Since its founding in 1966, CCAC has flourished, becoming the educational powerhouse it is today—a nationally renowned two-year college dedicated to serving all members of the community. From groundbreaking student success initiatives to top-ranked academic and career-based programs, CCAC continues to be the college of choice for nearly one out of three adults in the Greater Pittsburgh metropolitan region.

Every year, more than 25,000 students enroll at CCAC, taking advantage of 160+ degree, certificate, diploma and transfer programs while thousands more access noncredit and workforce development courses. Comprising four campuses and four neighborhood centers, as well as other off-site locations, CCAC is honored to have one of the largest veteran student populations in the state and takes pride in ranking among the nation’s top community colleges for the number of individuals graduating in nursing and other health-related professions.

CCAC graduates have transferred to the nation’s most prestigious colleges and universities, have obtained the most academically challenging and competitive degrees, and can be found at leading companies, organizations and institutions throughout the country. CCAC alumni are actively engaged in every sector of society, providing leadership to scores of economic, scientific, civic and philanthropic endeavors both in the Pittsburgh region and around the world. Visit ccac.edu to learn more.
MISSION
The Community College of Allegheny County prepares individuals to succeed in a complex global society by providing affordable access to high-quality career and transfer education delivered in a diverse, caring and innovative learning environment.

VALUE STATEMENT
LEARNING
We are committed to high academic standards and quality services provided in a caring, innovative and professional learning environment that places the success of students first.

COMMUNITY
We strive to serve the educational, economic and social needs of the community as one college through creative collaboration and teamwork.

DIVERSITY
We honor and embrace diversity by creating a positive, inclusive college culture that respects individual differences and values the unique experiences and perspectives of all students, faculty and staff.

INTEGRITY
We promote an honest and open exchange of information and ideas, accountability for the effective use of resources placed in our trust and the fair and consistent treatment of all individuals.

VISION STATEMENT
The Community College of Allegheny County will be the region’s preferred gateway to a more prosperous future. Through our commitment to learning, innovation and positive social change, CCAC will advance individual and community success.

LEARN, GROW, INSPIRE.
A MESSAGE FROM THE PRESIDENT

For more than half a century, the Community College of Allegheny County has opened its doors—and a world of opportunities—to students living both here and further afield, inspiring them to think critically, learn creatively and achieve more than they ever thought possible. Each day, CCAC graduates are hard at work, contributing their considerable knowledge, skills and expertise to enrich the places we all call home.

These are just a few of the reasons CCAC is one of the region’s most respected institutions of higher education and why CCAC graduates continue to be highly sought after by employers everywhere, including by leaders in business, health care and STEM-related fields. Hardly a day goes by where I don’t meet successful CCAC alumni who are helping to make a real difference in their communities.

Given the significant role CCAC plays in the lives of so many, I am pleased to present the college’s 2017 Annual Report, which champions the work CCAC is doing, both in and out of the classrooms, to foster student achievement within higher education. In addition to celebrating the accomplishments of the past year, the report covers some important future projects now under development, including the construction of a brand new training center—the cornerstone of a comprehensive campaign designed to showcase CCAC’s innovative, real-world approach to workforce training in the region.

As the Community College of Allegheny County prepares to break ground for its newest center of learning, CCAC will continue to break ground in other ways—by pioneering new and innovative educational pathways to help our students succeed both academically and professionally. With nearly 95 percent of CCAC graduates choosing to remain in the region, I am acutely aware that what our students are learning now in the classroom will soon have a direct impact on the citizens of Southwestern Pennsylvania. It gives me a great sense of pride to know that CCAC alumni can be found at leading companies, organizations and institutions, providing leadership to scores of economic, scientific, civic and philanthropic entities both here in the Pittsburgh region and around the world.

I invite you, too, to experience the future of education—today at CCAC.

Dr. Quintin B. Bullock
President, Community College of Allegheny County
INSPIRED GIVING

It’s a good time to be a part of the Community College of Allegheny County. Both nationally and locally, there is a growing awareness that community colleges are an essential part of the postsecondary education ecosystem and that career credentials can no longer be defined simply in terms of a four-year degree. CCAC, at the forefront of this evolution in thinking, providing affordable, high-quality training in partnership with business and industry that expands student access across the region is clear, returning $3.60 to students in additional future earnings for every $1.00 they invest. And the value of the investment for CCAC students and the region is clear, returning $13 to students in additional future earnings for every $1.00 of educational cost while returning $3.50 for every $1.00 of public funding—resulting in a cumulative annual impact of $2.5 billion, greatly contributing to the overall economic vitality of Southwestern Pennsylvania and the nation.

Community college graduates have extremely high levels of career satisfaction, significantly improved earnings potential and graduate with less debt. Indeed, 5 percent graduate with no annual impact of $2.5 billion, greatly contributing to the overall economic vitality of Southwestern Pennsylvania and the region.

Our students range from young adults who are entering college for the first time, to incumbent workers seeking additional skillsets, to individuals eager to explore new career options. Every year, thousands of CCAC graduates choose to remain in the region, finding jobs in their field of choice at rates exceeding national averages. And the value of the investment for CCAC students and the region is clear, returning $13 to students in additional future earnings for every $1.00 of educational cost while returning $3.50 for every $1.00 of public funding—resulting in a cumulative annual impact of $2.5 billion, greatly contributing to the overall economic vitality of Southwestern Pennsylvania and the nation.

Of course, none of this will be possible without the support of a great many members of the community, both within and outside of the college. Funding provided by the state and county, combined with the support of business and industry, and supplemented by foundations and individuals, is essential to CCAC’s success in offering educational opportunities to all members of our community.

The generosity of our donors has enabled thousands of students to attend CCAC—through the endowment of scholarships, the expansion of support services and other student initiatives and programming. As more and more students seek out CCAC, the need for assistance will only grow as will the need for additional funding.

Yet this is only the beginning. In the months to come, CCAC will be reaching out to our corporate and community partners as well as our many donors, offering additional opportunities for the community to come together to get involved in supporting the critical work CCAC is doing on behalf of our students and the region. We are changing the way the region sees workforce development and the way the rest of the country sees our region. Pittsburgh is leading the way for post-industrial cities around the world but we cannot be truly successful unless there is opportunity for all of our students to succeed. Hoppe will join us in heading this call.

Frederick W. Thieman, JD
Chair, CCAC Board of Trustees

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When Tiffany Hathahn Hoppe immigrated to Pittsburgh from Vietnam four years ago, she did not know where or how she would attend college. She searched for an affordable, quality education where she could pursue a career and was thrilled to find CCAC. Although she faced many challenges, including the English language, Hoppe was successful, graduating this past May with a CCAC-Hсонson degree and an Associate of Science in Medical Laboratory Technology, as well as a nearly perfect GPA. To say that Hoppe made the most of her time while attending CCAC would be an understatement. This high achieving student received multiple awards and recognitions for her accomplishments, including Student Leader of the Year. She also received the MCCACC Award for her exemplary commitment to student life activities, programming and volunteering at CCAC South Campus. In addition, she was also named to the All-Pennsylvania Academic Team. Hoppe is thankful for all the opportunities she received while attending CCAC—through the endowment of scholarships, the expansion of support services and other student initiatives and programming. As more and more students seek out CCAC, the need for assistance will only grow as will the need for additional funding.

Reflecting on her time at the college, Hoppe is thankful for all the opportunities that have helped her fulfill her potential. "CCAC is my hero—if I did not find out about CCAC, I would not be the person I am today."
INSPIRED GIVING

Physical Education Building  |  Allegheny Campus

CCAC EDUCATIONAL FOUNDATION SCHOLARSHIP LISTING

Dr. Norman & Nancy Leake Johnson Endowed Scholarship
Dr. Norman L. Johnson Family Mobility Matters Scholarship
Dr. Quintin B. Bullock Endowed Scholarship
Dr. Mary Frances Archey & Jean Aston Endowed Scholarship
Dr. Thomas R. Marte & Margaret E. Peluso
Allied Health & Nursing Endowed Scholarship Fund
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Dequake Light Endowed Scholarship
Dr. Charles B. Elliott Endowed Scholarship
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Drs. Thomas R. Marte & Margaret E. Peluso
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existing programs, that provide pathways for future success and unlock their greatest potential.

When CCAC offered a Data Analytics associate degree program prior to the start of the spec commercials, poster presentations and cinematography reels—to rave reviews a range of unique campus facilities, enhancing the educational experience. Every features small class sizes with state-of-the-art equipment and the ability to film in "Knight Rises" and "The Avengers." Several new offerings have been added, including major players in the film industry are joining the faculty or visiting as guest the shortage of qualified film crew members in the Pittsburgh region, the program continues to expand with new classes, faculty and students. Designed to address The Film Technician program, launched at South Campus in the spring of 2017, industry professionals.

Building on its legacy of fostering educational excellence and opportunity, CCAC launched several innovative programs in 2017, as well as bolstered existing programs, that provide pathways for future success—inspiring students from all walks of life to follow their dreams, achieve their goals and unlock their greatest potential.

In 2017, the college rolled out a number of new programs and classes, from an Introduction to Music Technology course developed in partnership with the WAMC, to a new Butler School that features entry-level students working side-by-side with professionals (often on “live” recordings) for real-world experience with local programs to meet the growing demand for trained analysts, thoroughly prepares students for transfer to four-year institutions and jobs in professional fields.

In the Fall of 2017, CCAC Hornerwood Business Center unveiled an Entrepreneurship certificate program designed to teach students the essential skills necessary for the successful launch of a small business—emphatically preparing students for self-employment. CCAC’s longstanding tradition of providing training that helps to raise the standard of living in minority communities.

Many of CCAC’s Entrepreneurship students are also participating in the newly launched Chambers Business Consulting. With a partnership with the American Indian Chamber of Commerce of Western Pennsylvania. This free program connects minority students with minority-owned businesses, including the educational experiences. Every semester, students attend their final projects—a collection of short films, music videos, mini websites, professional posters and cinematography shorts—to rave reviews from the audience.

When CCAC offered a Data Analytics associate degree program prior to the start of the fall semester, it was the only college in the state—and one of only a handful of institutions in the country—to do so. One of the nation’s fastest growing career fields, data analytics promises strong salaries and job advancement opportunities in a variety of fields, including business, e-commerce, finance, government, health care and communications. The program, which was developed in collaboration with local employers to meet the growing demand for trained analysts, thoroughly prepares students for transfer to four-year institutions and jobs in professional fields.

In fact, one of the fastest growing programs, Welding Technology, required the addition of Midnight Welding to keep up with enrolment demands, which grew by 15 percent in 2017. Offered four nights a week, the program provides incumbent workers and other individuals the opportunity to train for a new career in just one semester. The Welding program also expanded to seven days a week with the addition of classes on Sundays. Another popular program continues to be Mechatronics Technology, which increased enrolment by 30 percent, respectively. Graduates of the program are increasingly in demand by employers who need highly skilled technicians that can repair and maintain systems with mechanical and electronic components. Student construction apprenticeships also increased by approximately 10 percent across the board.

Enrollment in CCAC’s popular Health Career programs is also on the rise, although approximately 10 percent across the board. Graduates of the program are increasingly in demand by employers who need highly skilled technicians that can repair and maintain systems with mechanical and electronic components. Student construction apprenticeships also increased by approximately 10 percent across the board.

The fact that CCAC recognized this opportunity and has not been easy, but for Elinich, it’s a great thing about CCAC—we really are on the cutting edge here.”

"That’s another norm, so a female student coming into my classroom will say, ‘If my teacher is a woman, I can do this, too.’” When Rebecca Elinich learned in 2017 that CCAC was hiring an associate professor in multimedia video game design and development, she said, “I’m happy to make it in the male-dominated field of game design and development, her field of expertise. That’s another great thing about CCAC—we really are on the cutting edge here.”

Several of CCAC’s STEM programs offering was up in 2017 over the previous year, with computer information sciences and support services programs leading the way, followed by mathematics and statistics and the physical sciences (see graphic on page 12). Of the more than 35 STEM programs offered by the college, CCAC’s Software Development program has consistently proven to be the most popular—over the five-year period spanning 2013 through end 2017, the associate and certificate programs grew by 62 and 30 percent, respectively.

Another of CCAC’s traditionally strong programs, the allied health trades continues to increase its marketplace dominance with five-year enrolment figures entering into the double digits. The fact that CCAC recognizes this opportunity and becomes one of the first colleges to innovate a top-notch Data Analytics program shows just how in tune they are with the needs of businesses in the new and growing data economy.
INSPIRING STORIES

CCAC ALUMNA

Antoinette Chambers

A social services caseworker, Antoinette Chambers lived helping families cope with problems and overcome challenges in their lives. Growing up in a Pittsburgh household, she was expected to excel, learning how to navigate her environment. Antoinette moved to New York with her mother at 16 years old. She completed a high school equivalency program and part-time college classes. After moving back to Pittsburgh, she decided to return to CCAC, where she first began her educational journey, for a fresh start.

As a social services caseworker, Antoinette Chambers earned a degree in social work from the University of Pittsburgh, she decided to return to CCAC, where she first began her educational journey, for a fresh start.

In 2016, Antoinette applied to the program and will be starting their mom studying and persevering to demonstrate the importance of education by seeing her daughters to succeed as well.

Antoinette’s story is not unique. As a social services caseworker, she knew she had to get back on track. She decided to return to CCAC, where she first began her educational journey, for a fresh start.

What food industry is a growing concern for college students? And what are the advantages of permanent food pantries? In the fall of 2018, the Student Food Pantry opened four days per week. Together, CCAC and the college’s community partners are able to see democracy in action in the state capital. There, they joined forces with the state’s 11 members and a period of homelessness, she knew she had to get back on track. She decided to return to CCAC, where she first began her educational journey, for a fresh start.

Antoinette excelled, learning how to expertly draw blood, she is not only helping me, but it’s helping my daughters to succeed as well.

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At the National Institute—three organizations that help to empower poor women and children as well as those who are homeless, refugees—for which the students had been raising funds throughout the fall semester. In 2017, CCAC offered educational opportunities tailored to the specific needs of current and incoming student populations. The Women on a Mission retention program is now open four days per week. Together, CCAC and the college’s community partners are working to eradicate student hunger by ensuring students have the resources they need to feed themselves and their families.

SUPPORTING STUDENTS IN & OUT OF THE CLASSROOM

CCAC is one of eight community colleges in the national Achieving the Dream network to have earned Leader College status in 2017. This is the organization’s highest designation and is awarded to institutions that have shown three years of steady improvement in outcomes that measure student success, demonstrating how far CCAC has progressed through programs such as Roadway to Your Destination, Men of Merit and Women on a Mission, and others.

CCAC’s Learning Commons and Math Cafés continue to support students outside of the classroom. Since the program’s inception five years ago, thousands of students have sought out these services for help with their reading, writing and mathematics skills. In 2017, a total of 19,781 students used both locations four times or more visits than in the previous year. During 2017, students across the college visited the Math Cafés 10,822 times for individual and group tutoring. This resulted in greater understanding and self-confidence among students.

Throughout 2017, CCAC continued to offer educational opportunities tailored to the specific needs of current and incoming student populations. The Women on a Mission retention program is now open four days per week at four campuses as well as the Homestead-Brookline Center. The program is now open four days per week at four campuses as well as the Homestead-Brookline Center and was affiliated with the East End Cooperative Ministry. The CCAC South Campus food pantry established in early 2016 now provides food to those in need. The Boyce Campus food pantry was established with the support of the Pittsburgh Food Bank. Jointly, the pantries are currently stocked with a wide variety of items. Each month, with the South Campus food pantry and the college’s community partners are working to eradicate student hunger by ensuring students have the resources they need to feed themselves and their families.

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CCAC enrollment in STEM program fields has increased 11.1% over the span of five years.

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<thead>
<tr>
<th>Field</th>
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<tr>
<td>Mathematics &amp; Statistics</td>
<td>+8.82%</td>
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<tr>
<td>Visual &amp; Performing Arts</td>
<td>+10.03%</td>
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<tr>
<td>Construction Trades</td>
<td>+13.33%</td>
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<td>Physical Sciences</td>
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<td>Personal &amp; Culinary Services</td>
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<tr>
<td>Computer Information Sciences &amp; Support Services</td>
<td>+8.82%</td>
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<tr>
<td>Mathematics &amp; Statistics</td>
<td>+6.19%</td>
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For Professor Ralph Proctor, it was his pure love of teaching that coaxed him out of retirement to join CCAC in 2001, where he immediately set about creating the college’s Black Africana Studies Department. He certainly didn’t need the challenge of starting something new—after all, he had built a successful career developing programs from the ground up. He had served as a member of the University of Pittsburgh’s faculty for more than 25 years where he helped start Pitt’s Black Studies Department in 1978. He also spent nearly two decades with the Kingsley Association where he developed and oversaw a number of much-needed programs for the multi-purpose youth service organization. And as if he didn’t already have enough to keep him busy, Proctor also hosted several long-running TV and radio programs, including WQED’s “Black Horizons,” WPGH-TV’s “From Our Perspective” as well as a number of shows on WAMO and WCXJ (now WZUM).

Once settled into his new role at CCAC, Proctor discovered another added benefit to teaching—mentoring. “When I first began teaching at the college, I found the students needed so much more. I had previously trained as an advisor so when a colleague approached me to help out in advising, I found I would enjoy interacting with the students in this capacity. I now consider it an extremely important part of my life’s work.”

During his tenure at CCAC, Proctor, who holds a PhD in History from the University of Pittsburgh, briefly served as a vice-president and the college’s chief diversity officer before returning to what has now become known as the Ethnic and Diversity Studies program. Although he has too many passions— he is an accomplished author and photographer, a civil rights historian and an avid collector of African art—for him, it always comes back to his connection with his students. “With teaching, you instantly know if you are making an impact—you see it every day in the students and in how they embrace the program and their learning,” he said. “It’s students, that’s why we do this work.”

According to Proctor, employers are increasingly looking for graduates with cultural competency skills for this new world and it’s through a program like CCAC’s that students have the opportunity to explore cultural differences in an open and honest atmosphere, where students are free to ask questions they might not ordinarily ask. “If we are going to live peacefully together on this planet, we need to experience the world from another person’s perspective,” he continues. “When we get together to talk about these things, good things happen.”
INSPIRED COLLABORATIONS

Over the past year, CCAC continued to work with a broad range of educational institutions and other entities to further students’ academic goals—from four-year colleges and universities to high schools, libraries, businesses, and nonprofits, the college established new partnerships to provide additional learning opportunities for students in middle school through college and beyond.

One such partnership is the Pittsburgh Admissions Collaboration (PAC). A joint effort of CCAC, Pittsburgh Public Schools and the University of Pittsburgh, the collaboration is designed to engage middle and high school students and provide the necessary support systems to prepare them for the rigors of a CCAC education, with the goal of transferring and graduating from the University of Pittsburgh. The partnership is a cohort model that will enable students to move in their education by allowing them to network, and build relationships on both the CCAC and University of Pittsburgh campuses, where select academic, social, and personal resources will help ensure students have optimal opportunities for success. Formulated in December 2016, the partnership began in the fall of 2017 with the facilitation of academic workshops in the high schools. The first class of PAC students will enter CCAC in the fall of 2018.

CCAC also collaborated with the University of Pittsburgh in a continuation of the Summer Bridge program designed to develop critical skills in Pittsburgh Public Schools graduates as they transition from high school to CCAC. During the week-long program, the students attended math and English classes at Allegheny Campus, as well as connect with educational and social services. This initiative provides an opportunity for students to attend and graduate from the University of Pittsburgh. The partnership uses a cohort model where select academic, social, and personal resources will help ensure students have optimal opportunities for success. Formulated in December 2016, the partnership began in the fall of 2017 with the facilitation of academic workshops in the high schools. The first class of PAC students will enter CCAC in the fall of 2018.

In 2017, CCAC and Pittsburgh Technical College (PTC) entered into a collaborative agreement that provides graduates with associate degrees in technology and information technology programs at CCAC the ability to enter into a parallel bachelor’s degree program at PTC. The first such agreement between the two institutions, it will enable students to more easily transfer their education by allowing them to network, and build relationships on both the CCAC and University of Pittsburgh campuses, where select academic, social, and personal resources will help ensure students have optimal opportunities for success. Formulated in December 2016, the partnership began in the fall of 2017 with the facilitation of academic workshops in the high schools. The first class of PAC students will enter CCAC in the fall of 2018.

During a ceremony held at Byers Hall on September 14, 2017, Community College of Allegheny County President Dr. Quintin Bullock and Pittsburgh Technical College President Greg DeFeo signed an articulation agreement that provides graduates of CCAC’s Business and Information Technology programs the opportunity to seamlessly transfer to and graduating from the University of Pittsburgh. Under this pilot program, 150 students are receiving tuition incentives—10 of each in the spring and summer semesters. Through this unique partnership, CCAC and Uber are providing the region’s drive-partners the chance to increase their knowledge and skills in order to continue to succeed in today’s increasingly competitive workplace. Uber also has made available the UberLift Program—a flexible work schedule that will enable students to be more invested in their education by allowing them to network, and build relationships on both the CCAC and University of Pittsburgh campuses, where select academic, social, and personal resources will help ensure students have optimal opportunities for success. Formulated in December 2016, the partnership began in the fall of 2017 with the facilitation of academic workshops in the high schools. The first class of PAC students will enter CCAC in the fall of 2018.

Over the past year, CCAC continued to work with a broad range of educational institutions and other entities to further students’ academic goals—from four-year colleges and universities to high schools, libraries, businesses, and nonprofits, the college established new partnerships to provide additional learning opportunities for students in middle school through college and beyond.

One such partnership is the Pittsburgh Admissions Collaboration (PAC). A joint effort of CCAC, Pittsburgh Public Schools and the University of Pittsburgh, the collaboration is designed to engage middle and high school students and provide the necessary support systems to prepare them for the rigors of a CCAC education, with the goal of transferring and graduating from the University of Pittsburgh. The partnership is a cohort model that will enable students to move in their education by allowing them to network, and build relationships on both the CCAC and University of Pittsburgh campuses, where select academic, social, and personal resources will help ensure students have optimal opportunities for success. Formulated in December 2016, the partnership began in the fall of 2017 with the facilitation of academic workshops in the high schools. The first class of PAC students will enter CCAC in the fall of 2018.

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Throughout 2017, the college worked to establish and build upon existing relationships with external partners. CCAC also benefited from the many collaborative projects and initiatives created and implemented as the result of partnerships among faculty, administrators, staff and students. One example—such as our joint fellowships for the college—focuses on educational excellence. What first began as an idea to gather further documentation during the accreditation process through the Middle States Commission on Higher Education (MSCHE) has developed into a whole new way of thinking at the college. 

The Assessment Workgroup was assembled in summer 2017 by professor and AFT president John O’Salig and Dr. Michael Self. This workgroup of 15 faculty and administrators was convened to extensively review the college’s student assessment information. The task was not a small one—the revised system needed to have clear guidelines and timelines, assessment of student learning in all programs, including general education; documented use of assessment results to inform teaching, learning and resource allocation; and results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes. 

As a result of the workgroup’s efforts, conversations about student assessment began popping up at all levels, and the college was able to put the building blocks in place for an organized, flexible, robust and systematic approach to assessment. If the workgroup’s work was able to put the building blocks in place for an organized, flexible, robust and systematic approach to assessment, the college is in the midst of a new assessment system that will better capture the work of faculty. Most importantly, the system will improve student outcomes and make learning more meaningful, with each faculty member fully engaged and have links to their programs and degrees. This cross-collaboration among faculty will aid in teaching and sharing knowledge so that everyone may benefit.

"We have an amazing group of liaisons across the college. Every person on the team brings a unique perspective and has contributed something meaningful."

—Kevin Smay, CCAC President & Assessment Workgroup Co-facilitator

CCAC’s Assessment Workgroup members pictured, from left to right are: Bethel Emancipator, Caroline Evans, Dr. Brenda Trettel, Kalina White, Arthur Jorge, Laura Webster, Matthew Silvani, Patricia White, Arthur Jorge, Laura Webster, Caroline Evans, Robert Mycka and Dr. Stephen Wells. The Assessment Workgroup also included members not pictured, including Laura Webster, Caroline Evans, Dr. Brenda Trettel, Kalina White, Arthur Jorge, Laura Webster, Matthew Silvani, Patricia White, Arthur Jorge, Laura Webster, Caroline Evans, Robert Mycka and Dr. Stephen Wells. The Assessment Workgroup also included members not pictured, including Laura Webster, Caroline Evans, Dr. Brenda Trettel, Kalina White, Arthur Jorge, Laura Webster, Matthew Silvani, Patricia White, Arthur Jorge, Laura Webster, Caroline Evans, Robert Mycka and Dr. Stephen Wells.

FACULTY MEMBERS PAVE THE WAY FOR INNOVATION & INSTITUTIONAL CHANGE

In their recent report to the CCAC Board of Trustees, the facilitators commented on the many positive outcomes of the assessment process—such as the tremendous buy-in and participation across the college. As a result of this collaboration, all programs have objectives, and there is now a mechanism for change in place that bolsters faculty community and design. Additionally, the college is moving to a new assessment system that will better capture the work of faculty. Most importantly, the system will improve student outcomes and make learning more meaningful, with each faculty member fully engaged and have links to their programs and degrees. This cross-collaboration among faculty will aid in teaching and sharing knowledge so that everyone may benefit.

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Although CCAC is a multi-campus institution serving nearly 45,000 students, there continues to be a crucial sense of community within each campus environment, as evidenced by the frequent collaborations taking place among students, faculty and administrators. One of the more dynamic examples of this spirit of cooperation is the student leadership board of the Milton Hall Rotunda. Phi Theta Kappa Honor Society and its leadership served as trailblazers on the rotunda redesign, an initiative that they chose as their capstone project in 2017. The student leaders worked with college stakeholders to transform the building’s rotunda into an innovative, technology-enabled space designed to enhance student interaction and engagement. In addition to conducting student surveys, the students, along with their staff advisor, worked closely with faculty, IT, facilities personnel and other campus president’s office near an eight-month period to conceptualize and implement the plan. The students based their plan on research that shows students who are informed and engaged in the academic and social life of their college are more likely to persist in meeting their academic goals.

Today, the redesigned Milton Hall Rotunda serves as an interactive meeting and learning space, featuring video walls, touch screen kiosks, and digital wayfinding and information signage. The ever-changing video displays offer program information and timelines, and CCAC internship, transfer and career information, while the MyCCAC kiosks enable students to log into the CCAC portal and register for classes. Additionally, the rotunda received a new coat of paint on the first three floors as well as new carpeting, furnishings and flags representing the home countries of the campus’ international students, which now line the first three floors. Throughout their collective efforts, CCAC’s Phi Theta Kappa Student members have provided new avenues to enhance student engagement and increase the likelihood for student success.

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INSPIRED COLLABORATIONS

Programs, such as the college’s Student Ambassador program, have been instrumental in fostering connections both within and outside of the college. The ambassadors are involved in numerous efforts, including supporting and open house events where they welcome visitors, provide directions, give tours and answer questions for parents and students. In total, the ambassadors are paired with more than 100 students who serve in numerous roles to welcome new students to CCAC and serve as mentors to the college’s international students during their first semester, and, to help their classmates integrate into campus life. In service to the community, the ambassadors hold fundraisers for organizations such as the Humane Society and they assist with campus blood drives as well as efforts to help local, underserved populations. Together, these students, along with many of their peers, continue to volunteer their time and talents for the benefit of CCAC and their communities.
Putting the “community” in community college, students, faculty and staff across CCAC continue to give of their time and talents for the betterment of their college and the communities in which they live. The projects they have undertaken run the gamut from those most fortunate to working toward creating a greener, more sustainable planet. Yet, as diverse as these initiatives have been, they all have one thing in common—the shared desire to make a positive impact.

Here are just a few examples of those efforts.

It was a win-win for both CCAC and the wider community when a group of CCAC students were able to combine their federal work-study award with helping to foster an interest in reading among children at a local school, under the supervision of CCAC Pennsylvania Campus (PACC) AmeriCorps Vista member Katlyn Alves, the CCAC America Reads pilot program began in the fall 2017 semester with eight student tutors from Allegheny Campus, who would work one-on-one with third-graders three days a week at the Pittsburgh Afterschool Academy. Anesthesia Technician, Massage Therapy and Dietetics.

INSPIRING COMMUNITIES

CCAC tutors have helped to strengthen the reading and comprehension skills of my students and they have helped to teach them the social skills needed to be successful. I am truly happy that my students are able to be part of such an awesome program.”

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— Elizabeth Talbot-Larsen, Honesdale, Pittsburgh King-Pittsburgh Academy

INSPIRING A HEALTHY COMMUNITY

In an effort to help prevent heart disease and increase awareness of its effects, CCAC students and staff participated in American Heart Month in February 2017 by hosting CCAC cares Your Heart at the Mall at Robinson. The free event was aimed at the military members and off-duty戎 and offered a variety of heart healthy activities—blood pressure checks, first aid, CPR and automated external defibrillator (AED) demonstrations; fitness, and mini-exp essays; and chair massages—as well as CPR demonstrations for family pets. In addition, there were information stations on smoking cessation, nutrition and healthy eating, and chair massages. Attendees also received information about the college’s credit and non-credit health programs, including Whole Life Support (WLS), First Step Healing, Nutrition, Athleticism, Technician, Massage Therapy and Dietetics.

CCAC nurses reached out to some of the more vulnerable members of the North Side community in September, when the Allegheny Campus Student Nurses Association of Pennsylvania (SNAP) held their annual fall fundraiser event for the Empty Bowls Project. The event is a perfect opportunity to be in touch with other veterans who they meet and how they can help other veterans. After all, I’m walking the same walk that they have and they are.”

CCAC America Reads student tutors third-graders at Boyce Campus got to work on their fifth 2017’s Spring’s Food Drive. Approximately 30 thousands pounds from the CCAC Massage Therapy program were donated, they each volunteering at least nine hours of service for the May event. Despite temperature in the low 30s at the start of the day, CCAC tested several other massage therapy schools to earn the trophy from Pittsburgh Three Rivers Marathon, Inc. for Best Massage Therapy School.


Simon Alexander signed up for the Marines right out of high school in 1995 and served for 16 years until September 11, 2015. He undertook several tours overseas, including Operation Iraqi Freedom and Enduring Freedom, during which he sustained injuries that required amputations. Upon retirement from the military, Alexander enrolled in the College of Health Sciences at CCAC’s Boyce Campus. For some of his friends and family members, it was not an easy decision to pursue higher education. CCAC cares Your Heart at the Mall at Robinson.

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CCAC, a public community college, offers students the freedom to earn the degree they need, to pursue their dreams, to change their lives. This year’s drive, more than 200 new toys were collected. The veterans also stuffed soldiers for donation to the fundraiser. Staff, faculty and students at South Campus got their hands dirty for a good cause in November when Honors Ceramics students led a service learning project in which they invited the campus community to create "peacetime" bowls for donation to the troops abroad. Co-hosted by Just Harvest and the Greater Pittsburgh Community Food Bank, the annual event is held to raise awareness and money to help fight hunger and food insecurity in the region. Honor's Ceramics students gathered fellow students, faculty and staff in shaping bowls on the potter's wheel. Between 30 and 40 bowls were created, then fired and glazed by the students for donation to the fundraiser.

SIMON ALEXANDER

CCAC student SIMON ALEXANDER, who lost both of his legs in a motorcycle accident, decided to join the college’s Military & Veterans Services office at South Campus, where he helps to oversee college initiatives, such as the annual college-wide Toys for Tots drive. During last year’s drive, the college’s Military & Veterans Services office at South Campus, where he helps to oversee college initiatives, such as the annual college-wide Toys for Tots drive. During last year’s drive, the college's Military & Veterans Services office at South Campus, where he helps to oversee college initiatives, such as the annual college-wide Toys for Tots drive. During last year’s drive, the college’s Military & Veterans Services office at South Campus, where he helps to oversee college initiatives, such as the annual college-wide Toys for Tots drive. During last year’s drive, the college’s Military & Veterans Services office at South Campus, where he helps to oversee college initiatives, such as the annual college-wide Toys for Tots drive. During last year’s drive, the college’s Military & Veterans Services office at South Campus, where he helps to oversee college initiatives, such as the annual college-wide Toys for Tots drive. During last year’s drive, the college’s Military & Veterans Services office at South Campus, where he helps to oversee college initiatives, such as the annual college-wide Toys for Tots drive. During last year’s drive, the college’s Military & Veterans Services office at South Campus, where he helps to oversee college initiatives, such as the annual college-wide Toys for Tots drive. The event is a perfect opportunity to be in touch with other veterans who they meet and how they can help other veterans. After all, I’m walking the same walk that they have and they are.”

For more information about CCAC, please visit www.ccac.edu.
INSPIRING AN ENGAGED COMMUNITY

The 2016 presidential election resulted in a 58.4 percent voting rate in the 2016 election. This achievement was announced at the first-ever IN Campus Democracy Challenge. CCAC received a bronze seal for achieving a student voting rate of 58.4 percent in the 2016 election. In recognition of CCAC’s outstanding efforts to engage students in American democracy, the college was awarded a Bronze Seal for Excellence in Student Voter Engagement from the ALL IN Democracy Hub.

INSPIRING A GREENER WORLD

In recognition of its environmental impact, CCAC’s South Campus Energy Project received the prestigious 2017 Governor’s Award for Environmental Excellence. The project was one of 21 submitted by organizations throughout the state that represent the very best in innovation, collaboration and public service in environmental stewardship. As of the end of 2017, the project had assisted community partners in reducing their energy use by approximately 1,184,486 kilowatt-hours. The project was awarded the Gold rating by the United States Green Building Council’s LEED program, with setting its on the path to LEED Platinum certification. The project was awarded the Gold rating by the United States Green Building Council’s LEED program.

CCAC collaborates with the WVU Greater Pittsburgh and Carnegie Science Center to offer STEM Link, a program that provides hands-on STEM (science, technology, engineering and mathematics) activities, life skills development, mentoring, pre-college experiences and STEM career exploration for girls in grades 6 to 8 from local school districts. Designed to improve academic achievement, increase interest in STEM topics and careers, and decrease opportunity gaps for economically disadvantaged girls, the program was well received with Allegheny County as “DiversityLand,” which included cultural activities dedicated to diversity. South Campus celebrated “Diversity in Honor,” where students shared essays and thoughts on diversity, equity and inclusion. The campus also had a cultural dance performance, salsa dancing lessons and provided food samples from various cultures. Diversity also had an end of the year on October 25 during the college-wide Day of Unity, which featured campus walks, presentations, music festivals, food fairs and other activities in support of unity and diversity.

Another effort to help the environment took place at North Campus, where the Sustainability Club participated in green practices and last year, a 14-member student group collected 225 plastic water bottles and turned them into a planter to be used at the College’s dining hall. The club’s current project is to continue the collection of plastic water bottles and turn them into planters for the College’s dining hall.

Megan Barko, a fourth-generation Allegheny County resident and first-generation college student, learned about CCAC’s FireVEST program, with setting her on the path to fire marshal and tank inspector. As an officer with the Monessen Fire Department, she is responsible for inspecting above-ground and underground storage tanks, as well as handling tank inspections. She also possesses a passion for teaching and inspiring students to pursue careers in fire service. Barko is currently pursuing her bachelor’s degree in public administration in addition to her fire science degree.

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FROM STABLE TO POSITIVE, CCAC’S ECONOMIC POSITION CONTINUES TO STRENGTHEN DUE TO STRONG LEADERSHIP, SOUND FISCAL STEWARDSHIP

In its most recent report dated March 28, 2018, Moody’s Investors Service raised CCAC’s credit rating from A3 stable to A1 positive, reflecting the institution’s “very good strategic position along with expectations of rising enrollment and revenue growth given the college’s prominent role as a low-cost provider of higher education in an increasingly economically vibrant Pittsburgh. A, with many corporations that require specialized training.”

The report went on to state that the quality of CCAC’s credit benefits from the college’s large operating scale, its rising financial reserves and unrestricted liquidity (the report cited CCAC’s nearly 9 percent rise in cash and investments over fiscal year 2015 as a key result) as well as the college’s sound revenue diversity, which includes funding from both the state and the county.

Moody’s revised outlook for CCAC came amid a climate of continuing economic challenges, not just for CCAC, but for community colleges across the Commonwealth.

A declining number of high school graduates, coupled with increasing pressures on state and local budgets, has contributed to funding uncertainty. Yet, CCAC is overcoming these challenges thanks in large measure to increases in operating revenues (including increased tuition and fees, and course catalog software and continued investment in IT infrastructure) and security such as firewall and detection software.

During the 2017 fiscal year, CCAC also expended $4.6 million for various capital projects, including laboratory renovations at South Campus and West Hills Center; road, parking lot, roof and deck upgrades; safety and security enhancements; energy retro-commissioning improvements at South Campus and work on other deferred maintenance projects. Increases in the college’s expenses were offset by a modest $3 per credit hour increase in tuition during fiscal year 2016–2017.

For both students and the region’s residents, the value of a CCAC education continues to grow. Ranking sixth in the nation for affordable online community colleges by BestColleges.com, CCAC students save, on average, $24,000 over public and $59,000 over private colleges by spending their first two years at CCAC. As a result, CCAC graduates leave the college with some of the lowest student debt in the nation. And the numbers, only get better. According to the most recent report of The Economic Impact of the Community College of Allegheny County, CCAC returns $5.10 for every dollar Allegheny County invests in the college—making CCAC a great investment for the citizens of Southwestern Pennsylvania.

OPERATING REVENUES*
Student tuition & fees—net of scholarships allowance $35,194,775
Federal grants & contracts $6,098,970
State and local grants & contracts $2,529,615
Honegoonal private grants & contracts $4,684,692
Auxiliary enterprises $688,777

OPERATING EXPENSES*
Instruction $49,384,496
Academic support $13,949,117
Institutional support $3,771,996
Plant operations & maintenance $15,239,455
Scholarships & fellowships (financial aid) $7,115,021
Depreciation & amortization $1,891,663
Auxiliary enterprises $46,712

NONOPERATING REVENUES (EXPENSES)*
Government appropriations: Commonwealth of Pennsylvania $38,160,044
Allegheny County $4,624,956
United States Government $21,763,366
Investment income $60,098
Foundation & other income $801,750
Interest revenue $2,664,692
Other nonoperating revenues (net) $335,803
Increase in net position $4,221,282
Net Position (beginning of year) $151,264,771
Net Position (end of year) $151,686,054

*For year ended June 30, 2017

TOTAL FUNDS SECURED:
PUBLIC & PRIVATE FUNDS $11,081,238
PUBLIC FEDERAL GRANTS $1,937,474
PRIVATE: EDUCATIONAL FOUNDATION $3,763,300
PRIVATE: CONTRACTS $84,794
PUBLIC: COUNTY CONTRACTS $912,727
PUBLIC: FEDERAL GRANTS $3,022,269
PUBLIC: STATE GRANTS $317,327
TOTAL PRIVATE FUNDS SECURED: $15,874,502
TOTAL PUBLIC FUNDS SECURED: $5,022,269
TOTAL FUNDS SECURED FOR THE FISCAL YEAR 2016-2017: $17,098,860
ACADEMIC PROGRAMS
CCAC offers more than 160 programs of study across six diverse career paths: Arts & Humanities, Business, Education, Social & Behavioral Sciences, Human Services, Health, Science, Technology, Engineering & Mathematics (STEM), and Skilled Trades.

TRANSFER OPPORTUNITIES & PARTNERSHIPS
• CCAC students transferred to 52 different colleges & universities to continue their education.
• CCAC has program-to-program articulation agreements with the 14 universities in the Pennsylvania State System of Higher Education & has specific articulation agreements with 28 additional colleges & universities that allow CCAC graduates to seamlessly transfer—as juniors—into more than 100 programs.
• CCAC provided service to 104 high schools in Allegheny & Washington counties.

GOVERNANCE
The college also offers an Honors Program and cooperative programs in partnership with other institutions.

DEGREES & CERTIFICATES
Assists of Arts, Associate of Science & Associate of Applied Science; certificates and diplomas.

ACCREDITATION
CCAC is accredited by the Middle States Commission on Higher Education.

ANNUAL ENROLLMENT
• 26,240 credit; 18,864 noncredit
• 41,299 total unreflected headcount
Since 2000, CCAC has served 430,889 students, of whom 543,620 were Allegheny County residents—one in three county residents 18 years and older.

CCAC STUDENT PROFILE
• 55% women; 45% men
• Average student age: 27
• 62% full-time; 35% part-time; 2% distance; 2% weekend;

Tuition
Allegheny County residents: $110.00/credit
Residents of other Pennsylvania counties: $220.00/credit
Out-of-state residents & international students: $330.00/credit

ONLINE COMMUNITY CONNECTIONS
CCAC Website: ccac.edu
Website visitors: 3,052,747
Website visits: 5,802,157
Facebook followers: 17,119,025
Twitter followers: 8,826
Facebook followers: 2,993
LinkedIn followers: 24,894
Instagram followers: 105

ATHLETICS & SPORTS
National Junior College Athletic Association (NJCAA) intercollegiate sports teams include men’s and women’s basketball, bowling, cross-country, field hockey, men’s softball, and women’s softball and volleyball. In addition, CCAC offers men’s intercollegiate ice hockey as well as a variety of intramural sports for both men and women at each campus.

STUDENT LIFE
CCAC offers more than 60 clubs and organizations, including five honor societies.

SERVICES
Services include academic advising, financial aid assistance, career counseling, job placement support, campus libraries, personal and academic counseling, student success coaches, transfer counseling, tutoring, support for veterans and international students, and accommodations for individuals with documented disabilities.

WORKFORCE TRAINING
• CCAC provided 357 customized courses to 10,112 workers & 1,878 employers.
• CCAC provided training to 6,265 seniors & individuals with special needs.
• CCAC offered more than 1,887 specialized community education courses & facilitated more than 10,000 registrations.
• CCAC registered 6,244 students in 341 public safety courses.

AWARDS CONFERRED
1,873 associate degrees
629 certificates & diplomas

CCAC STUDENTS SAVE
$24,000 AND $59,000 OVER PRIVATE COLLEGES AND UNIVERSITIES BY SPENDING THEIR FIRST TWO YEARS AT CCAC

CCAC STUDENTS RECEIVE
$49.1 MILLION IN FINANCIAL AID INCLUDING SCHOLARSHIPS, GRANTS, LOANS AND WORK-STUDY EMPLOYMENT

CCAC PROGRAMS HAVE PLACEMENT RATES OF 90 PERCENT OR BETTER, INCLUDING HIGH PAYING HEALTH AND SKILLED TRADES PROGRAMS.

OF 44% OF STUDENTS COULD NOT HAVE CONTINUED THEIR EDUCATION WITHOUT CCAC

148 INTERNATIONAL STUDENTS RECOMMEND CCAC TO A FRIEND OR FAMILY MEMBER

16 AVERAGE CCAC CLASS SIZE

74% OF GRADUATES LIVE AND WORK IN THE REGION

94% OF STUDENTS SELECTED CCAC AS THERE COLLEGE OF FIRST CHOICE

25% OF ALL COLLEGE-PURCHASED GOODS AND SERVICES WERE THROUGH CERTIFIED MINORITY, WOMEN OR DISADVANTAGED BUSINESSES (MWDBEs)

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CCAC offers more than 60 clubs and organizations, including five honor societies.

SERVICES
Services include academic advising, financial aid assistance, career counseling, job placement support, campus libraries, personal and academic counseling, student success coaches, transfer counseling, tutoring, support for veterans and international students, and accommodations for individuals with documented disabilities.

WORKFORCE TRAINING
• CCAC provided 357 customized courses to 10,112 workers & 1,878 employers.
• CCAC provided training to 6,265 seniors & individuals with special needs.
• CCAC offered more than 1,887 specialized community education courses & facilitated more than 10,000 registrations.
• CCAC registered 6,244 students in 341 public safety courses.

AWARDS CONFERRED
1,873 associate degrees
629 certificates & diplomas

CCAC STUDENTS SAVE
$24,000 AND $59,000 OVER PRIVATE COLLEGES AND UNIVERSITIES BY SPENDING THEIR FIRST TWO YEARS AT CCAC

CCAC STUDENTS RECEIVE
$49.1 MILLION IN FINANCIAL AID INCLUDING SCHOLARSHIPS, GRANTS, LOANS AND WORK-STUDY EMPLOYMENT

CCAC PROGRAMS HAVE PLACEMENT RATES OF 90 PERCENT OR BETTER, INCLUDING HIGH PAYING HEALTH AND SKILLED TRADES PROGRAMS.

OF 44% OF STUDENTS COULD NOT HAVE CONTINUED THEIR EDUCATION WITHOUT CCAC

16 AVERAGE CCAC CLASS SIZE

74% OF GRADUATES LIVE AND WORK IN THE REGION

94% OF STUDENTS SELECTED CCAC AS THERE COLLEGE OF FIRST CHOICE

25% OF ALL COLLEGE-PURCHASED GOODS AND SERVICES WERE THROUGH CERTIFIED MINORITY, WOMEN OR DISADVANTAGED BUSINESSES (MWDBEs)

ONLINE COMMUNITY CONNECTIONS
CCAC Website: ccac.edu
Facebook followers: 17,119,025
Twitter followers: 2,993
LinkedIn followers: 24,894
Instagram followers: 105

ATHLETICS & SPORTS
National Junior College Athletic Association (NJCAA) intercollegiate sports teams include men’s and women’s basketball, bowling, cross-country, field hockey, men’s softball, and women’s softball and volleyball. In addition, CCAC offers men’s intercollegiate ice hockey as well as a variety of intramural sports for both men and women at each campus.

STUDENT LIFE
CCAC offers more than 60 clubs and organizations, including five honor societies.

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A Commitment to Diversity through Transformative Inclusion
CCAC is an important gateway to higher education for members of the Pittsburgh community. Boasting one of the most diverse student populations of any higher educational institution in Pittsburgh, CCAC has long been committed to fostering a culture where diversity, equity and inclusion are institutional priorities. The college believes that promoting diversity and inclusion is everyone’s responsibility. Through education, training and outreach, the college endeavors to promote a culture where varying perspectives are welcomed and seen as a value.

Central to CCAC’s diversity efforts is the Office of Institutional Diversity & Inclusion (ODI), which coordinates the college’s inclusion initiatives and oversees the college’s cultural competency training and diversity programming. In a collaborative effort to promote diversity and inclusion in the region, the ODI partners with several community organizations such as the Greater Pittsburgh Higher Education Diversity Consortium and the YWCA’s Center for Racial and Gender Equity.

Additionally, ODI staff participates in the National Association for Diversity Officers in Higher Education and the National Center for Higher Education Risk Management. During the 2016–2017 academic year, the ODI staff provided more than 2,000 people, both internally and externally, serving in content-area experts on diversity and inclusion in the higher education setting.