.1%)	40 (5%)	17 (5.5%)	26 (3.2%)
Black Non-Hispanic	797 (71.7%)	1821 (77.3%)	183 (16.5%)	346 (14.7%)	131 (11.8%)	189 (8%)
Hispanic	303 (82.6%)	775 (85.8%)	36 (9.8%)	75 (8.3%)	28 (7.6%)	53 (5.9%)
Other/Unknown	179 (86.5%)	361 (84%)	20 (9.7%)	44 (10.2%)	8 (3.9%)	44 (10.2%)
White Non-Hispanic	661 (89.4%)	1501 (90.7%)	36 (4.9%)	75 (4.2%)	42 (5.7%)	75 (4.2%)

Note: Percentages in parenthesis are row percentages and frequencies are individual letter grades. For example, “Of the letter grades received by Black students in Summer ‘20, 11.8% were I’s, W’s, or NR’s.”

Academic Pathway	Major	Fall 2019 Enrollment	# of Employers	# of Prospective Employers
Business, Entrepreneurship, Law	Accounting	196	19	5
Business, Entrepreneurship, Law	Business General	1454	25	4
Business, Entrepreneurship, Law	Culinary Arts	117	14	3
Business, Entrepreneurship, Law	Digital Forensics	19	3	4
Business, Entrepreneurship, Law	Fire Science	78	1	0
Business, Entrepreneurship, Law	Hospitality Management	39	15	4
Business, Entrepreneurship, Law	Justice	276	9	3
Business, Entrepreneurship, Law	Paralegal Studies	96	13	5
Business, Entrepreneurship, Law	Technical Studies	3	1	4
Creative Arts	Arts & Design	311	3	4
Creative Arts	Digital Video Production	108	5	4
Creative Arts	Fashion	88	12	3
Creative Arts	Music Performance	23	3	4
Creative Arts	Photographic Imaging	58	3	2
Creative Arts	Sound Recording & Music Technol	105	4	2
Creative Arts	Theater	76	0	5
Design, Construction, & Trans	Architecture	89	9	1
Design, Construction, & Trans	Automotive Technology	56	15	2
Design, Construction, & Trans	Building Science	8	5	1
Design, Construction, & Trans	Construction Management	71	14	6
Design, Construction, & Trans	Facilities Management	121	10	4
Design, Construction, & Trans	Interior Design	27	6	0
Education & Human Services	Behavioral Health/Human Services	507	23	4
Education & Human Services	Education Secondary Humanities/S	41	6	1
Education & Human Services	Education Secondary Math/Scienc	16	6	1
Education & Human Services	Education, Early Childhood	502	48	1
Education & Human Services	Education, Middle Level	62	8	2
Education & Human Services	Liberal Arts-Social/Behavioral Scien	178	18	0
Education & Human Services	Psychology	594	3	0
Healthcare	Dental Hygiene	68	11	3
Healthcare	Diagnostic Medical Imaging	41	3	5
Healthcare	Health Services Management	83	10	1
Healthcare	Healthcare Studies	4168	16	1
Healthcare	Medical Laboratory Technician	39	3	2
Healthcare	Nursing	293	21	1
Healthcare	Respiratory Care Technology	54	4	1
Liberal Arts & Communication	American Sign Language/Interpret	37	4	1
Liberal Arts & Communication	Black Studies	6	0	5
Liberal Arts & Communication	Communication Studies	141	16	0
Liberal Arts & Communication	English	201	2	0
Liberal Arts & Communication	International Studies	35	4	0
Liberal Arts & Communication	Liberal Arts	1954	7	0
Liberal Arts & Communication	Liberal Arts Honor Option	35	3	1
Liberal Arts & Communication	Mass Media	105	20	1
Liberal Arts & Communication	Religious Studies	5	1	4
Science & Technology	Applied Scienc & Engineering Tech	70	7	3
Science & Technology	Biology	141	0	4
Science & Technology	Chemistry	41	0	1
Science & Technology	Computer Information Systems IT	653	8	4
Science & Technology	Computer Science	192	5	7
Science & Technology	Cybersecurity	94	3	2
Science & Technology	Engineering Science	159	13	5
Science & Technology	Mathematics	15	0	0
Science & Technology	Network Technology Management	12	2	4
		13961	464	135

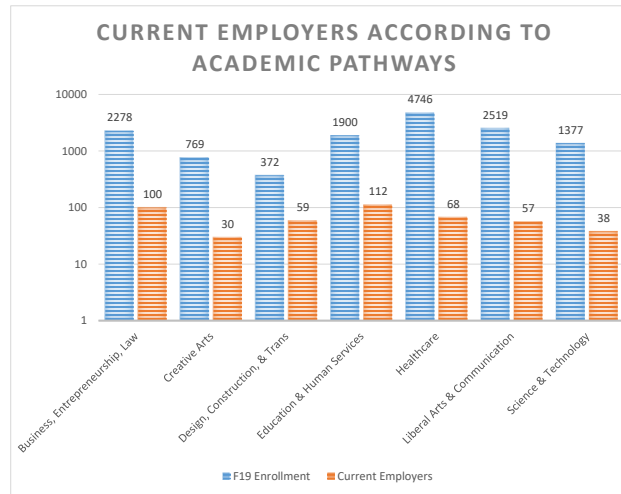
Summary Tables & Charts

Enrollment By Academic Pathway

Academic Pathway	Fall 2019 Enrollment
Business, Entrepreneurship, Law	2278
Creative Arts	769
Design, Construction, & Trans	372
Education & Human Services	1900
Healthcare	4746
Liberal Arts & Communication	2519
Science & Technology	1377
Total	13961

Existing Employers by Academic Pathway

Academic Pathway	Current Employers
Business, Entrepreneurship, Law	100
Creative Arts	30
Design, Construction, & Trans	59
Education & Human Services	112
Healthcare	68
Liberal Arts & Communication	57
Science & Technology	38
Total	464



Workforce Subcommittee Meeting
Monday, January 25, 2021 (via Zoom)
10:00 AM to 12:00 PM
Minutes

Presiding: Mr. Jeremiah White

Committee Members: Mr. Clancy, Ms. Fulmore-Townsend, Mr. Herzog, Ms. Ireland, Ms. Posoff, Mr. Bradley

College Members and Guests: Dr. Generals, Dr. Gay, Dr. Hirsch, Dr. Rooney, Dr. Zanjani, Ms. Zellers, Ms. de Fries, Ms. Witherspoon, Ms. Henk, Ms. Washington, Mr. Coleman

Mr. White called the meeting to order at 10:03 AM.

The minutes of the December 14, 2020 meeting were approved.

Mr. White opened the meeting with the first agenda item, the review and discussion of workforce program enrollment metrics and trends. Dr. Hirsch provided an overview of enrollments over the last five years in the College's credit career programs. Enrollments for 20-21 Academic year are not included in the document. The document provided was an updated version due to an error he noticed in the Automotive Technology program information and will be included in the updated package sent to subcommittee members.

Mr. Clancy asked about the decrease in Automotive Technology program enrollments as we are preparing to build a new center. Dr. Hirsch indicated the decline is not steep, and the program has been impacted by space limitations, which the new facility has sought to address. The expectation is that there will be a fivefold enrollment growth in the next 5 years after the new facility is open. This growth will be due to the breath of new programs and our increased capacity in the new facility. Dr. Hirsh indicated that the board should expect that enrollment this semester will continue to decline for Automotive Technology because of the pandemic restrictions and the relocation to a temporary space with limited capacity.

Ms. Fulmore-Townsend asked if there are other programs we should be concerned about regarding enrollment capacity because of our physical capacity or equipment issues. Dr. Hirsch indicated that some of our allied health programs are limited because of physical capacity and our ability to place students in clinical settings. He also indicated that we try to have the latest technology for many of our programs so that we do not see a decline in enrollment. We also work with industry on these programs. It was noted by Dr. Hirsch that the College needs greater connection to external partners for programs like accounting, culinary, and criminal justice.

Ms. Ireland asked how we use data to make decisions regarding whether changes or shifts in programs need to be made, and what the timeframe looks like. Dr. Hirsch indicated that it's a continuous process. The College is not only reviewing programs during the Student Outcomes Committee Program Reviews every five years, but on a regular basis the Deans, Department heads, and faculty are looking at programs, the advisory committee meeting feedback, and faculty assessment information to see whether changes are needed. The College regularly submits

adjustments to programs through its Curriculum Review Committee, or makes other adjustments if they do not need a full review.

Mr. Bradley asked about the total life cycle review and whether we track if students are still in the fields they studied in one year later. He gave the gas pipeline program as an example. Dr. Hirsch indicated that this is an area where the College needs improvement and that the College is working on a solution to be able to better track that information. The conversation focused on Peco and PGW's needs for Gas Distribution program, which Mr. Bradley noted is typically only 50% remain with the company one year later. Ms. Ireland indicated that PGW's labor force is shifting to their 3rd party contractors. Mr. Bradley indicated that PECO directly hires about 135 gas mechanics, but contracts with another 400-500. This plan is good to 2035, but PECO needs more mechanics.

Dr. Generals indicated that as a school we need to look at the macro-factors that go into the overall economic movement and shifts that we are seeing. Specific to the Career and Advanced Technology Center, that is a broad field approach that looks at overall economic training needs. In addition, Ms. Fulmore-Townsend noted that even if a participant leaves a sector, that is not necessarily a failure. Staying in the sector is a business level outcome for PECO or PGW, but organizations like CCP or her organization still view being connected to the workforce one year later or moving into further education are still successes.

Dr. Hirsch also reviewed enrollments in the College's Proficiency Certificates (PC). He talked about the Biomedical Medical Equipment Technician PC. Employer partners indicated that students need more education than the PC alone, and as a result the College is creating an associate degree. Some PC's are stand alone and lead directly to employment.

Ms. De Fries began her review of Workforce and Economic Innovation (WEI) Occupational Certificate Programs. She indicated that our area has flexibility for hiring faculty for these programs, and those are based on when we meet the necessary minimum enrollments. WEI faculty are hired as adjuncts. There are no full time instructors in the WEI unit. Enrollments in some programs, for example, Dental Assistant program is limited by access to facilities. Some variability in enrollment are the result of our ability to obtain contracts to run cohorts for organizations.

There was some discussion about the WEI welding program and our capacity related to Philly Shipyard's need for welders (1,200 new jobs). It was reported that the College's access to welding labs to run its program belong to the School District of Philadelphia, and that facility was shut down with the asbestos concerns in the building, with COVID also now impacting access to the facility. The College was able to run limited welding training at Rhoads Industries training facility. Pat Clancy reported that the Rhoads Industries facility was returned to Philly Shipyard. He indicated that PWI is supporting welding training at the Shipyard through the Consortium and Delaware County Community College's instructors. Ms. de Fries noted that the College does have trained welding instructors and could be the trainer of record for that activity, and she also noted that the CATC will give WEI welding capacity.

Board discussion focused on how the institution can pivot to be the workforce model we need to be to serve the people of Philadelphia and how the College should be up to speed on who is bringing jobs to Philadelphia. The question was asked as to whether we have had discussions with Philly Shipyard and the needs of the Navy Yard. Dr. Generals indicated that he has been having conversations at the Navy Yard for 4 or 5 years. The CATC is a response to these and other

conversations to position the College to provide workforce training, specifically for the Navy Yard. Board members want to better understand the balance between some short term goals versus longer term strategy and strategic milestones.

Ms. de Fries began her review of WEI Revenue, Enrollment and Other Metrics over the last five years. An updated revenue metrics documents was presented and will be sent out with the minutes due to an error in revenue reported for FY 19-20. She noted that enrollments for WEI are different than credit enrollments as we are more focused on headcount for individuals to sign up for several of our offerings. In addition, each enrollment has different value because of the varied program costs we offer. Ms. de Fries noted that revenue reached a high point in 17/18 due to significant contracts with PWI in that fiscal year with the training activity carrying over into 18/19. Revenue in 18/19 was 22% above 15/16 benchmark. Ms. de Fries noted that 19/20 revenue was ahead of 18/19's numbers in March when COVID hit and that we were anticipating exceeding 18/19's revenue numbers based on activity booked for the remainder of the year. Ms. de Fries also provided a document that gives a comparison of revenue to enrollments for each revenue generating area of WEI. It was noted that while total revenue does appear to decrease from the high of 18/19, the revenue per enrollment has gone up overall. This is due to lower costs in Corporate College as more employers seek to mainstream their employees into classes, and due to an increased emphasis on enrollments in WEI workforce programs versus its lower cost professional development workshops.

Mr. Bradley noted that revenue seems to be on a decline. Ms. Ireland asked to see revenue metrics presented year over year. Ms. Posoff wants to better understand the obstacles causing the downward trend and if there are ways the Board help. Mr. Herzog asked if the data could be demonstrated by charts and line graphs. Mr. Clancy asked about the numbers of the employer partnerships and if they all equal revenue to the College. Ms. de Fries noted that the numbers are based on several categories: Corporate College partners, Contract Training Partners, Open Enrollment Partners, WedNet Partners, and Employment Partners.

Discussion and Review of CCP Employer and Client Relationships

Mr. White indicated that he wanted the College to present our (5-7) core partnerships that drive workforce activity at the College. Ms. de Fries gave an overview of a CCP employer and client relationship document that showed key relationships. Ms. de Fries noted that there had been an extensive overview in Student Outcomes of the various ways the College works with employers, noting that the relationships go beyond revenue generating for the College, but also include curriculum partnerships, apprenticeships, employment, clinicals and internships for our programs, and even institutional advancement. She explained that the document presented tries to capture the breadth of these relationships beyond revenue generating. The document started with providing a sense of consistency in relationships with the College, and then capturing across that our activity within all areas of WEI, if they also are a partner with Career Connections, and our employer advisory or practicum/clinical.

Mr. Clancy asked what our goal is to increase employer partnerships. Ms. de Fries indicated our goal for the first three years was to increase relationships by 5% annually over 16/17, with a 15% increase by 2025. Ms. Ireland asked if we could identify employers that are revenue generating for the College and suggested some big employers were missing from the list. Ms. de Fries noted that the revenue generating areas of WEI (Corporate College, WEDnet, Open Enrollment, and Contract

Training) is the indication as to whether the employer is revenue generating. Ms. Ireland noted that the information suggests some of the newer relationships are largely generated by WEDnet.

Ms. Fulmore-Townsend is looking to better understand the strength and function of the relationships. Duration suggests some level of satisfaction, and revenue is not the only factor of strength. Ms. Posoff asked if it is possible to understand the depth of the relationship and better understanding the connectivity between revenue and programs.

Mr. Herzog asked whether Corporate College is the same for each employer. Ms. de Fries indicated the programs are different and the number of employees taking courses are different at each company. Employers may choose to run a cohort of employees for a program, or send specific employees into a specific class, or just allow their employees to select what program they want to take as part of their tuition remission program.

Mr. White summarized that for the next meeting we will look at state and local labor market data and case studies on workforce at other community colleges.

Mr. White adjourned the meeting at 12:01 PM.

Attachments: WEI and Academic & Student Success Career Enrollments 5 Year Data (Updated), WEI Revenue Metrics (Updated), College Employer & Client Relationship Overview, WEI Revenue to Enrollments 5 Year Comparison

Enrollment Trends for Credit Degree Programs
Unduplicated Annual Head Count

Program	2015-16	2016-17	2017-18	2018-19	2019-20
Accounting	403	358	312	285	244
Applied Sci & Engr Tech	75	87	86	98	86
ASL/English Interpreting	33	42	41	38	41
Automotive Technology	127	117	105	102	80
Behavioral Health/Human Serv	1084	924	829	719	620
Building Science	17	16	9	10	10
Business Leadership					28
Comp Info Sys/Information Tech	512	626	714	791	790
Construction Management	99	104	100	102	85
Criminal Justice	917	780	659	540	551
Culinary Arts	310	269	201	161	143
Cybersecurity			55	97	118
Dental Hygiene	67	57	61	66	69
Diagnostic Medical Imaging	45	48	37	38	41
Digital Video Production	122	126	135	125	132
Fashion Merchandising & Mktg					38
Fire Science	37	33	42	29	17
Medical Laboratory Technician			24	37	39
Network Tech Mgmt and Admin			17	14	19
Nursing	205	229	240	276	327
Paralegal Studies	127	103	119	115	103
Photographic Imaging	67	61	74	73	73
Respiratory Care Technology	48	40	43	58	55
Sound Recording & Music Tech	35	40	100	133	130
Technical Studies				3	3

Program	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Proficiency Certificates</i>					
Acct. Paraprofessional PC	16	20	25	25	27
Architectural Visualization PC			2	6	6
ASL-INT I PC					3
Automotive Service I PC			5	10	8
Biomedical Equip Tech I PC	18	32	30	28	39
Biomedical Equip Tech II PC		1	0	1	2
Business Leadership PC					9
Computer Programming I PC					38
Corp Social Responsibility PC					1
Culinary Arts I PC			10	16	10
Cybersecurity I PC			1	8	21
Digital Image PC	5	6	5	9	9
Digital Video Production PC	3	6	9	20	21
Early Childhood Education PC			2	11	24
Electronic Discovery PC		3	0	3	2
Entrepreneurship PC				10	17
Fashion Ret Sales & Cus Svc PC					1
Med Ins Bill PC	39	48	38	45	31
Music Production PC				12	40
Network & Sys PC	23	11	24	29	28
Paralegal Studies PC	35	50	32	46	41
Post-BA Accounting PC				8	18
Recovery Leadership PC				2	7
Web Development I PC					6

	2015-16	2016-17	2017-18	2018-19	2019-20
Workforce & Economic Innovation Certificate Programs:					
Healthcare & Wellness					
Dental Assistant Program	15	13	18	26	18
Pharmacy Technician with Externship	73	46	55	26	35
Certified Nursing Assisting w/Clinical	21	60	48	24	15
Phlebotomy (contract training only)			21		
Personal Trainer	50	40	20	25	17
Massage Therapy (launched 19-20)					8
	159	159	162	101	93
Education					
Child Development Associate	120	98	165	103	82
Technology					
CompTIA A+		28	11	0	9
Manufacturing & Logistics					
Advanced Manufacturing (started 16-17)					
CNC Precision Machining		7	6	12	4
Welding		6	13	11	N/A
Electro-Mechanical		5	11	15	3
Transit Entry Level Trades				11	
		18	30	49	7
Construction & Infrastructure					
Gas Distribution Pipeline Mechanic		9	18	0	17
Business & Financial Services					
Bookkeeping (intro Spring '17)		4	22	22	32
Mobile Food Management	17	10	17	13	0
	17	14	39	35	32
Retail & Hospitality					
ServSafe	137	223	418	316	186
ServSafe Retests	7	2	7	6	1
	144	225	425	322	187
Other Certifications					
OSHA 10 & 30	0	4	8	19	0
Totals	440	555	858	629	427
As of 1/20/2021		= Program not offered			

Clients - Employer and Partner Organizations	
2 Year Relationship	Relationship Activity
Employers	
Agusta Westland* (Leonardo)	WEDNET
Awe Tuning*	WEDNET
Colgate Palmolive	Open Enrollment
Consolidated Work Therapy	Contract Training
Converters, Inc. *	WEDNET
Elegant Furniture*	WEDNET, Contract Training
First Quality	WEDNET, Curriculum Development, Apprenticeship, Career Connections (T2)
Greater Philadelphia Chamber of Commerce	Open Enrollment
Honor Foods*	WEDNET
Northside Veterinary Associates LLC*	WEDNET
O3World*	WEDNET
Philadelphia Youth Network *	Open Enrollment
Probes Unlimited*	WEDNET
Pruftechnik, Inc *	WEDNET
Publicis Health LLC*	WEDNET
RE:Vision Architecture*	WEDNET
St. Christopher's Hospital*	WEDNET, Contract Training, Program Development, EAC - Dental Hygiene
St. Ignatius	WEI Clinicals
Tastepoint North - Manufacturing *	WEDNET
Weber Display and Packaging*	WEDNET
EAC = Employer Advisory Committee	
WEDNET: 2 in a row and 3 out of 5	
Emerging Multi-Year Relationships	
DeVal Lifecycle Support	WEDNET & Contract Training
Frontida BioPharm	WEDNET & Contract Training
Care Pavilion	WEDNET & Contract Training
Girard Medical Center	WEDNET & Contract Training