

Community College *of* Philadelphia

The Path to Possibilities™

Academic Affairs Division Report (2012-2013)

Middle States Self-Study

Academic Affairs continues playing a leadership role for the College's Self-Study for reaccreditation. Pete Watkins and Susan Tobia continue as Co-Chairs of this important initiative. Accomplishments for the 2012-2013 academic year include:

- Approval of the Self-Study Design;
- Meetings with Work Groups to coordinate creation of Self-Study draft;
- Attendance at MSCHE annual meeting and self-study workshops;
- Review of Self-Study draft by Steering Committee;
- Agreement reached on Team Chair and visit dates.

Strategic Plan and Academic Affairs Master Plan

A major goal for Academic Affairs for 2012-2013 was to continue implementation of the *Academic Master Plan (2010-2013)*. The plan is consistent with the College's current *Strategic Plan (2008-2012)*. Progress on the plan was reviewed in meetings with the Academic Deans. Because the plan ends Fall 2013, the final update on the plan outcomes will be posted for the College community Spring 2014. Some accomplishments for 2012-2013 were:

- Exceeded targets for writing intensive courses, courses meeting the interpretive studies and American/Global Diversity approaches;
- Increased distance education offerings;
- The number of faculty teaching online increased;
- Completed a successful pilot for academic advising;
- Increased partnerships with secondary schools;
- Increased efficiency and productivity of curriculum development/revision processes;
- Increased program agreements with four-year institutions.

Ultimately, many of the initiatives in both plans are geared toward increasing student completion of high quality academic programs. The graduation rate has been moving in that direction.

Year	2007	2008	2009	2010	2011	2012
# of Graduates	1482	1562	1730	1644	1729	1823

Achieving the Dream

Academic Affairs and Student Affairs share responsibility for implementation of the College's participation in the national initiative, *Achieving the Dream* (AtD). Some highlights of 2012-2013 were:

- Two core team meetings;
- Participation in the Developmental Educators Summit;
- Participation in State level activities and in the national annual meeting;
- Increase in use of data by College units;
- Expansion of AtD-like initiatives (for example, implementation of My Degree Path).

A major emphasis in Achieving the Dream has been on increasing success in gatekeeper courses. In comparison to the year before the College became part of AtD (2005), and with the notable exception of math, the pass rates for gatekeeper courses increased.

Course	2004	2005	2006	2007	2008	2009	2010	2011	2012
Math 017	52.9%	55.2%	60.4%	52.3%	57.8%	51.8%	45.2%	48.0%	47.9%
Math 118	53.3%	56.6%	63.5%	45.5%	55.1%	55.9%	48.4%	48.6%	52.9%
English 098	55.8%	56.1%	52.9%	54.7%	56.1%	59.1%	57.3%	56.4%	59.9%
English 101	68.0%	69.2%	68.8%	67.2%	70.0%	70.8%	69.9%	71.1%	72.7%
Bio 106	81.5%	71.7%	74.0%	71.9%	73.6%	84.3%	82.1%	77.4%	83.3%
CIS 103	67.4%	67.1%	75.4%	69.4%	73.5%	73.3%	78.1%	73.9%	73.5%

Course and Curricular Improvement

New and Revised Courses

Continuous improvement in our College teaching/learning environment is an important priority for Academic Affairs. One of the ways that we meet this goal is by developing new courses and programs and revising existing courses and programs with the assistance of the Curriculum Facilitation Team (CFT). The number of CFT projects completed increased from 95 two years ago, to 101 last year, to 109 for 2012-2013. The mean number of days to complete projects was 145; the median was 118. Consistent with the Academic Master Plan, the CFT has increased efficiency and productivity, using fewer facilitators than was true in the past.

The table below shows the number of courses developed or revised, and approved through the level of the Academic Affairs Council (as of the end of April 2013), with a five-year comparison of course development and revision. This table does not include addendums.

	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
New Courses	22	17	19	11	11
Revised Courses	13	17	33	26	29

The number of new courses and revised courses (combined) in 2012-2013 is similar to the previous year.

The Academic Master Plan includes increasing the number of courses that meet general education requirements as a strategy to improve student outcomes. Providing a variety of options for meeting the requirements means students have greater choice and an easier time meeting requirements. The following table shows the increase in courses for each of the required major academic approaches.

	May 2013	May 2012	May 2011	May 2010
Writing Intensive	48	46	25	19
Interpretive	73	71	65	62
Diversity	104	102	95	89

New, Revised and Eliminated Curricula

Through April 2013, one new degree program was approved - English. One new proficiency certificate was approved – Clinical Office Assistant. Seven programs were eliminated - Medical Office Clinical Assistant Proficiency Certificate; Nanomanufacturing Proficiency Certificate; Community Outreach Proficiency Certificate; Women’s Studies/Gender Studies degree and Academic Certificate; Community Leadership Degree and Academic Certificate. There was one major curriculum revision – Chemical Technology. Another 12 curricula did minor revisions.

The following table compares development and revision of curricula for a five-year period.

	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
New Curricula	2	1	4	1	1
Revised Curricula	13	18	14	11	15

Diversified Learning Opportunities

The diversity of learners at the College requires us to be innovative and to consider multiple ways to meet the goal of providing access to a quality education. Below are some developments in our attempts to increase options for students.

Distance Education

The *Academic Master Plan (2009-2013)* includes a goal to increase distance education offerings. The following table includes information about the number of sections. The information is from IR reports, except for the 2012-2013 information which was supplied by the Distance Education staff. Distance education sections are increasing slowly.

	Fall Internet	Spring Internet	Fall Hybrid	Spring Hybrid
2012-2013	158	171	28	26
2011-2012	153	155	21	25
2010-2011	135	148	24	23
2009-2010	130	143	21	27
2008-2009	112	120	14	19
2007-2008	103	104	0	17

In 2012-2013, 26 new online and hybrid courses were approved and an additional 28 new courses are being developed. The number of faculty teaching online increased 15% from 121 in 2011-2012 to 139 in 2012-2013.

According to the most recent Institutional Effectiveness Report (March 2013), a smaller percent of students in online courses received successful grades compared to successful grades for all courses. The withdraw rates for students in online courses continued to be higher than the rates for all courses. Student outcomes in hybrid courses continued to be the most favorable, but there was a decline in performance both in course success and persistence. In the November 2012 Peer Benchmark Study, CCP had a greater percent of A and B grades and a higher percent of withdraw grades than the median for peers. The Department Heads and Deans started discussing this issue Spring 2013 and will work on a plan for improvement in 2013-2014.

A comprehensive administrative audit was authored which should inform and guide work. Staff from the Distance Education Office, Academic Computing, and IT were recognized with an “Innovation of the Year” award for the online distance education student orientation.

Study Abroad

The study abroad opportunities for students in 2012-2013 were Belize and Peru. The study abroad opportunity for Merida was canceled because of low enrollment. Two groups of students are scheduled for Belize. This year we received a second year of funding from the National Science Foundation/University of Puerto Rico for Interdisciplinary Research on Society and the Environment of the Ancient. This grant will support the work of Stanley Walling in Anthropology by providing funds to enable him to continue his archeological field studies in Belize. Once again he is taking students with him. Eight students new to the experience and eight students who have been before (current students and alumni) will work on this project. Also this summer, six students and two faculty members are travelling to Belize to study at the Monkey Bay Wildlife Sanctuary.

Eight students, eight faculty/friends, and two faculty leaders are traveling to Peru to study Spanish and visit the local cultural sites to include Machu Picchu. These projects are funded in part by a continuing grant from the Monell Foundation. This year the Center for International Understanding is also piloting a fund raising strategy by offering a study trip to Istanbul for the College family and friends.

Bucknell Community College Scholars

Since 2007, forty-seven CCP students have participated in the Bucknell Community College Scholars program. Five students from 2012-2013 will attend Bucknell full time starting Fall 2013. Eight students were accepted for the Summer 2013 Bucknell Community College Scholars program.

CCPTV

CCPTV continues broadcasting 24 hours a day, seven days per week with at least eight hours of non-repetitive educational programs each day, changed weekly. In addition, the College posts episodes from CCPTV on iTunesU. Since July 2012 there have been more than 65,000 downloads. The most popular downloads are Car Corner; Yoga; Art History Abbreviated; Aerobics; Nutrition Made Easy; Entre Nosotros.

Assessment of Student Learning Outcomes (Indirect and Direct Assessment)

A major goal for Academic Affairs is assessment, particularly of student learning outcomes at the College level (general education/core competencies), program level and course level. This goal is reflected in the Strategic Plan and the first and second academic affairs master plans. Assessment of student learning outcomes is an important requirement for MSCHE reaccreditation.

College Level Assessment of Student Learning Outcomes (General Education/Core Competencies)

College general education requirements were revised and became effective Fall 2009. The specific general education requirements are nested under seven core competencies: Effective Communication, Critical Thinking, Quantitative Reasoning, Scientific Reasoning, Information Literacy, Technological Competency, and Responsible Citizenship.

Academic Department Heads serve as the General Education/Core Competency oversight group. Department Heads review results of assessments and make decisions about follow-up based on the data. Between hearing the results and making a decision, Department Heads have time to discuss the data with department faculty. MSCHE requires colleges to provide both indirect and direct assessment information. Institutional Research gathers indirect assessment information related to general education/core competencies. The College has indirect evidence for all general education/core competencies. Academic Affairs is responsible for direct assessment of general education/core competencies. In 2012-2013 data from the assessment of Critical Thinking and Quantitative Reasoning was presented to the Department Heads and they made decisions about next steps. The College is gathering more data on Quantitative Reasoning. In general, the indirect and

direct evidence supports that the College plays a role in increasing students' critical thinking skills. Still, there are critical sub-skills that the Department Heads identified for improvement.

Program Level Assessment of Student Learning Outcomes

Indirect assessment of programs includes program retention rates, transfer rates and graduation rates. This information is required in program audits and annual program reviews (QVIs). The QVI was piloted by three programs during Summer 2009. Based on feedback from the pilot and feedback from the Department Heads, the QVI was revised Spring 2010 and was to be used by each program 2010-2011. For 2012- 2013, all required QVIs were completed. Based on a conversation with Department Heads and Deans, a mini QVI was created to be used 2013-2014.

Direct assessment is guided by program assessment plans.

Direct assessment of accredited programs includes reaccreditation and pass rates on certification exams. The most recent pass rates are provided in IR#233. Only one of six programs had a pass rate below the national average.

Course Level Assessment of Student Learning Outcomes

Indirect assessment is provided by Chapter 335 documentation. Each department is required to identify the student learning outcomes for each course and is required to have a plan to ensure that course learning outcomes are being measured and used for decision-making. In 2010, the Chapter 335 document was modified to include a requirement to report on the student learning outcome data at the course level that is being used as the basis for any follow up action plan. Compliance for 2012-2013 has been at or near 100% for most departments.

Direct evidence is gathered by departments according to their assessment plans.

Accountability and Compliance

Program Accreditation

The Automotive Technology Program met the requirements for renewal for National Automotive Technician Education Foundation accreditation. This is the highest level of achievement.

Audits

There are two types of audits in Academic Affairs: academic program audits and administrative/service unit audits. The guidelines for academic audits were revised 2012-2013. Based on the number of programs at the College, approximately 15 academic audits need to be completed each year. Fifteen audits were completed for 2012-2013: Science; Liberal Studies – Social Behavioral Option; Architecture; Interior Design; Community Leadership Degree; Community Leadership Academic Certificate; Women's/Gender Studies Degree; Women's/Gender

Studies Certificate; Theater; BHHS Degree; Disability Studies Academic Certificate; Human Services Academic Certificate; Recovery and Transformation Academic Certificate; Social Gerontology Academic Certificate; Creative Writing Academic Certificate; DMI; Nursing.

One administrative audit is completed - Literacy Programs. A second audit - Distance Education is almost complete. The Assessment Center audit was postponed for of personnel reasons.

TAOC

We are in compliance for all programs except Education – PreK to 4. The outstanding compliance issue was resolved, paving the way for compliance this year.

Student Academic Support

The College provides a number of services to support student academic success. Most of these efforts are the responsibility of the Division of Educational Support Services (ESS).

Academic Advising

The Office of Academic Advising was relocated. An Advising Specialist was hired. Both of these changes will enhance effectiveness and productivity. Over the past year ESS has been working to reframe the advising process. Some highlights for 2012-2013 are:

- Development of an Online Advising Scheduler;
- Fall 2012 and Spring 2013 Case Load Advising Pilot Study (for JCAC);
- Redesign and ongoing implementation of basic training for potential faculty advisors;
- Increased use of technology led by the Advising Specialist (e.g. electronic collection of advisor availability, outreach to students via Twitter).

Placement Testing

Highlights for the Assessment Office for 2012-2013 include:

- GED testing (paper/pencil) began in January 2013 at the regional centers and will continue through December 2013. As of January 2014 all GED testing will be computerized and the Assessment Center will no longer be involved in GED testing. Corporate Solutions will continue to provide GED testing.
- A faster more efficient check-in system was developed.
- As of April 2013, a re-testing pilot started whereby students who test ABE or Level 1 are allowed to retest within 2 years.

Developmental Education

There are multiple initiatives in developmental education for 2012-2013.

1. Level 1 Workshops:

To date, the Developmental Education program has given a total of 1,143 Level 1 Reading and/or Writing and Math 016 students an opportunity to meet their college goals by providing five and three week skill development workshops. Just over half (51% or 585) of those students improved their placement level in English – an accomplishment that enables them to move forward with their college careers. The workshops have an overall retention rate of 77% and an overall success rate of 75% - as measured by those eligible to re-test.

In 2010-2011, there was a pilot of reading workshops. Based on the results of the pilot, the reading workshops were expanded. The next table compares results from the pilot with results for the past two years. For the past two years, about 60% of registrants improve their placement after up to eight weeks of instruction. The second table shows the results for the writing workshops. This year 56% improved their placement after up to eight weeks of instruction.

5-Week Reading Workshops	2011 (pilot year)	2012	2013
Registrants	86	528	596
Eligible to Re-test	64 (74%)	371 (71%)	462 (78%)
Improved Placement	39 (61%)/(45% of registrants)	289 (77%)/(55% of registrants)	329 (71%)/(55% of registrants)
3-Week Workshops			
Registrants		75	65
Eligible to Re-test		56 (75%)	49 (75%)
Improved Placement		32 (57%)/(43% of registrants)	27 (55%)/(42% of registrants)
Total After 8 Weeks			
Improved Placement		321 (61% of initial registrants)	356 (60% of initial registrants)

5-Week Writing Workshops	2011	2012	2013
Registrants	613	308	394
Eligible to Re-test	481 (79%)	209 (68%)	305 (77%)
Improved Placement	226 (47%)/(37% of registrants)	104 (50%)/(34% of registrants)	190 (63%)/(48% of registrants)
3-Week Workshops			
Registrants	116	99	64
Eligible to Re-test	65 (56%)	74 (75%)	46 (72%)
Improved Placement	38 (59%)/(33% of registrants)	35 (47%)/(35% of registrants)	30 (65%)/(47% of registrants)
Total After 8 Weeks			
Improved Placement	264 (43% of initial registrants)	139 (45% of initial registrants)	220 (56% of initial registrants)

The table below shows results for Math.

5-Week Math Workshops	2012	2013
Registrants	31	24
Eligible to Re-test	25 (85%)	14 (58%)
Improved Placement	13 (52%)/(42% of registrants)	9 (64%)/(38% of registrants)

2. English 101/ English 108 Pilot

Three sections of English 101/108 are in use for an acceleration project. The information on student outcomes is tentative. This report will be updated after analysis of students' final grades.

3. Online Remediation – Start Date was October 15, 2012.

Students must complete 40 hours in the Online Remediation program in order to be eligible to re-test. The statistics for the program to date are shown in the tables below.

Total enrolled	Completed	Did not complete	Still Working
113	37 (33%)	48 (43%)	28 (25%)

Completers	Improved Placement	Did not improve	Test Pending
37	24 (60%)	1 (5%)	12 (32%)

4. Retesting Pilot

As of April 2013, a re-testing pilot started whereby students who test ABE or Level 1 are allowed to retest within 2 years.

Since April 8, 2013, 31 students have re-tested and 81% improved their placement: 1 student who tested ABE retested at Level 1; 5 students who tested ABE retested at Level 2, 3 or 4; 19 students who tested Level 1, retested at Level 2, 3 or 4.

5. Non-cognitive pilot

There was a pilot of Sedlacek's Non-Cognitive Questionnaire with two Workshop cohorts. This questionnaire yielded some valuable insights about accurate self-appraisal and self-esteem but the instrument is time consuming. The plan is to begin using a Noel-Levitz instrument that is administered online as opposed to Sedlacek's questionnaire.

ESL

The number of students enrolled in ESL classes in Fall 2011 and Fall 2012 increased.

Fall 2011 – 621 enrolled

Fall 2012 – 783 enrolled

This is a 21% increase from Fall to Fall.

ESL students registered for ANY classes (ESL and non-ESL classes) for Spring 2011, 2012, and 2013.

Spring 2011 - 1417

Spring 2012 - 1520

Spring 2013 - 1641

This is a three-year (Spring semester) increase of 14%. The Deans will discuss plans for ESL during 2013-2014, including assessment of student outcomes.

Dual Admissions and Articulation Agreements

The dual admissions agreement with Drexel ends effective May 2013. We expect to complete an agreement with Immaculata University effective Fall 2013. Thus, the number of agreements will remain at 11.

Articulation agreements rose to 217, an 8.5% increase.

Sixty-one percent of graduates (since the 2005 cohort) transfer to another institution. The top 10 transfer institutions are: Temple; Drexel; University of Phoenix; Delaware County; Penn State; Montgomery County; Peirce; LaSalle; Bucks County; Strayer.

Intent Forms Completed:

The following are the total number of intent forms completed for the respective Dual Admissions institutions:

	Summer 1 2012	Summer 2 2012	Fall 2012	Spring 2013	Total # of Intent Forms
Arcadia University*	NA	NA	2	38	40
Cabrini College	6	5	11	17	39
Chestnut Hill College	6	8	33	54	101
Cheyney University	2	4	7	23	36
Drexel University	12	9	29	16	66
Eastern University	1	4	7	21	33
Holy Family University	1	6	14	33	54
LaSalle University	21	19	66	109	215
Peirce College	0	0	7	18	25
Rosemont College	1	0	6	22	29
Saint Joseph's University (CLPS)	4	7	34	35	80
Temple University	53	60	253	304	670

*Arcadia University's agreement started as of Fall 2012 thus no intent forms were completed prior to that date

Transcripts Requested:

One of the benefits of Dual Admissions is that the College will send official CCP transcripts to the Dual Admissions institution on behalf of the CCP Dual Admissions student. Official CCP transcripts are sent if the student completes the application, if the Dual Admissions student sends us a request (typically via the dualadm@ccp.edu email) or at the request of the Dual Admissions partner school. Given these guidelines, most of the requests are as a result of students completing the final application. Additional updated transcripts are sent at the end of an academic term if either new grades are posted or if the student’s degree is posted.

Data noted below is only for the number of official transcripts requested by the Dual Admissions office on behalf of Dual Admissions students. As noted above, multiple transcripts are sent for some of the same students either due to students applying for several Dual Admissions schools and/or if updated transcripts to the same school (with new grades or degree posted) are needed.

	Number of CCP Transcripts requested/sent (March – June 2013)
Arcadia University	0
Cabrini College	2
Chestnut Hill College	13
Cheyney University	1
Drexel University	47
Eastern University	1
Holy Family University	1
LaSalle University	22
Peirce College	0
Rosemont College	0
Saint Joseph’s University (CLPS)	0
Temple University	316

Community Engagement and Support

Academic Affairs engages with the broader community in many ways. The College is a partner with various local, state and national agencies and organizations. Philadelphia school students and other members of the community benefit from opportunities that help them pursue a college education, advance employability skills, or learn important life skills.

Advance College Experience (ACE)

ACE allows motivated Philadelphia high school, GED and over-aged students who have not received a high school credential to take college credit courses during the summer. ACE students are enrolled into courses as non-credit workshops and receive extra hours of instruction at a significantly discounted cost to address the barriers of affordability and accessibility. Students

earning a “C” or higher, gain college credit. Students earning less than a “C”, receive a “P” for a non-credit college experience.

ACE 2012 offered courses in the areas of Acting, Architecture, Design and Construction, Computer Graphics, Foundations of Early Childhood Education, Japanese, Law, Music Technology, Psychology, Science, Technology and Society (on-line), Spanish and Video Production. Students receive extra hours of instruction and the cost of enrollment is significantly less than regular College tuition.

The DACE Division formed specialized partnerships with ASPIRA, YES Philly, Youthbuild and El Centro de los Estudiantes. Students from these schools took ACE courses as part of their overall academic programming. Enhanced services and monitoring was offered to ensure student success for this pilot group in its first year.

	Summer 2012	Summer 2011	Summer 2010
Participants	172	171	115
Grades “C” or better	52%	75%	71%

The number of participants for Summer 2012 is comparable to Summer 2011; but far fewer students received a grade of “C” or better. There will be a discussion of strategies to enhance student performance.

Advance at College/Dual Enrollment

High School students and those pursuing their GED have the opportunity to enroll in both college-level and developmental courses through the Advance at College Dual Enrollment program. Students have full access to College services, including the Learning Labs, Student Academic Computing Centers and the Library, in addition to services provided by their attending high school. Eligible students may enroll at our Main Campus, Regional Centers and Neighborhood Sites. On-line course work is also available.

For 2012-2013 (through Spring 2013) dual enrollment students took 661 courses. This was an increase over 2011-2012 when students took 490 courses but still less than half the number of courses in 2010-2011 (1350) when there was funding for dual enrollment.

Major dual enrollment partners included:

- ASPIRA Olney Charter High School
- El Centro de los Estudiantes
- Marianna Bracetti Charter High School
- MaST Charter School
- Masterman High School
- Mastery Charter Network of High Schools
- Philadelphia Academies
- Philadelphia Cyber High School

Prep Charter High School
Sankofa Freedom Academy
University of Pennsylvania Health System (UPHS)
YouthBuild Philadelphia Charter School

Partners in the planning stages include GEAR UP, Small Learning Communities, the Department of Labor via the School District of Philadelphia and YES Philly.

Students participated from 52 public, charter, private, parochial and cyber schools. Homeschooled students also participated.

Students' performance is tracked. After the 20% date in the semester, students in jeopardy or who are having difficulties are identified through the College's Early Warning System. Students receive letters from the College indicating the areas that need improvement. A list of these students is obtained and the Coordinator follows-up with students, counselors, teachers and principals as appropriate. Dual Enrollment students are given J#s and full access to the MYCCP online access portal. They can view their midterm and final grades this way.

Students are also tracked through enriched monitoring systems created in the DACE Division this year. The Coordinator works closely with outside partners to monitor student attendance, disciplinary issues, lateness, missing assignments and difficulty with academic rigor. Close relationships have been formed with all area partners so that communication is shared openly and honestly. Students, parents, counselors and other school and College staff are integral members of the communication chain.

For Summer 2012 and Fall 2013, 83% of students received a grade of "C" or better.

Literacy – Adult Basic Education (ABE)

ABE classes help adults improve their basic reading, writing and math skills to a competency level enabling them to both lead more productive lives and pursue post-secondary education. Classes are free of charge and open only to students who have applied to the College and have English placement test scores below the developmental level.

In 2011-2012 no ABE classes were taught by CCP because funding (ABLE grant) was eliminated at the last minute. Instead, the College directed students to the Mayor's Commission on Literacy for a referral to one of six remaining ABLE funded programs. Also, a partnership was developed with Temple's ABLE program beginning in Fall 2011 to provide services for up to 30 students.

The Fall 2012 semester marked the restart of ABE classes by CCP. The 2012-2013 goal of ABE was to improve the college placement level of borderline students who tested below the College's developmental levels. The classes were open to individuals who scored within a specific range on the College placement test. Students needed either a 3 to 4 on the writing test or a 40 to 50 on the reading test. All other students were referred to the Mayor's Commission on Literacy.

A total of nine sections were approved for the fall and spring semesters and two sections are scheduled for the summer semester. A total of 223 students were enrolled under the new criteria. The retention rate, at the twenty-percent date was 77% (172 students). Of these, 133 students were scheduled for a re-test and 83% (110 students) took the scheduled re-test. Of the students who retested, 78% improved their placement level. The majority these of students, 44%, placed above the workshop level. Following up on the fifty students from the fall semester that re-tested, 66% enrolled in the spring semester. Students were more likely to enroll if they placed above the workshop level.

A longitudinal tracking of literacy students' entry into CCP was started last year using students from the Fall 2008 cohort. For ABE/ABLE, 233 students have enrolled in credit courses. They have a success rate of 68% in English 098 and 89% in English 101.

Since April 8, 2013, students have the option of re-testing without first enrolling in ABE as part of the developmental education re-test pilot. This may decrease the number of students who place ABE and need to enroll in CCP's ABE classes in Fall 2013. The Temple ABLE program partnership was put on hold for the spring semester by mutual agreement, with an intention to continue in the Fall 2013 semester. Below are several tables with ABE data:

ABE Sections, Students and Retention

	FALL 2012	SPRING 2013	TOTAL	PERCENT
# SECTIONS	4	5	9	
REGISTERED	104	119	223	
RETENTION	86	86	172	77%
SCHED RETEST	64	69	133	77%
TESTED	50	60	110	83%

ABE Re-test Results

Placement		Fall 2012	Spring 2013	TOTAL	Percent
Level 6	Eng. 101	1	1	2	2%
Level 5	Eng. 101/108	0	0	0	0%
Level 4	Eng. 098	0	1	1	1%
Level 3	Eng. 098/108	3	3	6	5%
Level 2	Eng. 098/099	19	18	37	34%
Level 1	Workshops	16	22	38	35%
ESL	ESL Credit	0	2	2	2%
ABE	ABE	11	13	24	22%
TOTAL		50	60	110	

ABE Enrollment in the Next Semester

Placement		Fall 2012	Enrolled Spring 2013	Percent
Level 6	Eng. 101	1	1	100%
Level 5	Eng. 101/108	0	0	
Level 4	Eng. 098	0	0	
Level 3	Eng. 098/108	3	2	67%
Level 2	Eng. 098/099	19	16	84%
Level 1	Workshops	16	9	56%
ESL	ESL Credit	0		
ABE	ABE	11	5	45%
TOTAL		50	33	66%

Literacy – General Education Development GED

GED Preparation Classes help prepare individuals for the battery of GED tests. The classes emphasize the reading, writing and math skills necessary to pass the GED examination. The classes also include an official practice test to help determine an individual's readiness for the actual GED test. GED preparation classes meet Monday through Thursday for 2.5 hours each day for eight weeks, and are usually held at the College's Main Campus, West Regional Center and Northwest Regional Center. Classes usually start in January, May and September. Registration begins the month before the classes start (December, April and August). Students must be at least 18 years of age and not enrolled in a secondary school.

Consistent with 2011-2012, the College ran a total of 26 classes during the fall and spring. Classes were held at Main Campus, the West and Northwest Regional Centers as well as two community based sites, ASPIRA and Congreso, for GED in Spanish. Ten classes are scheduled for the summer 2013.

The overview class continues to be the most popular format. One GED Math section was offered in the fall and spring semesters. For fall and spring ,579 students enrolled. The retention rate was 52% and average class size was again 22 students. The GED Official Practice Tests scores continue to average above the minimum of 410 for each test. Math continues to be a challenge for students.

Average GED Practice Test Scores					
To pass a student must project a minimum score of 410 on each of the five subtests and have a five test average of 450.					
	Science	Social Studies	Reading	Math	Writing
2012-2013 N=302	456	478	445	436	466
2011-2012 N=293	455	479	446	419	458
2009-2010 n=419	449	479	447	437	472
2008 - 2009 n=416	457	483	452	447	473
2007-2008 n=396	446	469	468	421	465

A longitudinal tracking report shows 168 GED students enrolled in credit classes since Fall 2008. They had a success rate 67% in English 098 and 78% in English 101.

Initially, the School District of Philadelphia contracted for up to four GED classes per semester for parents of Head Start children. However, due to contract challenges with the District and low enrollment of parents, the original scope of work needed to be adjusted. It started in the spring instead of the fall semester because the SDP could not recruit enough students in time. Eventually they had enough to start two classes but we were notified too late to get main campus space. The classes were moved to SDP headquarters near the main campus. However, the spaces provided were two small conference rooms. A total of 44 students were initially registered for the two classes. Attendance was extremely poor averaging less than ten students daily. As a result, the two classes were combined into one. Only seven (7) students completed the class.

In preparation for the new GED 2014 Test, staff conducted a workshop during professional development week “GED 2014: A New Assessment for the 21st Century,” which had 19 attendees. Instructors were also given the GEDTS website to receive information and updates concerning the implementation of the new computer-based GED Test for 2014. They have also been instructed to view the seven webinars on the GEDTS website and print the certificate of completion.

Literacy - Noncredit English as a Second Language (ESL)

The ESL Institute at Community College of Philadelphia offers non-native speakers the opportunity to improve their Basic English language skills so that they may increase their participation in the larger society, career readiness or prepare for citizenship. Classes follow the Comprehensive Adult Assessment Systems (CASAS) competencies model, which integrates the four language acquisition skills: listening, speaking, reading and writing in an interactive classroom setting. Scheduled classes last 90 instructional hours. Other ESL Institute’s course offerings are: American Idioms, English Conversation 1 and English Conversation 2 and Preparation for TOEFL: Reading and Writing.

The ESL classes are held at the Main Campus, the Northwest, Northeast, and West Regional Centers, and some community based organizations in the Philadelphia area. Classes are held three times a year beginning in September, January and May and they usually run during morning, afternoon and evening hours. CCP offers morning classes on Saturdays in the Fall semester at the Northeast Regional Center.

In the Fall 2012 semester, the Institute continued using the Future ESL series textbooks, audio/video instructional materials and teachers' lesson planners; which promote student's active participation and collaboration in the learning process of the English language arts. Instructors' lecturing is limited and primary role is as facilitators and monitors. Once again, this change in curriculum instructional materials and their pedagogical strategies has proven to be successful. Faculty has full expertise and students are pleased with this change. From the students' perspective, they enjoy the hands-on experience, which promotes leadership and collaborative learning. Also, they benefit from having a listening CD and a CD-ROM included with their textbook, for practice and self-study while away from the classroom. Also, we incorporated Future Transitions to Work to the curriculum; where workplace skills and career-readiness in the healthcare, technology, manufacturing, hospitality, and food service are contextualized with the English language.

Students are pre-assessed in the English grammar, listening and reading skills for enrollment purposes. The Institute has established a standardized assessment system based on the Comprehensive Adult Skills Assessment System (CASAS) model; which integrates vocabulary, grammar, listening and life and work-place readiness skills.

A more detailed ESL Placement Test of 60 questions including: vocabulary, grammar, life, reading and writing skills, is administered on the first and/or second day of class along with a writing sample to assess their writing skills. The test scores determine the students' English level and they are transferred to either the beginner's, intermediate or high intermediate level. Three more tests: exam one, midterm and final exam are administered after every 30 hours of instruction. Students' individual performance is measured by averaging the three test scores. The passing grade is 80% or above. In addition, students are required to attend a minimum of 75 class hours. The Institute awards a certificate of completion based upon the final scores and attendance

Below is a table with data on ESL outcomes for the past five years. For 2011 through 2013 the summer 1 classes were eliminated, reducing the total number of students.

Semester	Students	3 Tests	Passed	% Pass	Retention
2008-2009	1084	795	734	92%	73%
2009-2010	1027	812	747	92%	79%
2010-2011	1034	845	775	92%	85%
2011-2012	859	684	609	89%	80%
2012-2013	817	614	560	91%	75%

Gateway to College serves at-risk youth, 16-21 years old, who have dropped out of school. This School District of Philadelphia-funded program gives students the opportunity to earn a high school diploma while achieving college success. It is under the Alternative Education Division (Academic Division #4) of the School District of Philadelphia. This year in response to budget considerations by the school district, we were asked to reduce our numbers by more than half. The program supported 52 students throughout the school year. In Gateway, students take academic skills development courses, receive supplemental educational support and individual counseling, and participate in a program of workshops with life skills, career development, and college preparation activities. Once students complete an intensive term of foundational coursework, they are allowed to take regular college courses to complete their high school requirements. While in the program, we expose students to career and college exploration, service learning, activities and emotional development work to help them along their journey of becoming mature and responsible adults.

Staff emphasized the following initiatives for 2012-2013:

- Staff established a case management process (The Student Assistance Team) around a student assistance model. All students are checked off at least once a month, and struggling cases are reviewed by all staff to ascertain services/interventions they may need and to track those services.
- Staff incorporated a 12-15 hour, multi-day Gateway Training ('Boot camp') between pre-testing and Placement Testing to help identify students who were not ready to meet a challenge, and to reawaken lost skills before the COMPASS testing. The Foundation AC adds some community building, and self-reflection activities to this intensive training.
- Staff continued a weekly seminar for every student, centered on life skills development, personal growth and college knowledge activities. These were the Foundation, Transition, and Senior Seminars for first term students, students past first term but not seniors, and seniors.
- Staff instituted All School Meetings (The Jim Jam) which focused on building a sense of community shared vision that we Show Up, Participate, and Give Back. A Gateway Hours Card was created where students could collect signoffs for every hour of participation.
- Gateway activities included: AIDS Walk fundraising; and trips to MANNA, PAWS, and Northern Homes Services for Children; community service at Chamounix Stables; a visit to the Early Childhood Education Department; Resume Workshop at CCP Career Services; Career Visit from Keith McCall; HIV Education and awareness activities.
- On Campus involvement included: Rock the Vote Event; Black and Gold Bash (Student Involvement Day); African American Men's Book Club Meetings; Master Student Workshops; CME Real Talk; Alternative Spring Break Planning; film screening of Soul Food Junkies; Alternative Spring Break; African American Heritage Breakfast.
- Off Campus/Independent acts included: Voting in 2012 General Election; volunteering at polls or for campaign; tutoring peers; Volunteering on own in Community as part of approved involvement.

A snapshot of student services for 2012-2013:

- Engagement – 52 students over three terms (Summer 2012, Fall 2012, Spring 2013) in 172 College courses and 20 On-line Credit Recovery courses.
- keystones – There were 11 active students eligible for the new Keystone exams during the winter testing cycle. Of those, 10 participated in testing.
- Seniors – Gateway currently had 16 active seniors. Eight were celebrated at Graduation in May. Six of the 16 are slated to finish by the end of the summer and two more are postponing their graduations until December. The senior seminar program has helped all of them to complete their senior projects (a career exploration), and explore or begin the college application process, including schools, applications, financial aid and the FAFSA.

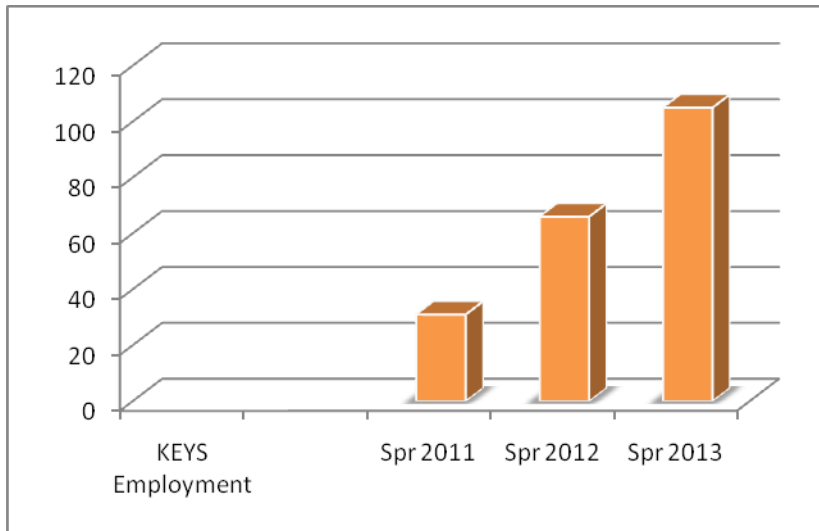
Highlights of Gateway National Data Summary:

- Persistence – All admittees Fall through Summer 39.0%
- These persistence numbers are from the Fall 2011 through Summer 2012.
- Attendance – 82.4 % (78.3% last year)
- Course Grade Distributions – Foundation Grades C or better: 50(44.4%). Upperclass. Grades 69.5% (73.9%)
- Average Credits Earned to date – Disenrolled Students: 4.74 High School/12.25 college; Enrolled Students 6.48 high school/17.28 college; Graduated Students: 15.54 high school/45.56 college.
- Graduation Numbers This Year – Of the 52 students we carried this year eight will graduate, two will receive state diplomas for achieving 30 CCP credits, four pursued GEDs and two went to other alternative programs. Of the remaining 36 students, six have failed to remain active.

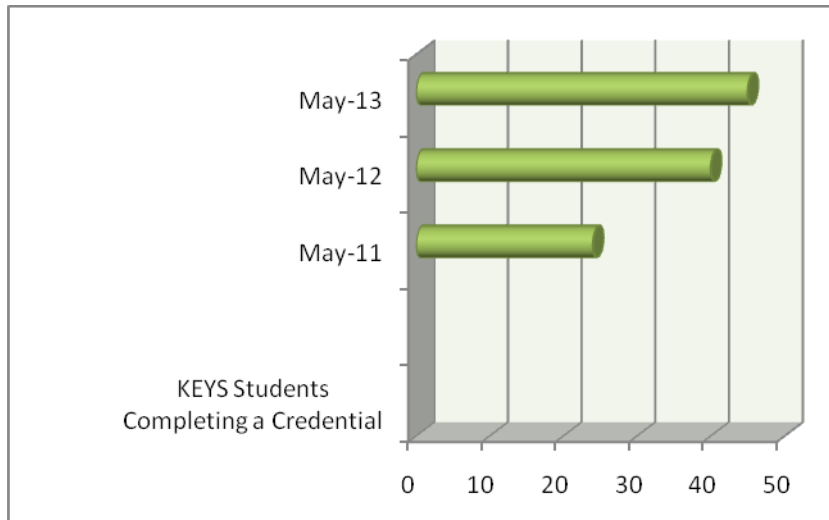
Keystone Education Yields Success (KEYS)

The KEYS program is designed to assist recipients of the Department of Public Welfare's TANF (Temporary Assistance to Needy Families) and SNAP (Supplemental Nutritional Assistance Programs) pursuing short-term credit and non-credit certificates in conjunction with an associate degree. The program provides supportive services to students attending Pennsylvania's community colleges to promote the successful completion of the students' course of study and transition to the workforce with credentials and transferrable career skills. Coordinating and monitoring participant activity is essential because of the obligatory conditions required to maintain life-sustaining benefits under "welfare to work" legislation. Collection, calculation and data entry of activity and time is crucial to the compliance of the program and participants. Verification and reporting of activity makes students eligible for benefits beyond the basics. Participation gives students access to special allowances to support personal needs outside of college. These all-important allowances include transportation, books, school supplies, professional clothing stipend and childcare.

The charts on the next page illustrate the growth in the KEYS program at CCP over the past three years. In May 2011, a total of 24 KEYS Students graduated from CCP. This year, 40 Keys students graduated with an associate’s degree or certificate. This year, the KEYS Program supported 45 students in successfully attaining a credit or non-credit certificate.



Left: Chart illustrates employment for KEYS program for Spring semesters from 2011-2013. Enrollment has steadily increased each semester.
Below: Bar graph highlights all KEYS students who graduated from May 2011, 2012, 2013 associate degree and/or certificate.



TRiO Student Support Services is one of seven programs funded by the United States Department of Education as a result of the Reauthorization Act of 1964. As a class-based program, its mission is to support the academic, cultural and social needs of low-income, first-generation college and disadvantaged persons, coupled with ensuring that the participants through these supports enter college and graduate with a four-year baccalaureate degree. The program is in the first year of a five-year grant from the United States Department of Education (2012-2017).

The program curriculum is developed to reflect students' needs as they aspire to go to college. Among the services provided are:

- Supplemental intensive academic instruction
- SAT Preparation
- College application and financial aid instruction
- After school tutoring
- Cultural enrichment activities
- College visits
- Counseling

The TRiO Upward Bound Program at the Community College of Philadelphia is broken into two components: Summer Component and Academic Year Component.

Summer Component: During the 7 week summer program, students attend academic classes in Math, Lab Science, English, Foreign Language and a special topics class. Additionally, students participate in life skills training and workshops. Students also go on weekly cultural trips and college visits. Students are expected to attend classes Monday-Thursday at the Community College. The final week of the program is a week-long trip where students stay in a college dorm and participate in various program funded cultural and educational activities.

Academic Year Component: The Academic year begins in October and ends in May. Students attend Saturday sessions, which place emphasis on SAT prep, Language Arts, mathematics, mentoring, college applications and life skills. Students are encouraged to come to the office during the week and are offered one-on-one guidance counseling, academic tutoring, and workshops/seminars and tutoring.

Classes and program activities take place throughout the buildings on the Main Campus in the summer. This academic year the Saturday academic classes took place at the Northwest Regional Center at 1300 W. Godfrey Avenue.

The program serves 66 students per year. Two-thirds of students must be from a low-income household where neither parent holds a bachelor's degree. The remaining one-third of students may be from *either* a low-income household *or* from a family where neither parent holds a bachelor's degree.

Students are recruited from the following high schools: Benjamin Franklin, Edison-Fareira, Germantown (slated to close in 2013 academic year), and South Philadelphia in their freshman or sophomore years of high school.

The program meets the requirement for the number of students enrolled and for persistence to the sophomore year (2010 cohort). It needs to improve outcomes for:

- Retaining 70% of students from 2011-2012 to the start of the 2012-2013 academic year (actual = 64%)
- Having 25% proficient in reading & math on the PSSAs (actual = 12%)
- 75% enrolling in the fall following high school for the 2012 cohort (actual = 59%)

Workforce Development

According to Corporate Solutions records, as of May 15, 2013 Corporate Solutions generated net revenue as follows:

- Corporate College unit = \$901,249 (2011-2012 = \$878,785)
- Continuing Professional Education unit = \$124,678 (2011-2012 = \$160,833)
- Contract Training unit = \$124,824 (2011-2012 = \$72,534)
- Testing Center = \$37,054 (2011-2012 = \$60,942)
- Collegiate Consortium = \$40,000 (2011-2012 = \$40,000)

Total net revenue was \$1,227,805 (i.e., 91 % of annual goal) vs. 2011-2012 net revenue of \$1,213,094 (i.e., 90% of goal).

Corporate Solutions was responsible for salary, fringe benefits and indirect costs recovery from:

- Philadelphia Freedom Rings project
- Impact Services project, indirect cost recovery from the Impact Services project

Corporate Solutions was responsible for space rental for the Financial Empowerment Center.

As of May 15, 2013, Corporate Solutions served 36 corporate clients for FY 2012-13 (vs. 34 for 2011-2012).

The Contract Training unit administered \$112,457 in WEDnetPA funding among 14 corporate clients. (vs. 177,226 among 17 clients in 2011-2012).

As of May 15, 2013, there were 14 Corporate College clients and 8 Contract Training clients for FY (vs. 17 and 6 respectively in 2011-2012). These clients have been served via the WEDnetPA Guaranteed Free Training program, through Corporate College credit programs, and/or through Customized Contract training programs. Additional companies have had their employees served through our Continuing Professional Education programs.

The Corporate College unit has maintained a training relationship with at least 80 % of FY 2011-12 clients and the Corporate Contract Training unit (Customized Training) has maintained a training relationship with at least 50 % of FY 2010-11 clients.

Current enrollment figures for Corporate Solutions are as follows:

- 2,119 Philadelphia Housing Authority residents served in Philadelphia Freedom Rings program (4,490 since inception)
- 1,674 Corporate College enrollments
- 1,264 Continuing Professional Education Enrollments
- 411 Contract Training enrollments

This year Corporate Solutions assumed administrative responsibility for the Wanamaker Institute program and continued administrative responsibility for the College's TAACCCT 1 grant.

A Vibrant Academic Community

Vibrant academic communities reflect engagement of community members in professional activities within and beyond the institution. Peer-reviewed activities and external are listed in a separate document (Performances, Presentations and Publications). Below are some examples of engagement by Centers, Departments and individuals.

Fox Rothschild Center for Law and Society

- Since its inception two years ago, the Re-entry Support Project has served over 200 students through its various educational programs and academic support services; and it has provided over 25 local organizations, agencies, and individuals with information on how and why those with criminal records should access higher education. The project has directly assisted over 100 individuals with gaining admission to the College. With the support of the PBI grant, classes were behind the bars at Cambria Detention Center (REACH program). Two classes were held each semester supported by workshops given by community partners. Workshops were held on campus for students who have transitioned to campus classes on topics including financial literacy and entrepreneurship, job-readiness and career selection with a criminal record, and the expungement and pardon process in Pennsylvania. Renowned criminologist David Kennedy was a guest speaker for the REACH College Program on Tuesday, April 2nd.

As of December 2012, 58 men completed the REACH program while incarcerated and 99% of them passed all of their academic classes. Following their release, 29% of REACH students have gone on to complete at least one academic semester at the College. As of the Spring semester, 20% of former REACH students are actively enrolled in classes on campus.

The Re-entry Support Project is partnering with Corporate Solutions and Impact Services to deliver re-integration services to ex-offenders. The program involves assessment and testing, and delivery of non credit training programs in CAHM and personal trainer.

- On November 13 and November 14, 2012, the Center for Law and Society and the Computer Forensics and Geographic Information System Programs presented "A Digital

Society Symposium”. This two-day conference included workshops on The Location and Dissection of a Crime: How GIS and Computer Forensics are used in Cutting-Edge Criminal Investigation; Technology and the Law; Who Counts: Turning Census Data into Maps; Digital Evidence and Cybercrime; Maps, Maps, Everywhere! Finding and Using Interactive Maps on the Internet.

- On Tuesday, November 20, 2012, the Center and Department of Psychology, Education and Human Services co-sponsored the 3rd Annual Shh! Silence and the Law Conference: The Community speaks out. The Conference had 288 attendees. The sessions included opening remarks by Philadelphia Police Commissioner Charles Ramsey; additional sessions entitled: Do Community Members Look Out for Each Other?; From Filthadelphia to Philadelphia: Improving Community through Green Initiatives ; Reaching Out: Technology and Reporting Crime; Changing the Culture of Crime through iWatch; Snitches vs. Witnesses—Understanding When to Speak Up; An Open Gateway: Animal Crimes and Interpersonal Violence.
- The Center for Law and Society was once again responsible for the College’s annual commemoration of Constitution Day on Monday September 17, 2012. This year Professors Dave Freeman and William Love led a discussion on “Technology and the 4th Amendment.” Topics included the constitutionality of warrantless phone wiretaps, thermal imaging searches, GPS tracking devices, and recent developments related to the constitutionality of our Government's use of drones as a law enforcement tool.
- In collaboration with CCPTV, The Center’s Rainbow Alliance Project led by Alison Watts produced nine stories as part of the Voices from the Margins project. These vignettes give voices to students who are LGBT. Many of the students involved expressed their appreciation for being giving this platform to share their stories and felt that the project would send an important message to LGBT youth in the community.
- The Center was the only community college to participate in a Campus Conversation on Climate Change with other colleges across the state. This project was organized by Carnegie Mellon University which gave the College a small grant of \$1000. The conversation was held on October 12. Seventy-nine (79) individuals attended the Campus Conversation. Ten (10) faculty from the College facilitated small group deliberations.
- The Center received a grant of \$6000 from the Samuel S. Fels Fund to develop an Expungement Clinic Model. An intern was hired under the grant to develop the model to include training materials, research the law in this area, identify partners and establish a schedule for the clinics to be held. The model and materials were shared with the students in the Paralegal Studies program. The clinics will be held next academic year.
- Law and Society Week was held February 25- March 1. There were approximately 2500 attendees during the week (4 days - 12 events) and the College was able to give 10.75 substantive hours of CLE units. Sessions included Homeland Security Mobile Command Post Tours, Reporter’s Panel Discussion, The Location and Dissection of a Crime: How GIS and Computer Forensics are Used in Cutting Edge Criminal Investigations, the Kensington Strangler: Investigation and Arrest, The Supreme Court: An Exploration, Voices against Violence, Legal Implications of Nursing, Philadelphia CSI, the Judge’s Panel, Digital Evidence and Cybercrime, and Sexting: Risky Sexual Behavior?

- Wills for Heroes brought Paralegal students and attorneys together to provide free wills for first responders.

Center for International Understanding

- The College received a second year of funding from the NSF to support the Archaeological field school in Belize.
- Six students and two faculty members are travelling to Belize to study at the Monkey Bay Wildlife Sanctuary.
- Eight students, eight faculty/friends, and two faculty leaders are traveling to Peru to study Spanish and visit the local cultural sites to include Machu Picchu. These projects are funded in part by a continuing grant from the Monell Foundation. This year the Center is also piloting a fund raising strategy by offering a study trip to Istanbul for the College family and friends.
- CCP was chosen as a cluster leader college in a “Bridging Cultures” National Endowment of the Humanities Project. In July 2012 we began participation in this initiative organized by the East-West Center in Hawaii and funded by the National Endowment of the Humanities. The three-year project started with a week-long seminar exploring how different Asian societies have approached issues of cultural difference in positive ways. The “Thinking through Diversity” Seminar examined a wide-range of Asian examples where cultural interactions produced societies enriched by the trade of ideas as well as goods. As one of five “cluster leaders, our role was to coordinate with Harrisburg Area Community College and Camden County Community College and to design a Distinguished Lecturer series, mentoring visits, and a workshop to enable community college faculty in the region to enhance courses and engage students.
- The East-West Center Seminar in Hawaii brought together 45 faculty members and administrators from 15 community colleges in Maryland, New Jersey, Pennsylvania, Massachusetts, Kansas, and California. Our College was represented by Fay Beauchamp, Professor of English and Director of the Center for International Understanding; Sarah Iepson, Assistant Professor in the Art Department; and Michael Stern, Assistant Professor in Architecture, Design and Construction. They worked with faculty in history, philosophy, film, and English from HACC and Camden. The College then hosted a "Designing Cultural Bridges Workshop, consisting of several lectures. The first lecture was attended by approximately 40; the second lecture by Nancy Steinhardt drew a total of 60 in the audience, and the final lecture by Frank Chance drew about 50. Over 120 different students were involved, with the talks incorporated into classes by Sarah Iepson (Art History), Miles Grosbard, Michael Stern and Paula Behrens (Architecture, Construction, and Design) with other students attending for extra credit, for example from a class taught by Sue Ellen Liebman (History).
- With support of the College’s Foundation, the Center is sponsoring a yearlong professional development program for junior faculty, to help prepare them to teach courses which meet the global diversity curricular requirement.

- The Center received an International Business and Education Dissemination grant from the Penn Lauder CIBER to support faculty travel to conferences and meetings to sustain our effort to internationalize the curriculum and build on our Title VI B grant.

Center for Science and Engineering Education

- Posters from all the science departments were displayed during the week of April 16th.
- CCP faculty volunteers staffed a booth on the Parkway on April 21st doing a hands-on “enzyme” activity as part of the 3rd annual (NSF funded) *Science Festival*.
- A Science Club was formed and sponsored several events during the year.
- CCSET (*College Connection for Science and Engineering Technology*) continued for the 2012-2013 academic year with participation from 4 area high schools (Boy’s Latin of Philadelphia Charter, West Philadelphia, University City and Motivation High Schools) and approximately 30 students per session. CCSET provides an opportunity for high school students to perform laboratory experiments that that may not be able to perform at their high schools.

Teaching Center/ Faculty Center for Teaching & Learning

The Teaching Center (TC), now the Faculty Center for Teaching & Learning (FCTL), offered 98 faculty development workshops this academic year.

Sixty- five Faculty Learning Certificates (FLCs) were awarded to 44 faculty members from various departments. Certificates were earned by individuals who completed a workshop series or attended at least 5 workshops over the course of the academic year. In 2011-2012, there were 448 visits to the FCTL by 119 individuals. The 2012-2013 data is below:

Attendance

	Contacts	Individuals
Fall 2012	258	65 (44 FT, 17 PT/VL, 4 Administrators)
Spring 2013	278	94 (60 FT, 16 PT/VL, 14 Administrators)
Total	536	122

New Faculty Program 2012-2013

The yearlong new faculty program (NFP) is designed to encourage incoming full-time faculty to engage in critical thinking about their teaching practices and philosophies and to foster a collegial network of support. Information pertinent to the fulfillment of teaching responsibilities is also shared.

This year, the NFP was modified to promote more interactive sessions. This was accomplished by structuring the sessions so that there was time for more discussion and interaction; using case studies (civility in the classroom); incorporating application activities (assessment, course design); engaging participants as presenters (technology practices); and conducting classroom observations.

There were 16 new faculty this year from the departments of Chemistry, Library, English, CAHM, Foreign Languages, and Computer Technologies. Ten sessions were held throughout the academic year with an average attendance of 10 per session. Eight participants received certificates for completing 80% or more of the sessions.

Center for Excellence in Nursing

- Journal Club – This Club was organized to promote the discussion of evidence based practice issues in health care and particularly nursing. It was led by a second year nursing student and facilitated by faculty.
- Independence Blue Cross Scholarships – The Future of Nursing Scholarships are focused on providing support to students in pre-licensure programs throughout the Philadelphia area. The Nursing Program was awarded a grant for approximately \$8,900. Sixteen students in both first and second year were awarded scholarships.
- Hearst Foundations Grant in collaboration with the National League for Nursing – The purpose of the grant is to provide faculty development programs for nurse educators about the care of older adults. Faculty from the Department of Nursing have presented 12 conferences in 10 states this year- reaching 900 nurse faculty members.
- Independence Blue Cross ACES grant – The purpose of this grant is to provide information related to the evolving knowledge of the care of older adults to nurse faculty and their clinical partners in the 5-county area. To date – two conferences have been held with a total of nearly 200 attendees. One more is planned for the spring 2014.
- Independence Foundation support of community based care and ACES – Funding was received for both the Zip Code grant activities and the ACES campaign. Zip Code support includes the funds to purchase supplies that are used for health promotion/disease prevention strategies in community based settings. In addition, faculty development funds are allotted. Support for ACES includes faculty travel and development for local agencies.
- A total of 4 programs were provided in conjunction with the Increasing Faculty Use of Technology grant (Drexel). Topics included simulation debriefing, use of unfolding case studies, introduction of the SimPad technology, and reflective journaling after simulation.
- The Nursing Department offered a two-day workshop in collaboration with National Nursing Centers Consortium to discuss social determinants of health.

Students

Alpha Beta Gamma – Eta Sigma Chapter initiated 45 students Fall 2012 and 52 students April 2013.

Rainah Chambliss served as National Student President 2012-2013 for the Alpha Beta Gamma International Business Honor Society.

The following Automotive Technology Program students were awarded Dwight David Eisenhower fellowships to engage in transportation research:

Ryan Pillera
Margaret Duke
Monica Kiker
LaMar Benton
Matias Minhondo

Dental Hygiene students have a rotation on the Ronald McDonald Dental Van providing community treatment on a mobile facility. Students volunteered on two different occasions with oral cancer screenings – Philly Fights Oral Cancer which provided the students an experience of providing community screenings and to possibly save a life. And finally Dental Hygiene faculty and students volunteered for Sealant Saturday to provide dental sealants to patients in need and to give the students an opportunity for additional practice in applying their skills.

Yvonne Ellis was elected to the National Student Executive Committee for the Alpha Beta Gamma International Business Honor Society.

Lauren Hapeman, 1st year dental hygiene student, was selected to be the District II student delegate to the ADHA Annual Session in Boston, Massachusetts on June 20-25, 2013

Baheejah Mahdi, Nursing, has been accepted as an Independence Blue Cross Intern for summer 2013. She will be working at the Aria Community Clinic.

Multimedia Services – The PSA series, "Voices from the Margins" won three "Telly Awards" including two Silvers and a Bronze. "Voices from the Margins" are Public Service Announcements featuring the College's students from the LBGT community giving hope to their fellow students by sharing their personal experiences.

Patricia Alexandra Thomas, Nursing, was selected as an Independence Blue Cross Intern. She was among 25 selected in the 5-county area. She spent her summer working with a nurse practitioner at Congreso.

Miscellaneous

Melissa Altman-Traub, Allied Health, presented two webinars on Student Engagement in Distance Education for the Wiley faculty network for national audiences. She was awarded a mini grant for nutrition education from the Kids Eat Right Program of the Academy of Nutrition and Dietetics Foundation and spoke about “Hunger and Overweight” the connections between food insecurity and obesity.

Ned Bachus, English – retired, was named 2013 winner of the Independent Publisher (IPPY) Gold Medal Award for literary fiction for *City of Brotherly Love*.

The Business and Technology Division hosted the 4th Annual Youth Entrepreneurship Conference for high school students Spring 2013.

Mary Buttery, Dental Hygiene, was a state delegate from the New Jersey Dental Hygiene Association to the annual session last June in Phoenix and is an alternate delegate this year in Boston. She also served as component president last year Fall.

Jean Byrd, Nursing, obtained a certificate in Simulation from Drexel University in June, 2012.

Nancy Carr, Marketing & Management, served as a judge for students in the State-wide Mock Trial High School competition, January 2013.

David Cattell and the Department of Engineering and Physics continued to host meetings of the Philadelphia Association for Critical Thinking (PHaCT) in order to provide a forum for students, faculty and guests to hear a variety of speakers discuss topics related to science and critical thinking.

Mary Fran Cummings, Dental Hygiene, was reappointed as a Northeast Regional Board Consultant member on June 2012.

Christopher Di Capua, Foreign Language, was accepted as a member of the PA Council for International Education Board as of September 2012.

The Culinary Arts and Hospitality Management Program hosted the 2012 American Culinary Federation Northeast Regional Education forum for approximately 20 chefs and students, October 2012.

Rel Dowdell, Learning Lab/SACC, was featured in *The Philadelphia Tribune* on January 29 for his film *Changing the Game* and to discuss being a black filmmaker. He was also a guest on WIP 94.1FM's Sports Talk Radio Show with host Angelo Cataldi, discussing the Jackie Robinson film “42” and other topics.

Theresa Grady, Dental Hygiene, was appointed to the Board of Philly Fights Oral Cancer.

Miles Grosbard, Architecture, Design and Construction, successfully challenged the LEED Accredited Professional examination this Fall.

Robin Krefetz, Clinical Laboratory Science, serves on the Review Committee for CLT – Clinical Laboratory Science and has reviewed several articles this year.

Amy Lewis, English, won a doctoral scholarship from the American Association of Women in Community Colleges. The scholarship was created as a leadership initiative to champion women who are pursuing a doctoral degree who have been or are employed full-time at any community college in the United States.

Kristy Shuda McGuire, Biology, is the Post Doc Coordinator at Jefferson University.

Kelly McQuain, English, won the Toni Brown Memorial Scholarship for his poetry. The scholarship allowed him to attend the Murphy Writing Studios Winter Getaway January 18–21 in Galloway, NJ. He also participated in a workshop with Pulitzer Prize-winning poet Stephen Dunn. Kelly's poem "Annabelle" was recently nominated for a Pushcart Prize. It appeared in the September issue of *Stone Highway Review*. Another of Kelly's poems was nominated earlier this year for a Best of the Net award by the journal *Certain Circuits*.

Michelle Myers, Learning Lab/SACC, was featured in the *Philadelphia Inquirer* and on "Good Day Philadelphia" for her poetry book *The She Book*. She also kicked off her book tour at the Asian Arts Initiative on March 22.

Multimedia Services and the CAHM Program - "The Chefs Cook: Turtle Soup", an informational how-to video, won the Communicator Silver Award at the Telly Awards.

Cory Ng served on the Editorial Board of the Pennsylvania CPA Journal 2012-2013.

Dan Reed, Business Department (Automotive Technology Program) administered and judges Skills USA, a technical competition for the Greater Philadelphia Area Automotive Dealers Association and the Philadelphia School District.

Deborah D. Rossi is serving as Certifying Board Chair for the American Association of Medical Assistants (AAMA). She was appointed to the AAMA Core Curriculum and Occupational Analysis Task Forces, the results of which will be used to develop the CMA (AAMA) Certification Examination's new content outline and to provide direction to the Medical Assisting Education Review Board in developing the new Standards.

Dominic Salerno, Biology, is the recipient of an Early-Career Faculty Travel Award sponsored by the American Society for Microbiology. He will be recognized at the American Society for Microbiology Conference for Undergraduate Educators as a travel grant winner.

Richard Saxton, Business Department (Automotive Technology Program), was invited by the White House Office of Public engagement and the U.S. Department of Transportation to attend a special forum on Women in Transportation, April 4, 2013, at the white House.

Kathy Smith, Social Science, presented at the October Lunch and Learn Program for the Philadelphia Legal Secretaries Association on October 9, 2012

Susan Tobia, Academic Affairs, continues to serve as the Chair for the English/Comp subcommittee for the Transfer Articulation Oversight Committee.

Charlene Truex, Dental Hygiene, was reappointed as a Northeast Regional Board Consultant member on June 2012. She also was inducted into the Alpha Eta Society in April 2013.

Kimberly Valentino, Dental Hygiene, is involved in a research study measuring tooth loss, periodontal disease, etc., in patients that have received high-dose radiation therapy in combination w/surgery and/or chemotherapy.

Brenton Webber, Mathematics, served on the PA Commission of Community Colleges Steering Committee for College Readiness. He also gave a short presentation at the 100th Anniversary of the Unit Blocks Exhibit to share a few interesting math facts one can explore with unit blocks.