

Middle States Self-Study

Academic Affairs continued to play a leadership role for the College's Self-Study for reaccreditation. Pete Watkins and Susan Tobia served as Co-Chairs of this important initiative. Accomplishments for the 2013-2014 academic year include:

- Student Forums to review Report and Self Study Process
- Meetings with Departments, Administrative Units, Student Leaders, Regional Centers
- Final Review of Self-Study draft by Steering Committee
- Coordination of site visit
- Team Visit March 30-April 2

Strategic Plan and Academic Affairs Master Plan

A goal for Academic Affairs was to finalize the summary of accomplishments for the Academic Affairs Master Plan (2010-2013). The final update on the plan outcomes was posted for the College community Spring 2014.

Highlights of accomplishments for 2013-2014 were:

- Exceeded targets for writing intensive courses, and American/Global Diversity approaches
- Increase in the number of faculty reporting use of collaborative assignments and projects (high impact practices)
- Significant growth in on line offerings
- Full implementation of Canvas (CMS) for both on line and on site courses
- Increased partnerships with secondary schools
- Expanded placement test re-testing pilot
- Increased program agreements with four-year institutions

A major goal for Academic Affairs for 2013-2014 was to create the Academic Master Plan (2014-2017). The planning for 2014-2017 was grounded in the belief that it would be beneficial to engage an even greater number of stakeholders in the planning process. A "bubble up" approach was used to identify new directions and priorities. The strategy resulted in greater participation across all constituencies. The resulting plan is consistent with the Strategic Plan as well as the Enrollment Management, Diversity, Technology and Facilities plans.

Six major themes were defined as critical areas for the future:

- Learning Environment
- Curricular Pathways
- Transitions/Academic Bridges
- Technology
- Institutional Culture
- External Relationships

These themes also align with the context of the changing landscape in higher education and have a clear focus on student success.

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 2013-2014 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
- Coordination of planning efforts across Academic and Student Affairs

Course	Fall									
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Math 017	52.9%	55.2%	60.4%	52.3%	57.8%	51.8%	45.2%	48.0%	47.9%	46.2%
Math 118	53.3%	56.6%	63.5%	45.5%	55.1%	55.9%	48.4%	48.6%	52.9%	52.2%
English 098	55.8%	56.1%	52.9%	54.7%	56.1%	59.1%	57.3%	56.4%	59.9%	57.7%
English 101	68.0%	69.2%	68.8%	67.2%	70.0%	70.8%	69.9%	71.1%	72.7%	67.6%
Biology 106	81.5%	71.7%	74.0%	71.9%	73.6%	84.3%	82.1%	77.4%	83.3%	71.6%
CIS 103	67.4%	67.1%	75.4%	69.4%	73.5%	73.3%	78.1%	73.9%	73.5%	74.0%

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 CFT completed 43 projects in the 2013-2014 academic year. The mean number of days to complete projects was 235; the median was

174. Consistent with the Academic Master Plan, the CFT continued to increase 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 May 2014), with a five-year comparison of course development and revision. This table does not include addendums.

	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
New Courses	14	22	17	19	11
Revised Courses	3	13	17	33	26

The number of new courses and revised courses (combined) in 2013-2014 was lower than in previous years.

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. The percent of students graduating with more than two Writing Intensive courses also increased by 7%.

	May 2014	May 2013	May 2012	May 2011
Writing Intensive	49	48	46	25
Interpretive	76	73	71	65
Diversity	105	104	102	95

New, Revised and Eliminated Curricula

Through April 2013, one new degree program was approved - Biology. Two new proficiency certificates were approved – Entrepreneurship, and the Accounting Paraprofessional.

Three programs were eliminated – Billing/Financial Services Representative Proficiency Certificate; Medical Office Assistant Proficiency Certificate; Patient Service Representative Degree. Architecture, Interior Design, Culinary Arts and Religious Studies did curricular revisions.

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

	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
New Curricula	3	2	1	4	1
Revised Curricula	4	13	18	14	11

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.

Online Learning

The *Academic Master Plan (2009-2013)* included a goal to increase distance education (online learning offerings). Summer 2013 was the first semester that all online courses were hosted on the new LMS, Canvas. The departmental audit was also completed, including the recommendation that the name should change to the Office of Online Learning.

Online offerings continue to grow. As illustrated in the table below, the number of online and hybrid sections increased, with the number of hybrids in spring jumping 38%, with a mix of new courses, including 6 new English sections and 3 new ASL Interpreting sections.

	Fall Online	Spring Online	Fall Hybrid	Spring Hybrid
2013-2014	163	174	31	42
2012-2013	158	171	28	26
2011-2012	152	155	22	26
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 2013-2014, 34 new online and hybrid courses were approved.

The number of faculty teaching online increased 13% from 139 in 2012-2013 to 160 in 2013-2014.

According to the most recent Institutional Effectiveness Report (February 2014), the gap in successful grades between all courses and online courses shrunk this past fall, to just .3%. Withdraw rates continued to be higher for online courses, but the gap has narrowed, with the implementation of the online orientation and “early alert” messages.

Student outcomes in hybrid courses continued to be the most favorable. Because the number of hybrid courses at CCP is relatively small and they tend to cluster in certain disciplines, we need to be cautious about the interpretation of the data.

The number of faculty teaching online increased 13% from 139 in 2012-2013 to 160 in 2013-2014. This was the first full year of access to Canvas. On-campus use has been strong, with 38% of face-to-face classes using it spring 2014.

Study Abroad

The study abroad opportunities for students in 2013-2014 were Merida Mexico during Spring break; and in the early summer, South Africa, Cambodia, and Istanbul. Each of the three study abroad trips in the summer had two faculty members accompanying groups of students. Five students went to Cambodia, six to Istanbul and South Africa had 8 students.

In Turkey the students visited Istanbul and Ephesus. Highlights included the Hagia Sophia, Topkapi Palace, Chora Church, the whirling dervishes, and the Terrace Houses of Ephesus.

In Cambodia the students visited the National Museum, the Cheung Ek Killing Fields, the Wat Banan Temple, Angor Wat and Tonle Sap Lake.

In South Africa, highlights included visits to the Cape of Good Hope, Cape Town, Bo Kaap township, Joe's Children's Hospital and Stellenbosch farms.

These projects are funded in part by a continuing grant from the Monell Foundation, the College Foundation, and grants from the Turkish Coalition of America, the Turkish American Friendship Society, and the Middle East Center of the University of Pennsylvania.

Bucknell Community College Scholars

Since 2007, fifty-four CCP students have participated in the Bucknell Community College Scholars program. Four students from 2013-2014 will attend Bucknell full time starting Fall 2014. Seven students were accepted for the Summer 2014 Bucknell Community College Scholars program. Forty-seven student completed the summer program, twenty-seven were accepted at Bucknell, twenty-four were enrolled (3 went elsewhere) and fourteen have graduated to date.

Prior Learning Assessment

There was an increased emphasis on prior learning assessment to best meet the needs of students. As the chart below indicates the number of students taking advantage of such opportunities has increased.

	Credit by exam	LifeExperience	Military
2013	105 (9%)	112 (13%)	40 (53%)
2012	96	98	19

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.

New shows created this year include:

- New student quiz show "Show Off"
- New student magazine show "Focal Point"
- New episodes for Philadelphia Cultural Forum, Entre Nosotros, Tapestry of Life, Perspectives Series, Chefs Cook, Car Corner, Good Nutrition Made Easy, Burton Klein Speaks
- PSAs on Recovery for the Philadelphia Department of Behavioral Health

The shows on the CCPTV iTunes U site were downloaded over 31,000 times in the last year, in addition to 24,000 streams.

CCPTV received the following recognition:

- “You Decide: 2012” was winner of the Outstanding Achievement, College/University Student Production in Public Affairs/Community Service by the Mid-Atlantic Chapter of the National Academy of Television Arts and Sciences (Student Emmy).
- The PSA series on Recovery won a Communicator Award of Distinction, and a Telly Bronze Award.

Assessment of Student Learning Outcomes (Indirect and Direct Assessment)

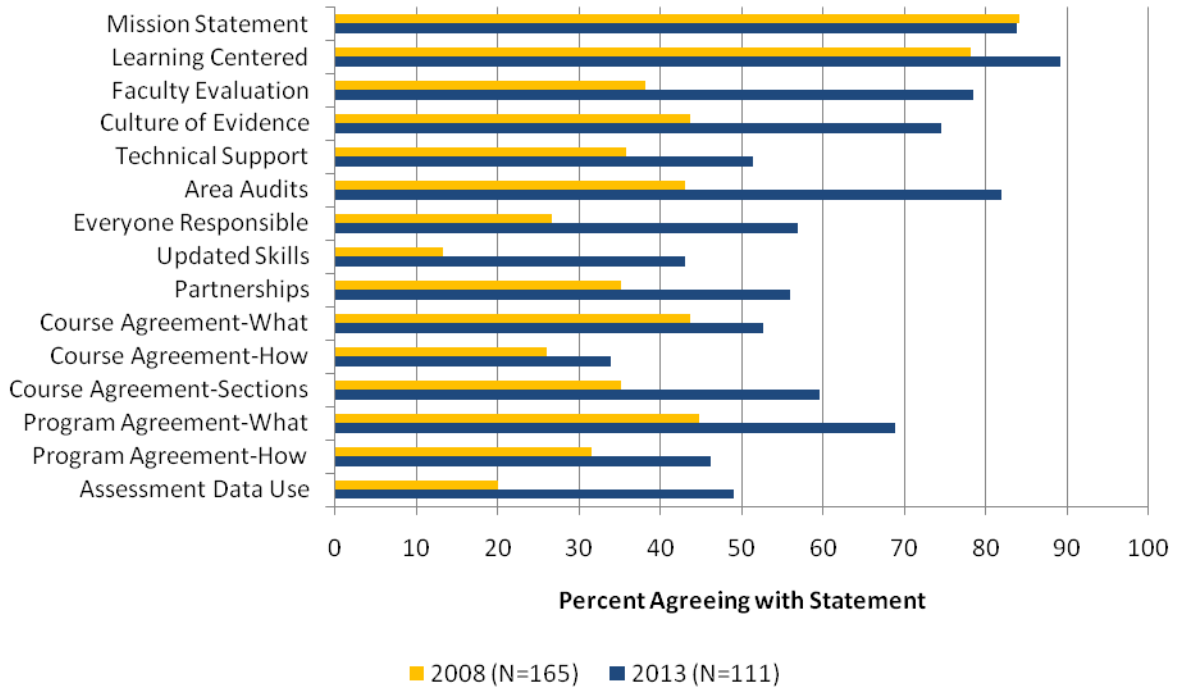
A major goal for Academic Affairs is assessment, particularly of student learning outcomes at the College level (general education/core competencies), program level and course level. This goal is reflected in the Strategic Plan and the first and second academic affairs master plans. Assessment of student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

Creating a Culture of Assessment

To assist with the College’s development of a culture of assessment on campus, Academic Affairs conducted a survey in 2008 with a follow-up in 2013. The surveys were administered to three groups on campus (with slightly different question sets for each): Academic Affairs, Student Affairs, and other areas. The survey was developed by education consultant Maggie Culp to help institutions understand the climate for assessment on their campuses. Questions ask about the collection and utilization of data, support for areas conducting assessments, partnerships with other parts of the College, and general agreement on goals and processes within a division. In 2008, surveys were distributed by paper during as part of Professional Development Days, there were 251 respondents. In 2013, surveys were posted to SurveyMonkey, and College employees were asked to complete it online via email; 155 individuals responded.

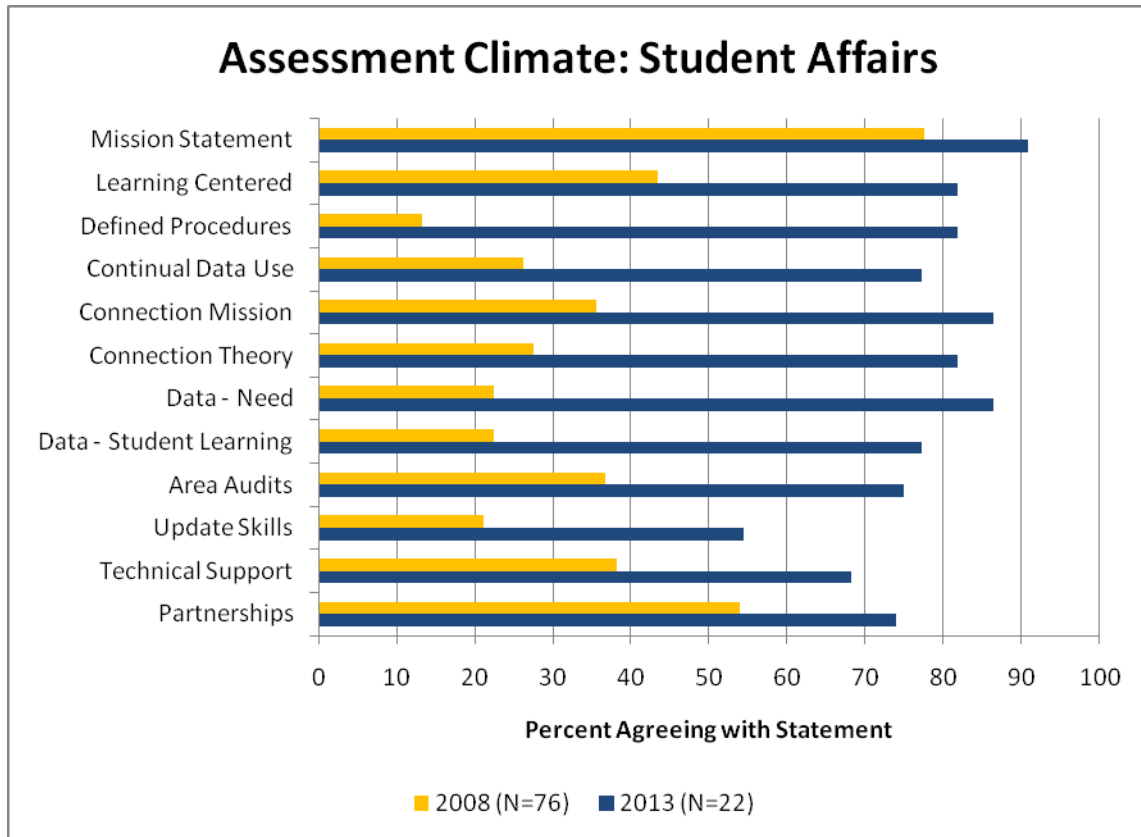
Generally, the responses demonstrate, for almost all areas, large and important increases in the campus’s understanding and use of, and support for assessment on campus. Within Academic Affairs (including faculty), the largest jumps were in an understanding of the difference between faculty evaluation and student learning outcome (SLO) assessment (Faculty Evaluation, increased 40 points), widespread conducting of audits (Area Audit, increased 39 points), developing a plan for creating a culture of evidence (Culture of Evidence, increased 31 points). Other topics experienced more than two-fold increases in agreement: believing that everyone is responsible for creating a culture of assessment (Everyone Responsible: increased 113%, from 44 to 75), the use of assessment data to strengthen courses and program (Assessment Data Use: increased 146%, from 20 to 49), and the opportunities to identify assessment skills and update them (Updated Skills: increased 223%, from 13 to 43). Figure 1.)

Assessment Climate: Academic Affairs



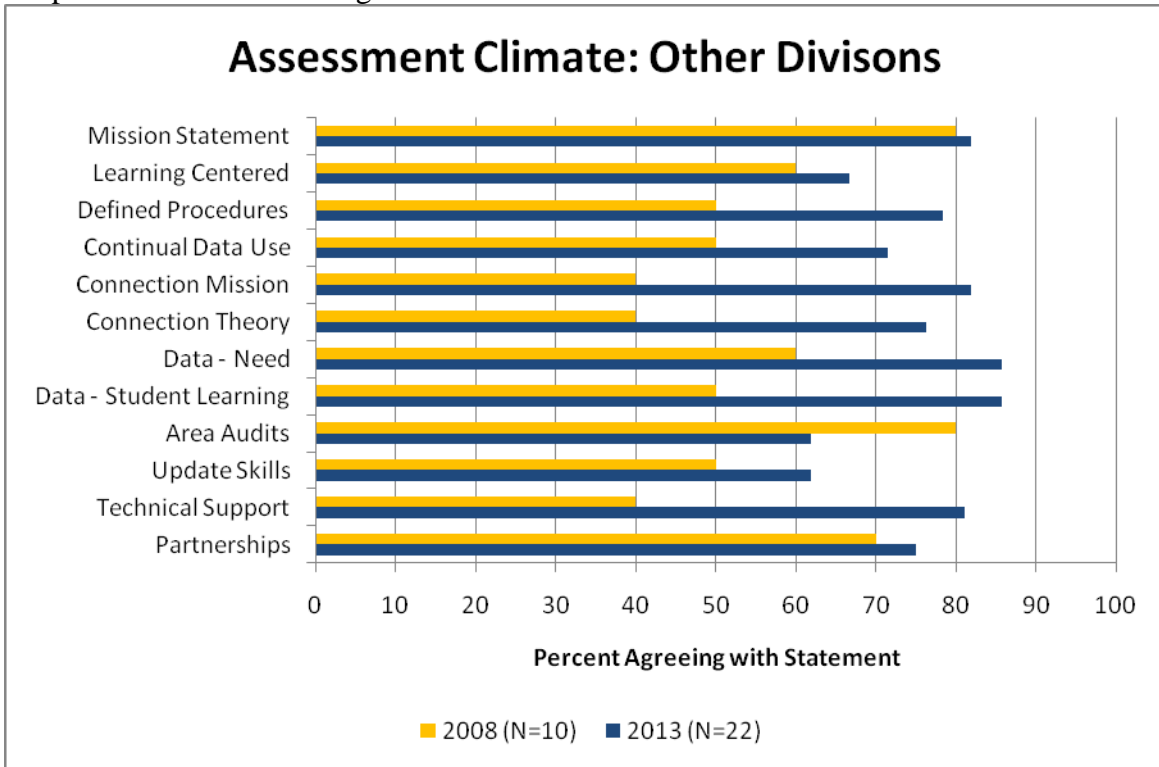
In Student Affairs, there were again increases in all areas; eight of the twelve questions saw increases of more than 50 points, which represented more than two-hundred percent increases. Three areas: the use of hard data to demonstrate student learning (Data-Student Learning: increased 55 point and 245%), the use of hard data to determine student, program, or institutional needs (Data-Need: increased 64 points and 286%), and the use of clearly defined planning and evaluation procedures (Defined Procedures: increased 69 points and 520%) had the largest gains.

2008/2013 Responses from Student Affairs



Finally, areas in the College other than Academic or Student Affairs (ITS, Finance, Advancement, Facilities, etc) also experienced gains in almost all areas. The largest gains were in the availability of technical support for assessment (Technical Support, increased 42 points, 103%), aligning policies to College goals (Connection Mission: increased 41 points, 103%), and aligning policies to relevant theories in education (Connection Theory: increased 36 point, 91%). There was a small decrease (from 80% to 62%) in a question asking about audits across the College’s divisions.

2008/2013 Responses from Other College Divisions



The above tables demonstrate that individuals working across the College feel that assessment is more integrated, more uniform, and that they are better prepared to participate in the process.

In Academic Affairs, further discussions about “how” assessment should occur at course and program levels (the “what” that should be assessed is fairly well agreed upon at this point) would not only help in skill development, but strengthen consensus about procedures. More assistance with how to use the data, once collected could also be helpful. Not only will that make the culture of assessment stronger, but also help individuals ask better questions when designing SLO assessments.

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 Affairs is responsible for direct assessment of general education/core competencies. Academic Department Heads serve as the General Education/Core Competency oversight group. Department Heads discussed one core competency/general education and assessment at each of their monthly meetings. They reviewed the results of assessments and made decisions about follow-up based on the data. Between reviewing 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. In 2013-2014 data from the assessment of Critical Thinking, Responsible Citizenship, Information Literacy, Technological and Quantitative Reasoning was presented to the Department Heads and they made decisions about next steps. The department heads also reviewed data on the “climate of assessment” at the College.

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 2013- 2014, a revised QVI was created. The revision strengthens the connections between program and course level assessment and “closes the loop.”The results are due in June 2014. Direct assessment is guided by program assessment plans. 100% of all programs have articulated program level outcomes.

Direct assessment of accredited programs includes reaccreditation and pass rates on certification exams.

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 2013-2014 has been at or near 100% for most departments.

Direct evidence is gathered by departments according to their assessment plans. 78% of all programs have completed at least one cycle of outcomes assessment.

Accountability and Compliance

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 2013-2014. Based on the number of programs at the College, approximately 15 academic audits need to be completed each year. Eight audits were completed for 2013-2014: A.A.- Liberal Studies, Africa Diaspora option; Medical Office Assistant Proficiency Certificate; A.A.S. -Patient Service Representative; A.A. S. - Accounting; A.A.S.- Photographic Imaging; A.A.S - Geographic Information Systems; GIS Academic Certificate, GIS proficiency certificate.

The audit of Distance Education (Online Learning) is complete.

TAOC

We are in compliance for all programs. We have a total of eleven program to program agreements. English was effective Fall 2013 and Biology and Education: Pre-K are effective Fall 2014.

Student Academic Support

A rich learning environment is key to student success.

Technology in 34 classrooms was updated in 2103-2104.

- New Smartboards: 5
- Updated projectors: 17
- Other: 12

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).

Center on Disability

The Center revised its new student orientation to focus exclusively on disability services, and encouraged all new students to participate in SOARs. This was an initial step in encouraging students associated with the COD to become connected with College-wide services. The Center offered best practices workshops and is leading the effort to increase college-wide awareness of issues related to accessibility and inclusion.

The COD saw more students during AY2014 compared with AY2013, and provided services to more students.

When we compare all of Spring 2013 with Spring 2014 (January 1 to April 15, 2014), we experienced the following increases:

- 27% increase in the number of accommodation letters prepared for students
 - Spring 2013 = 251/Spring 2014 = 318
- 25% increase in the number of students using our testing services
 - Spring 2013 = 83/Spring 2014 =104
- 32% increase in the number of students receiving Assistive Technology Training
 - Spring 2013 = 34/Spring 2014 =45
- 100% increase in the number of AT training sessions provided to students

- Spring 2014 = 86
- 56% increase in the number of students requesting alternate format texts
 - Spring 2013 = 25/Spring 2014 =39
- 56% increase in the number of alternate format texts provided to students
 - Spring 2013 = 70/Spring 2014 =109

Academic Advising

ESS continues to work to reframe the advising process. Some highlights for 2013-2014 are:

- Full implementation of the online advising scheduler. .
- JCAC - This year's discussions and projects have included Case Load Advising, Revisions to JCAC Report (additional agreements section), and centralized paid advising.
- Professional Development for Faculty Advisors - further revision of Tools & Concept workshop (to address application of Developmental Advising in the context of CCP advising structure) and consistent offerings of the workshop (including Fa13 & Sp14 PD week for general faculty and Business faculty).
- Encourage and support faculty in their use of My Degree Path and use of Developmental Advising strategies.
- 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).

Assessment Center

Highlights for the Assessment Center for 2013-2014 include:

- The Retesting Pilot continues to accelerate over 65% of students, who originally tested into ABE and Level 1 workshops into higher levels of English placement. Analysis of long term data is being conducted in the hopes that we can open the retesting to any students who test at the developmental level.
- The Assessment Center developed a new BRIO report for check-in that details prior testing dates and placement test levels, additionally, the report will now include grades for courses with the last two years as well as who currently has DE holds.

Developmental Education

There are multiple initiatives in developmental education for 2013-2014.

The Level One initiative continued. The table below shows the number of Level 1 students served in 2013-2014.

Workshop Totals – July 1, 2013 to May 1, 2014

	<i>Enrolled</i>	<i>Retained</i>	<i>Improved*</i>	<i>Registered for Classes**</i>
<i>Writing</i>	197	138	96	43
<i>Reading</i>	235	172	103	46
<i>Total</i>	432	310	199	89
		72%	64%	45%

*This column includes numbers from Spring 2014.

**This column does not include numbers from Spring 2014.

This year saw a dramatic reduction in the number of Level 1 students as the retesting pilot accelerated many of them into Level 2 or higher classes.

Workshop Enrollment 2012-2014

	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>% Decrease</i>
<i>Summer</i>	380	173	-	-54%
<i>Fall</i>	514	206	-	-60%
<i>Spring</i>	475	402	165	-65%

The following tables show enrollment, retention, improvement and transition rates for the reading and writing workshops this year.

Reading Workshops 2013-2014

	<i>Enrolled</i>	<i>Retained</i>	<i>Improved</i>	<i>Registered for Classes</i>
<i>Summer II</i>	37	29 (78%)	18 (62%)	10 (56%)
<i>Fall</i>	107	88 (82%)	50 (57%)	36 (72%)
<i>Spring</i>	91	55 (60%)	35 (64%)	NA

Writing Workshops 2013-2014

	<i>Enrolled</i>	<i>Retained</i>	<i>Improved</i>	<i>Registered for Classes</i>
<i>Summer II</i>	24	22 (92%)	11 (50%)	5 (45%)
<i>Fall</i>	99	71 (72%)	59 (83%)	38 (64%)
<i>Spring</i>	74	45 (61%)	26 (58%)	NA

The Developmental Education program began offering pre-workshop orientations and post-workshop “Bridge to the SOaR” sessions during this academic year. Those programs helped students understand the workshop and college expectations, and prepare to meet the challenges of both.

In 2013-2014, Developmental Education completed the outcomes assessment loop on two projects. The first project dealt with improving the Writing Workshop short-term success rate (improvement on the re-test after completing the workshop). The baseline success rate was 48% and the goal was to increase to 55%. As of, May, 2014, the writing workshop short term success rate is 70%.

The second outcomes assessment project involved increasing the overall transition rate from the Level 1 Workshops to college classes. After establishing a baseline of 52%, the goal was to increase to 60%. The overall transition rate for Summer II and Fall 2013 was 64%.

In 2013-2014, Developmental Education piloted the Noel Levitz College Student Inventory Form C with over 100 Level 1 workshop students. The tool provides information about academic and financial needs, career aspirations, the student’s support system and receptivity to assistance from the College. Preliminary data

analysis suggests that the tool is not predictive of college success but it does offer valuable information to students and staff

ESL

ESL enrollment is increasing at CCP.

The number of students enrolled in ESL classes in Fall 2011 , Fall 2012 and Fall 2013 increased.

ESL Students Registered for ESL classes

Fall 2011 – 621 enrolled

Fall 2012 – 783 enrolled

Fall 2013 – 819 enrolled (in reading and writing courses. 446 students were enrolled in listening and speaking courses (some of these are concurrent enrollments with the 819)

ESL students registered for ANY classes (ESL and non-ESL classes)

Spring, 2011 - 1417

Spring, 2012 - 1520

Spring, 2013 - 1641

Spring 2104 - 1494

Dual Admissions

The following are the total number of students who completed Dual Admissions intent forms and were conditionally admitted to the respective institutions.

Dual Admissions Institution	Sum 1, 2013	Sum 2, 2013	Fall 2013	Spring 2014*	Total # of intent forms
Arcadia University	4	11	33	(28)	76
Cabrini College	2	2	17	(6)	27
Chestnut Hill College	13	16	46	(48)	123
Cheyney University	1	3	23	(14)	41
Eastern University	1	4	13	(7)	25
Holy Family University	3	4	11	(16)	34
Immaculata University	NA	NA	9	(6)	15
LaSalle University	23	23	97	(74)	217
Peirce College	0	5	10	(8)	23
Rosemont College	4	4	16	(10)	34
Saint Joseph’s University	9	11	30	(26)	76
Temple University	38	50	294	(194)	576

* Processing for the Spring 2014 semester has yet to be completed; the figures in parenthesis are the total number of students who have been conditionally admitted thus far this semester – through April 23, 2014.

Note: Immaculata University’s agreement started as of Fall 2013 thus no intent forms were completed prior to that dates.

Majors Fair

The purpose of the Majors Fair is to offer students the opportunity to explore academic options and meet with faculty in various programs. Participation by faculty and programs has increased. In Fall 2012 there were 38 majors/programs represented and 40 faculty participated; Spring 2103 had 42 programs and 40 faculty. In Fall 2013 there were 48 programs represented by 58 faculty and in Spring 2014 there were 46 programs and 43 faculty. Student and faculty survey data show strong satisfaction with the Fairs.

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, , 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.

Summer 2013 ACE Outcomes

Total High Schools Represented	66
Total Participants	221
Total Academically Challenged	32
Total Academically Prepared	189
*Total Students Receiving College Credit (C or higher) ¹	68 (76%)

**76% represents a +2% increase from 2012*

Summer 2013 ACE Partnerships

1. ASPIRA-Olney
2. Conveyer Belt Initiative
3. Gateway to College
4. GEAR UP Partnership
5. GEAR UP State
6. Philadelphia Academies, Inc.
7. Project HOME
8. Small Learning Communities
(SDP)
9. UPHS Pipeline Program
10. YouthBuild Charter School

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 644 courses. Major dual enrollment partners included:

1. ASPIRA-Olney
2. Conveyor Belt Initiative (Bank of America Sponsorship)
3. Mariana Brachetti Charter School
4. Mastery Middle College Partnership
5. Mastery-Lenfest Campus
6. PA Cyber
7. Prep Charter
8. Sankofa Freedom Charter School
9. YouthBuild

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 2013 and Fall 2013, 204 of students received a grade of "C" or better.

Literacy – Adult Basic Education (ABE)

Adult Basic Education (ABE) is a free refresher program in reading and writing for those students who have made application to the College with the intention to enroll into credit-bearing classes, took the COMPASS placement assessment and whose scores fall below the

minimum for placement into the College’s developmental or credit bearing course sequence. The targeted purpose of the College’s ABE classes is similar to that of the College’s level 1 workshops in ESS in that students are receiving instruction to improve their skills and attempt to enroll into appropriate developmental or credit bearing courses upon completion of the program. Students retake COMPASS after completing the ABE program to re-determine their placement levels. This program is essentially a lower-level developmental tier and is viewed as a vital component of the City’s emphasis on transitioning under-prepared students successfully into postsecondary education.

ABE

ABE ENROLLMENT – 2013-2014

	F2013	Sp2014	SS1 2014	TOTAL	%
# SECTIONS	4	4	2	10	
REGISTER	98	78		176	
SCHED RETEST	67	54		121	69%
TESTED	42	50		92	76%

ABE ENROLLMENT – YTD

	F2012-Ss1'13	F2013	Sp2014	SS1'14	TOTAL	%
# SECTIONS	11	4	4	2	10	
REGISTER	276	98	78		452	
SCHED RETEST	163	67	54		284	63%
TESTED	131	42	50		223	79%

ABE PERFORMANCE – 2013-2014

Retest Placement		F2013	Sp2014	SS1'14	TOTAL	%	% Improved
Level 6	Eng 101	1			1	1%	2%
Level 5	Eng 101/108	0			0	0%	0%
Level 4	Eng 098	1			1	1%	2%
Level 3	Eng 098/108	1	3		4	4%	7%
Level 2	Eng 098/099	12	13		25	27%	45%
Level 1	Workshops	9	15		24	26%	44%
ESL	ESL Credit	0			0	0%	
ABE	ABE	18	19		37	40%	
TOTAL		42	50		92	100%	

ABE PERFORMANCE - YTD

Retest Placement		F2012-Ss1 2013	F2013	Sp2014	SS1'14	TOTAL	%	% Improved
Level 6	Eng 101	2	1	0		3	1%	2%
Level 5	Eng 101/108	0	0	0		0	0%	0%
Level 4	Eng 098	0	1	0		1	0%	1%
Level 3	Eng 098/108	7	1	3		11	5%	7%
Level 2	Eng 098/099	46	12	13		71	32%	45%

Academic Affairs Division Report (2013-2014)

Level 1	Workshops	45	9	15		69	31%	44%
ESL	ESL Credit	2	0	0		2	1%	1%
ABE	ABE	28	18	19		65	29%	
TOTAL		130	42	50		222	100%	

ABE PERFORMANCE - Enrolled in Next Placement

Retest Placement		F2012	Enrolled in Sp2013	%
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	0	
ABE	ABE	11	5	45%
TOTAL		50	33	66%
Placement		Sp2013	Enrolled by F14	%
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	3	100%
Level 2	Eng 098/099	18	13	72%
Level 1	Workshops	22	15	68%
ESL	ESL Credit	2	2	100%
ABE	ABE	13	6	46%
TOTAL		59	40	68%
Placement		SS12013	Enrolled by F14	%
Level 6	Eng 101	0	0	
Level 5	Eng 101/108	0	0	
Level 4	Eng 098	0	0	
Level 3	Eng 098/108	1	1	100%
Level 2	Eng 098/099	9	6	67%
Level 1	Workshops	7	4	57%
ESL	ESL Credit	0	0	
ABE	ABE	4	1	25%
TOTAL		21	12	57%

Due to the impact on ABE numbers resulting from the re-test pilot, the Fall 2013 semester began with the program no longer using a floor or score criteria as a condition of enrollment. The College changed the placement test policy in April 2013. Students testing Level 1 or ABE now have the option of re-testing without first enrolling in a class. Close to half of the students who chose this option improved their placement level. As a result, the ABE program was now able to accommodate nearly all the students who tested below Level 1. The number of referrals to the Mayor’s Commission on Literacy (MCOL) also decreased which was a positive outcome for the College and served to improve partnerships and communication with MCOL.

A total of 8 sections were approved for the fall and spring semesters. 2 sections are scheduled for the summer semester.

- A total of **176** students were enrolled.
- Of these, **121** students were scheduled for a re-test.
- **76%** (n=92) students actually took the scheduled re-test.
- **60%** of the re-tested students improved their placement level.
- The majority of these students (**56%**) placed at Level 2 or higher.
- **44%** of these students improved to Level 1. (In contrast to last year where **78%** of the re-tested students improved their placement.)

Since Fall 2012, there have been **223** students re-tested with **71%** improving their placement. The majority (**56%**) of these students placed Level 2 or higher.

A review of data on 2012-2013 ABE students indicates that most students eventually continue their enrollment. The higher one’s placement, the more likely one is to continue. However, less than half of the students who retested and placed again at the ABE level go on to re-enroll into an ABE class at the College.

Literacy – General Education Development GED

GED Preparation Classes help prepare individuals for the battery of General Educational Development (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. Students must be at least 18 years of age and not enrolled in secondary school.

GED ENROLLMENT – # of Students

2013-14 # of STUDENTS - GED								
	Main	NW	WP	Congreso (no sections this year)	Aspira	CASA		Total
F13	61	87	66	0	9	18		241
SP14	52	21	12	0	0			85
**Ss12014	0	0	0	0	0			0

Academic Affairs Division Report (2013-2014)

Total	113	108	78	0	9			326
2012-13 # of STUDENTS - GED								
	Main	NW	WP	Congreso	Aspira			Total
F12	63	92	97	25	18			295
SP13	60	100	91	19	14			284
Ss12013	19	68	69	0	0			156
Total	142	260	257	44	32			735

**Registration for summer still underway.

GED ENROLLMENT – # of Run Section

2013 – 14 # of Run Sections- GED								
	Main	NW	WP	Congreso (no sections this year)	ASPIRA	CASA		Total
F13	3	4	4	0	1	1		13
SP14	3	2	1	0	0	0		6
Ss2014	0	0	0	0	0			0
Total	6	6	5	0	1	1	0	19

GED PERFORMANCE – Practice Test Scores

Average GED Practice Tests Scores					
To pass a student must project a minimum score of 410 on each of the 5 subtests and have a 5 tests average 450					
	Science	Social Studies	Reading	Math	Writing
F2013 n=96 (missing 1 section)	467	487	455	460	491
2012-2013 n=408	456	478	438	427	460
2011-2012 n=293	455	479	446	419	458
2010-2011 n=346	470	481	450	426	463
2009 – 2010 n=419	449	479	447	437	472
2008 - 2009 n=427	457	483	452	447	473
2007-2008 n=396	446	469	468	421	465
2006-2007 n=242	463	488	446	445	464

GED PERFORMANCE – Retention

Year	Retention Rate (# of practice tests divided by total students)	Avg. Class Size (# of students divided by total sections)
F2013 (missing 1 section)	44%	19
2012-2013	56%	22
2011-2012	52%	22
2010-2011	48%	21
2009-2010	53%	21
2008-2010	50%	21
2007-2009	52%	17
2006-2007	36%	19

Fall 2013 was the last semester of preparation classes for the 2002 version of the GED Test. GED ran a total of 13 classes during the fall. Classes were held at Main Campus, the West and Northwest Regional Centers as well as two community based sites; ASPIRA and Casa Del Carmen for GED in Spanish. Since the fall was the last semester for the 2002 test, 3 GED Math-only sections were offered to provide an opportunity for those in the community to prepare for the test before the December 2013 deadline.

241 students were served during the fall semester (average class size = 19 students). The retention rate dropped to 44% as students were exiting the class to take the actual test (as is customary for GED programs). The College's GED Official Practice Tests scores continue to average above the minimum of 410 for each test. Notably, all scores averaged above 450 including Math for the first time.

In preparation for the new 2014 GED Test, DACE conducted a workshop during fall professional development week entitled *GED 2014: A New Assessment for the 21st Century* as a follow-up to the spring professional development week workshop. 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 were also instructed to view the seven webinars on the GEDTS website and print the certificate of completion.

New instructional material was chosen to reflect a blended instructional model and to align with the College's 2006-2011 literacy audit. *Essential Education's GED Academy software* with its 3 skills book; *reading, writing and mathematics* was selected because of its ease of use and correlation to the new GED 2014. A workshop in the spring was conducted by Essential Education on the new textbooks and software. Three new courses were written for GED to reflect the learning objectives of the new test.

The goal for 2014 was to have the instructors learn how to use the new instructional material. GED Reading and Writing classes were offered in the spring. Math would be introduced in the summer.

Due to a national lack of materials and support resources, Spanish GED classes have been placed on hold.

Students were given access to GED Academy which they are able to access from any computer with the internet. They also received a voucher code for a subject practice test. Instructors were able to schedule some computer lab time for their classes.

No practice tests scores are provided for spring 2014. The new practice test is online. It also provides a diagnostic report.

Literacy - Noncredit English as a Second Language (ESL)

The ESL Institute 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* and *Vocational ESL for Banking and Finance*.

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 (continuing students only) and run during morning, afternoon and evening hours. We offer morning classes on Saturdays only in the Fall semester at the Northeast Regional Center.

Below is a table of ESL Institute enrollments covering the last 3 years for comparison purposes.

Semesters	Students	Instructors
SP’11 – FL’11	1,052	31
SP’12 – FL’12 –No Summer	841	28
SP’13 – FL’13	917	30
*SP’14 – SS1’14 (No fall #'s yet)	478	17

In the Fall 2013 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. We continued using *Future Transitions to Work* as part of the curriculum; where workplace skills and career-readiness in the healthcare, technology, manufacturing, hospitality, and food service are contextualized with the English language. In addition, we established a standardized writing rubric for the three levels of English we teach to improve students’ writing skills and better prepare them to write the essay; a critical component of the College’s ESL Placement Test. The course evaluation criteria was revised; students must attend a minimum of 75 hours of instruction, score a total of 80% on the tests and pass the writing skills component with 33 out of a total of 60 points. The attached data shows performance scores and retention.

Semester	Students	Tests (3)	Passed	% Passed	Retention
F2013	408	373	311	83%	91%
Sp2014	357	302	270	89%	85%

Also, under the program manager's supervision, a designated group of instructors revised the Future curriculum and testing materials for ESL 1 and 2; in accordance with the 2006-2011 Literacy Audit recommendations to contextualize the curriculum per the Mayor's Commission on Literacy (MCOL) goals for the City. The revised curriculum and testing materials will be implemented in the Fall 2014 semester. The revised curriculum and testing materials for ESL 3 were implemented in the Fall 2013 semester.

ASPIRA and Casa Del Carmen – continue to partner with the College for the benefit of the parents and the communities they serve. A total of three classes were scheduled: one at ASPIRA and two at Casa in the Fall 2013 and the Spring 2014 semesters. As an incentive, ASPIRA and the Institute's program manager agreed on offering free breakfast to the ESL students, supported by ASPIRA. Casa offers free social services to those of all ESL students who need and request them.

Gateway to College

Gateway to College (GtC) serves at-risk youth, 16-21 years old, who have dropped out of school. This School District of Philadelphia-funded accelerated high school program gives students the opportunity to earn a high school diploma while concurrently earning college credits and achieving post-secondary success. It is under the Alternative Education Division (Learning Network #4) of the School District of Philadelphia. In 2012-13, in response to an RFP released for new/renewed programs, the College's Division of Adult and Community Education submitted a proposal and was funded for a 3-year contract, serving 100 students annually. With this new contract, GtC hired critical new staff to include an additional Academic Coordinator, a Special Education and Intervention Coordinator, and 3 part-time Academic Mentors. 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. In addition to these elements, new components were added to enhance academic progress of students which includes the creation of Achievement Lab (a monitored "study hall" of sorts where students are rostered to receive targeted academic supports), fully rostered class and support schedules to eliminate gaps in between course times, and enhanced use of credit recovery software to assist students in high school credit accumulation. The program continued to strongly support students throughout the school year. Once students complete an intensive term of foundational coursework, they are mainstreamed throughout the College to take full credit-bearing college courses to complete their high school requirements and gain post-secondary credit. GtC exposes students to career and college exploration, service learning, activities and emotional development workshops and supports to aid them in their journey of becoming mature and responsible citizens.

Staff report the following Student outcomes:

currently these gains are calculated as the # of students who placed into and passed developmental English and Math in Summer 2013, Fall 2013, and Spring 2014)

English 098: 20 pass
21 fail
Pass rate: 49% (withdrawals not included)

English 099: 27 pass
26 fail

Math 016: *Pass rate: 51% (withdrawals not included)*
1 pass
4 fail
Pass rate: 20% (withdrawals not included)
Math 017: 9 pass
20 fail
Pass rate: 31% (withdrawals not included)

124 students who have taken college courses since July 2013, 75 (60%) are still enrolled or have graduated as of the end of the Spring 2014 semester.

In Summer II 2013:

28 students took 33 classes (31 classes were passed)
28 students (100%) earned at least 1 high school credit

In Fall 2013:

86 students took 200 classes (11 CR classes and 189 college classes):
2 students earned .5 credits (CR course) (2%)
37 students earned 0 credits (43%)
22 students earned 1 credit (26%)
19 students earned 2 credits (22%)
5 students earned 3 credits (6%)
1 student earned 4 credits (1%)

In Spring 2014:

86 students attempted 214 classes (8 CR and 206 college classes)
1 student earned .5 credits (CR course) (1%)
39 students earned 0 credits (45%)
19 students earned 1 credit (22%)
19 students earned 2 credits (22%)
8 students earned 3 credits (9%)

24 students have been in senior status between Summer II 2013 and Summer I 2014.

- 4 of those students have already graduated.
- 2 students stopped attending the program.
- 1 student will be done with all requirements at the end of the Summer I 2014.
- 1 additional student will be obtaining a Commonwealth Diploma.
- 16 students will be graduating at the end of the Summer I 2014 semester.

Keystone Education Yields Success (KEYS)

The KEYS Program is a unique supportive service program that infuses education, employment & enrichment creating an empowering experience that accelerates students into the workforce to enhance vocational exposure & earning potential. With a mission to increase self-sufficiency in the

lives of individuals & families in the Commonwealth of PA, KEYS enlists the proven benefits of higher education to achieve its aim. Through a collaborative between the College and the PA Department of Public Welfare, KEYS assists eligible students in receiving a career-specific credential and enhancing employability in careers that can provide family-sustaining wages.

KEYS blends education, employment and enrichment to facilitate student success and sustainability. Students enrolled in the program are required to participate in active job search while pursuing short-term credentials to enhance employability. Students enrolled in the program are connected with a Student Facilitator who provides academic guidance, professional coaching and enrichment opportunities. Student Facilitators work with students to address diverse academic and personal challenges. Additionally, the program offers employment placement through career development services provided by the KEYS Job Developer and employment partners. The program equips students with educational and professional experience that will facilitate greater marketability and opportunity in the workforce prior to completing their program of study. The aim is to accelerate student credential attainment through the completion of short term, college-level certificates. Acquiring this credential in advance of the traditional associate's degree is one of the tools used to propel participants into career-related positions and one step closer to increased self-sufficiency.

Students are linked to educational, employment and social resources both on and off campus. Academic performance is monitored and students are referred to needed services such as tutoring, mentoring, and career and personal counseling. KEYS operates as a liaison to assist students in accessing benefits and services through the County Assistance Office and other community agencies.

KEYS received an increased budget more equitably aligned with program numbers and needs. The increase in needed staff this year has supported the program in its ability to better address the varied needs of its many participants.

The program received an audit finding this year which will be corrected going forward.

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 grant funded for five years from the United States Department of Education (2012-2017). The program filled the annual 225 student population for the year with a waiting list.

The TRiO Upward Bound Program

TRIO Upward Bound is an intensive enrichment program designed to serve low income high school students who plan to be the first in their family to attend college. The program curriculum is

developed to reflect students' needs as they aspire to go to college. The program reflects the Community College of Philadelphia's mission to provide services which inevitably result in a well-rounded student and prepared. The program has two components: Summer Component and Academic Year Component.

Summer Component: During the 7 week summer program, students attend academic workshops in Math, Lab Science, English, Foreign Language and special topics workshops. Additionally, students participate in life skills training and workshops. Students also go on weekly cultural trips and college visits. Students are expected to attend academic workshops Monday-Thursday. 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.

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.

Workforce Development

According to Corporate Solutions records, CS has provided net revenue to the College in support of the College's financial goals. The unit goal was to generate net revenue of \$1,381,200.

As of the end of May 2014 revenue was \$1,025,173.09 which represents 74% of our annual goal. This does not take into account income from WEDnetPA funds allocated. As of May 2014 Corporate Solutions has served 38 corporate clients for FY 2013-14. There were contracts with 27 companies to allocate WEDnetPA funds totaling \$239,989. The Division had 17 Corporate College clients and 8 Contract Training clients for FY 2013-14.

The Corporate College unit has maintained a training relationship with at least 77 % of FY 2012-13 clients and our Corporate Contract Training unit (Customized Training) has maintained a training relationship with at least 41 % of FY 2012-13 clients.

A Vibrant Academic Community

Vibrant academic communities reflect engagement of community members in professional activities within and beyond the institution. Below are some examples of engagement by Centers, Departments and individuals.

Fox Rothschild Center for Law and Society

- Law and Society Week

Law and Society Week for 2014 had a total attendance of approximately 1700 during the 25 sessions. Highlights included sessions with former Governor Edward Rendell, a panel of individuals involved in the burglary of the FBI headquarters and the author of a book about them, a session with the first person in the U.S. to be exonerated from death row, sessions with judges from the Federal Third Circuit and the Court of Common Pleas, a session on technology and domestic relations and a session on international trafficking. The Center staff focused on expanding internal partnerships. New collaborations this year were cultivated with the Biology Department, Automotive Technology Program, Fire Science Program and Culinary and Hospitality Management Program. Offerings during Law and Society week were also expanded to include additional sessions at Regional Centers. Three events were held at the NWRC for the first time which served a total of approximately 70. Two events were held at the WERC and five events at NERC. The week also included for the first time, a discussion guide for faculty which provided short and long questions for all sessions and was very well-received. Assessment through the form of questionnaires was obtained at almost all sessions. An initial review of the results indicated that all sessions were very well-received and that attendees felt that their interest had been stimulated in the sessions attended. A full assessment report of the week is being compiled and will be available in July. The Center's Face book page was updated throughout Law and Society week which led to additional individuals connected to the Center's page. (The page "fans" increased from 440 to over 500 during Law and Society Week.) Evaluation of the week has led to the decision to no longer offer continuing education credit for employees of the probation or parole offices. Continuing legal education credit was obtained for most sessions offered during Law and Society Week. The number of attorneys attending the week continued to expand and the feedback indicated that the programs were found to be outstanding by the majority of those attending.

- Wills for Heroes Service Learning Project

The annual Wills for Heroes Service Learning Project \was held on April 12th at the NERC. More volunteers in all categories than could be used came forward this year. Forty-five wills were prepared. Surveys completed by students indicated that they learned substantive skills and developed their professionalism.

- Re-entry Support Project

The Re-entry Support project's mission is to engage current and formerly incarcerated Philadelphia citizens with higher education and direct and indirect support services that foster student and community reintegration success 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 continued support of the PBI grant, classes were behind the bars at Cambria Detention Center (REACH program). Two classes are 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.

With a grant from the PA Commission on Crime and Delinquency, Justice Assistance grant, the College expanded its program to women behind the bars

- We the People Collaboration

In collaboration with We the People Foundation, the Center provided six judges for this year's competition held at the Constitution Center. Judges included faculty members, center fellows and advisory board members.

- Board Development

An Advisory Board for the Center has been established. The members are Dan McElhatton, Esquire; David Trevaskis, Esquire; Robert Cavalier, PhD; the Honorable M. John Younge and Stephen Brill Esquire; Kelley Hodge; H. Graham McDonald, Esquire; and Timothy Roseboro. Stephen Brill agreed to be Board Chair.

- Mural Arts Collaboration

The Center collaborated with Mural Arts on a conference on mass incarceration held in April 2014. This event was attended by over 200 individuals from across the City.

- Nonprofit Training

In collaboration with Charter Choices, the Center developed and offered nonprofit board training.. This training was offered on Saturday April 4, 2014. The session was over-subscribed and attended by 30 individuals. Post assessment for the session indicated that attendees found the event to be beneficial and interesting.

- Becker Award

Kathy Smith serves on the Becker Award Committee. She participated in the planning of the Becker Award for 2014 which honored Senator Casey. At the ceremony, the Center also gave out two public service awards.

- Center Director additional activities

As Center Director, Kathy Smith served on the ABA Commission for the Approval of Paralegal Programs and conducted a site visit for the Paralegal programs at North American University in Rapid City, South Dakota for reapproval. She also conducted a

site visit in response to its application for initial approval of the North American University's location in Minneapolis, MN. She has been assigned to a subcommittee of the Commission and the Standing Committee on Paralegals.

During the Spring 2014 the Center Face book page was updated with information and photographs from Center events. Updates on Center events to paralegal students and alumni were provided through our listserv which presently has 790 subscribers.

Center for International Understanding

- CCP continued in its role as a cluster leader college in the three year "Bridging Cultures" National Endowment of the Humanities Project/Asian Studies Development Project. 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. Year two activities included a three day workshop October 28, November 15 and 16 at the College. The workshop, "The Monkey Bridge: Cultural Transmission and Transformation in Southeast Asia and China" focused on sections of the *Ramayana* and *Journey to the West* to understand the dynamics of cultural transmission and the interplay of religion, literature, history, and art. It explored the power of stories to cross borders and to effect and reflect cultural change. Speakers included national and international scholars. Approximately 150 students attended in addition to faculty from CCP and our partner institutions. Faculty created course modules, entire courses, conference papers. Four additional roundtable discussions were held.
- Study Abroad –. See above under "Diversified Learning Opportunities" for details on the summer study abroad opportunities offered. Preparation for study abroad included review and updating of Travel Guidelines, Emergency Guidelines, 15 study abroad information sessions for students, health and safety workshops for students and faculty, faculty planning and preparation to include review of budgets and itineraries, and coordination of funding. The Center also collaborated with the Office of Student Affairs on the Spring break workshop/trip to Merida, Mexico. Attendees included an administrator from Student Affairs, three faculty and 12 students.
- Collaborated with the Student Affairs on the week long International Festival. The Director, Fay Beauchamp led faculty development workshops on integrating themes of global diversity and writing assignments into course modules related to Festival events. Created the Diane C. Freedman Memorial Lecture, held during the Festival week, as well as faculty development workshop to provide faculty with primary texts to lead students to consider conflicting points of view, and to provide the context for the discussion of women in history and literature as well as the connections between China and Japan.
- The Center brought students and faculty to the Arden Theater production of *Water by the Spoonful*. This play drew together themes of the Iraq war and a Puerto Rican veteran

- With support of the College's Foundation, the Center sponsored a Fall professional development program for junior faculty, to help prepare them to teach courses which meet the global diversity curricular requirement. Eleven faculty participated. The group participated in events and workshops; and prepared final reports on classroom application and integrating co-curricular activities, scholarship and research, conference papers.
- The Center Director, Fay Beauchamp is the Vice President for Special Projects of the Japan Studies Association. She initiated, created and designed a workshop in Kyoto, "Creating Kyoto: an Interdisciplinary Faculty Development Workshop", to be held June 22-29. Thirty three faculty from around the country applied. Three CCP faculty were selected to attend. Fay also presented at the JSA conference in January. Fay also organized and acted as co-chair for a four day workshop held in Wichita, Kansas on the theme of Japan and East Asia in the 21st Century. CCP was listed as a supporter of the workshop.
- Wrote and have preliminary approval for a National Endowment of the Humanities grants on India – projected start date October 2014.

Center for Science and Engineering Education

- Posters from all the science departments were displayed during the week of April 15th. There were over 350 posters on display on Main Campus and the Regional Centers. This represented the participation of approximately 400 students.
- Science Festival on the Parkway - CCP faculty provided a hands-on science experiment with individualized instruction to about 350 area children. Parents were provided with a handout with expansion activities so parents could continue to work with their children at home.
- A Science Club was formed and sponsored several events during the year.
- One Science Book – approximately 20 students and ten faculty read "The Philadelphia Chromosome." Discussions took place during the year and the author spoke on campus.
- CCSET (*College Connection for Science and Engineering Technology*) continued for the with participation from 70 students, from five different high schools, doing 5 experiments. CCSET provides an opportunity for high school students to perform laboratory experiments that that may not be able to perform at their high schools.

Faculty Center for Teaching & Learning

The Faculty Center for Teaching & Learning (FCTL), offered 94 faculty development sessions this academic year (see table below). A total of 112 faculty participated (68 full time, 30 part time, 4 VL's and 6 administrators). Six individuals did not indicate their employment status. Forty-five Faculty Learning Certificates (FLCs) were awarded to 32 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.

<u>Workshop</u>	<u>Total # of Sessions</u>
<u>The Global Classroom</u>	<u>19</u>
<u>Mindful Learning, Mindful Teaching</u>	<u>17</u>
<u>African Literature Group</u>	<u>6</u>
<u>Adult Education Theory to Practice</u>	<u>1</u>
<u>Conversations on Teaching Writing</u>	<u>6</u>
<u>Canvas User's Group</u>	<u>6</u>
<u>Blended Learning Reading Group</u>	<u>6</u>
<u>Math Reading Group</u>	<u>6</u>
<u>Wellness Series</u>	<u>5</u>
<u>The College Fear Factor Reading Group</u>	<u>4</u>
<u>SoTL</u>	<u>4</u>
<u>Information Literacy</u>	<u>2</u>
<u>In their Own Voices (Student Video and Discussion)</u>	<u>1</u>
<u>Micro Aggression in the Classroom</u>	<u>1</u>
<u>PhD Question and Answers</u>	<u>1</u>
<u>Recognizing Resilience</u>	<u>1</u>
<u>Safe Space Training</u>	<u>1</u>
<u>Flipping to Engage: Blended Learning Comes Alive</u>	<u>1</u>
<u>Teaching and Learning Library Resources</u>	<u>1</u>
<u>Early Alert</u>	<u>1</u>
<u>The Two Cultures Book Club</u>	<u>1</u>
<u>CSEE FLC</u>	<u>1</u>
<u>Working on Your Dissertation</u>	<u>1</u>
<u>Apartheid's Oppression as Depicted in SA Lit</u>	<u>1</u>

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

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 continued 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 (reading/writing strategies, assessment, course design); and conducting classroom observations.

There were 16 new faculty this year from the departments of Allied Health; Architecture Design and Construction; Computer Technologies; Counseling; CAHM; English; Foreign Languages; History, Philosophy and Religious Studies; Library; and Nursing . Three faculty who were new last year participated in selected sessions. Ten sessions were held throughout the academic year with an average attendance of 13.4 per session. Ten participants received certificates for completing 80% or more of the sessions.