

Community
College
of Philadelphia
The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES

Thursday, October 3, 2013– 3:00 p.m.

Isadore A. Shrager Boardroom – M2-01

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MEETING OF THE BOARD OF TRUSTEES

AGENDA

Thursday, October 3, 2013 – 3:00 p.m.
Isadore A. Shrager Boardroom, M2-1

- (1) Executive Session
- (2) Consent Agenda
 - (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of September 12, 2013
 - (b) Gifts and Grants
 - (c) Academic Program Audit: Liberal Studies
African American – African Diaspora Option
 - (d) Construction Bid Awards for West Building Projects
 - (e) Presentation of Landscape Vision Plan and Change Order for
Next Phase of Bonnell and Pavilion Buildings Landscaping
- (3) Salary Increase for Administrators and Confidential Staff (A)
- (4) Report of the Chair
- (5) Foundation Report
- (6) Report of the Interim President
- (7) New Business
- (8) Next Meeting: Thursday, November 7, 2013 – 3:00 p.m.
Isadore A. Shrager Boardroom, M2-1

Future Committee Meetings:

Student Outcomes: Thursday, October 3, 2013
1:30 p.m. – M2-34

Business Affairs: Wednesday, October 23, 2013
9:00 a.m. – Isadore A. Shrager Boardroom, M2-1

Audit Committee: To be Determined

Upcoming Events

Pennsylvania Commission for Community Colleges – Fall Regional Meeting Tuesday, November 12, 2013
5:30 p.m. – 8:30 p.m.
Delaware County Community College
901 Media Line Rd Media, PA 19063

Thanksgiving Holiday - College Closed November 28-29, 2013

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, September 12, 2013 – 3:00 p.m.

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Mr. Edwards, Ms. Hernández Vélez, Ms. Holland, Ms. Horstmann, Mr. Johnson, Dr. Rényi, Representative Roebuck, Ms. Sparandara, Ms. Tsai, Ms. Vieira, Mr. White, Dr. Gay, Ms. Bauer, Ms. Brown-Sow, Mr. Brown, Ms. DiGregorio, Ms. Garfinkle Weitz, Dr. Hawk, Dr. Hirsch, and Ms. Ray

(1) Executive Session

The Executive Session was devoted to a discussion regarding negotiations and personnel matters.

(2) Consent Agenda

Mr. Bergheiser requested approval of the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of July 17, 2013
- (b) Gifts and Grants

Ms. Holland moved, with Mr. Edwards seconding, that the Board approve the Consent Agenda. The motion carried unanimously.

(3) Election of Board Officers for 2013-14

Ms. Hernández Vélez, chair of the Nominating Panel for Board Officers, presented the following slate of Board Officers for 2013-14:

Mr. Matthew Bergheiser	Chair
Representative James R. Roebuck, Jr.	Vice Chair
Ms. Suzanne R. Biemiller	Vice Chair
Ms. Beatriz F. Vieira	Secretary

Ms. Hernández Vélez moved, with Mr. Johnson seconding, that the Board approve the slate of Board Officers for 2013-14. The motion carried unanimously.

Mr. Bergheiser stated that he looked forward to working together again with the Board Officers. He asked Mr. White and Ms. Holland, chairs of the Business Affairs and Student Outcomes Committees respectively, to serve with the officers as members of the Executive Committee of the Board.

(4) Ratification of Collective Bargaining Agreements

Mr. Bergheiser asked for a motion to ratify the Collective Bargaining Agreements. Ms. Rényi moved, with Ms. Holland seconding, that the Board ratify the Collective Bargaining Agreements. The motion carried unanimously.

Mr. Bergheiser stated that he was pleased that a settlement had been reached. He thanked Ms. Garfinkle Weitz and the negotiating team for all their work in achieving the settlement. Mr. Bergheiser thanked the Federation leadership for all their work. He stated that he was very excited about the future and the possibilities, but most importantly, he looked forward to working together for the success of students.

(5) Approval of Separation Agreement

Mr. Bergheiser asked for a motion to approve the separation agreement for Dr. Stephen Curtis. Ms. Hernández Vélez moved, with Mr. Johnson seconding, that the Board approve the separation agreement. The motion carried unanimously.

(6) Selection of Executive Search Firm

Mr. Bergheiser stated that he was very grateful to Mr. White for his leadership of the Presidential Search Committee. He asked Mr. White to report on the selection of the executive search firm.

Mr. White stated that the Presidential Search Committee was recommending AGB Search as the firm to conduct the presidential search at a cost of \$65,000. Ms. Tsai moved, with Ms. Holland seconding, that the Board approve AGB Search. The motion carried unanimously.

(7) Report of the Chair

(7a) Robert S. King Scholarship Reception

Mr. Bergheiser reminded members of the Board that the Robert S. King Scholarship reception is scheduled following the Board of Trustees meeting at 5:00 p.m. in C2-5.

(7b) All-day Visioning Session

Mr. Bergheiser reminded the Board that the all-day visioning session with the consultant is scheduled for Thursday, September 19, 2013 from 11:00 a.m. – 6:00 p.m. in the Isadore A. Shrager Boardroom.

(7c) Champion of Change Award

Mr. Bergheiser congratulated Ms. Holland on her selection by The White House as a Youth Job+ Champion of Change. He stated that Ms. Holland was selected because of her tremendous work and leadership as the President of the Philadelphia Youth Network, and she will be honored at an event at The White House on Thursday, September 26, 2013. Members of the Board congratulated Ms. Holland on her selection for such a prestigious award.

(7d) Resolution for E. Steven Collins

Mr. Bergheiser presented the following resolution honoring E. Steven Collins who died on September 9, 2013:

WHEREAS, on Monday, the ninth of September, two thousand thirteen, we suddenly lost a great Philadelphian, E. Steven Collins, a beloved radio and media personality, widely known as the host of “Philly Speaks” on 100.3 in Philadelphia;

WHEREAS, E. Steven Collins, who earned the affectionate moniker “Unofficial Mayor of Philadelphia and affectionately known as “E,” was a dedicated civic leader who brought together key corporate, civic and clergy leaders to bring positive change to all Philadelphians, who had built many friendships throughout his career in the broadcasting and political realms;

WHEREAS, E. Steven Collins’ passion, valued knowledge and insight brought him to the national stage, where he had appeared on MSNBC’s “Hardball with Chris Matthews,” “CNN Midday” and “PBS NewsHour;”

WHEREAS, E. Steven Collins, beloved husband of Lisa and father of Rashid and Langston, and trusted friend, colleague and mentor to many, brought happiness, warmth and intelligence to all who knew him;

WHEREAS, E. Steven Collins mirrored the mission and values of Community College of Philadelphia, which is to improve the city and the lives of residents, with his professionalism, wisdom, tenacity and sincerity;

WHEREAS, E. Steven Collins made numerous contributions to Philadelphia and its residents by opening dialogues, discussing issues and working to resolve challenges, with grace and dignity;

THEREFORE BE IT RESOLVED, on this day, Thursday, the twelfth of September, two thousand thirteen, that the Community College of Philadelphia Board of Trustees formally wishes to recognize and celebrate the exemplary life of E. Steven Collins, advocate, broadcasting legend and outstanding citizen of the city of Philadelphia.

Mr. Bergheiser stated that Mr. White would deliver the signed resolution and the Board’s condolences to the family this evening.

Mr. White moved, with Representative Roebuck seconding, that the Board approve the Resolution. The motion carried unanimously.

(8) Foundation Report

Ms. Ray reported that the Foundation's 16th Annual Golf Classic took place on July 29, 2013. She stated that golfers enjoyed a spectacular day at Commonwealth National Country Club. A total of 96 golfers participated and sponsorship of the Classic increased by 33%. Ms. Ray stated that many of the sponsors who attended last year brought new golfers to the event, and that several new sponsors have already been identified for next year's Classic. Ms. Ray stated that the golf outing netted about \$50,000.

Ms. Ray reported that the Foundation successfully nominated Mr. Keith Leaphart, CEO of Replica, a creative reproduction company, for recognition by the *Philadelphia Business Journal* as a Minority Business Leader. Mr. Leaphart is also chair of the Lenfest Foundation Board of Trustees. Ms. Ray stated that Replica provided graphics for both the Tuition Gap Day and the Golf Classic.

Ms. Ray reported that the Foundation hosted a reception on September 12, 2013 to thank Mr. Stanley Merves and the Gilroy Roberts Foundation for their generous gift of \$1.025 million, and to celebrate the opening of the Gilroy Roberts Gallery. Ms. Ray encouraged members of the Board to view the exhibit which is on display outside of the Rotunda.

Ms. Ray reported that the Foundation is pleased to announce that The Roots have agreed to receive the City Impact Award at this year's Pathways Award Celebration. She thanked Mayor Nutter for his efforts in reaching out to the Roots on behalf of the Foundation. Ms. Ray stated that the Awards Committee is currently working with The Roots to determine their availability, and it is expected that the Foundation will be changing the original date of November 7 to sometime in January or February 2014.

Ms. Ray stated that the Foundation is looking for strong leaders to join the Foundation Board. She asked members of the Board to contact her with recommendations for Foundation Board membership.

Ms. Ray reviewed a list of private giving received through August 31, 2013 as well as government funding received for the same time period.

(9) Report of the Interim President

(9a) Enrollment

Dr. Gay reported that classes began on September 3, 2013. She stated that as of this past Monday, total credit head count was up .6%; total credit FTEs were up .3%; and total FTEs were up .1%. Dr. Gay stated that while this is not a large increase, the College is holding its

own. Dr. Gay noted that five of seven community colleges across the state have reported to the Pennsylvania Commission for Community Colleges that they are down in enrollment for fall.

(9b) On-Campus Events

Professional Development Week, August 26-30, 2013

Dr. Gay reported that Professional Development Week took place from August 26-30, 2013. The opening session took place on August 26. Dr. Gay thanked Ms. Tsai for representing the Board at the opening session. Dr. Gay stated that the keynote speaker was Dr. Rebecca Cox, currently a member of the Faculty of Education at Simon Fraser University. Dr. Gay stated that Dr. Cox discussed the differences in expectations in the classroom between students and faculty.

Dr. Gay stated that among other things, she had presented snapshots from two research reports completed over the summer: the Noel Levitz Survey and the Community College Survey of Student Engagement. Dr. Gay called attention to the slide outlining the results of the Noel Levitz survey. She stated that the last time the survey was done was three years ago. Dr. Gay stated that students rated the College across eight categories such as registration effectiveness, campus climate, student centeredness, admission and financial aid effectiveness, academic advising effectiveness, instructional effectiveness, campus services, and safety, security, and parking. Dr. Gay stated that in every single category the College improved in student satisfaction.

Dr. Gay presented the results of the Community College Survey of Student Engagement. She stated that students were asked about practices such as active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners, with the average for the cohort being 50. Dr. Gay stated that the survey compared CCP to top performing colleges, the 2013 cohort urban colleges, and extra-large colleges. Dr. Gay stated that in relationship to peers, in all categories, the College did well. Dr. Gay stated that she was pleased to see the performance, but the College can still improve.

Gilroy Roberts Gallery

Dr. Gay reported that the Gilroy Roberts Gallery reception took place on September 10, 2013. The gallery features an interactive exhibit of the works of Gilroy Roberts, chief engraver, United States Mint, 1948-1964. Mr. Roberts is best known for his drawing of John Kennedy on the Kennedy half dollar. Dr. Gay stated that in the Rotunda, there is an exhibit of student work, including the work of Architecture and Design students who suggested the idea of having the gallery outside of the Rotunda and the idea of covering the windows. Dr. Gay noted that the gallery was made possible by a gift from the Gilroy and Lillian P. Roberts Foundation.

10,000 Small Businesses Graduation

Dr. Gay reported that the first graduating class for the 10KSB took place on Saturday, September 7, 2013. We had a 100% completion - 23 out of 23 students graduated. She stated that each graduate had an opportunity to talk about their businesses with Mayor Nutter, many of them indicating how much their businesses had increased, and that they had hired additional employees since being in the program. Dr. Gay stated that she appreciated Mayor Nutter's support for this event and Ms. Tsai for attending the graduation.

Leadership Institute

Dr. Gay reported that the College's Leadership Institute started its 11th year. She stated that the plan is to offer it every other year. Dr. Gay stated that there are 14 participants. Speakers this year will include Dr. Lori Shorr, chief education officer for the City, and former Community College President and current president of the Council for Higher Education Accreditation, Dr. Judith Eaton.

Minority Fellowship Initiative

Dr. Gay reported that the College reinstated the Minority Fellowship Initiative. She stated that one person will serve as a Minority Fellow this fall. The program is being coordinated by Assistant Professor of Biology John D'Anjou, a former Minority Fellow.

(9c) External Events

Dr. Gay reported that, at the request of Ms. Rényi, she had testified before the Democratic Policy Committee on September 11, 2013 regarding workforce literacy. Dr. Gay stated that Ms. Rényi was the catalyst behind the Pennsylvania House of Representatives' Democratic Policy Committee holding a hearing on the importance of the Commonwealth's investment in creating a more skilled and employable workforce. Dr. Gay stated that she discussed the impact of funding on the literacy efforts of community colleges across the State. Mr. Edwards also testified, and Representative Roebuck was on the panel of State representatives.

(9d) Pennsylvania Commission for Community Colleges

Dr. Gay reported that Ms. Diane Bosak, the former executive director of the Commission, left the Commission in August for a similar position in Phoenix, Arizona. Dr. Jim Linksz, former president of Bucks County Community College and a former president of the Commission, is presently leading the Commission until December. Dr. Gay stated that there is a search underway to fill the position with September 30, 2013 as the deadline for receipt of applications. The position's duties and responsibilities have been expanded and the position title has been changed to president and chief executive officer. Dr. Gay stated that

Representative Roebuck had given her some valuable advice on the characteristics needed to be successful in the position.

The Pennsylvania Commission for Community Colleges President's Retreat took place on August 12-13, 2013. Among the various issues that were discussed by the group was the development of positions on issues in anticipation of next year's gubernatorial election which will be transmitted to all candidates. The Commission will then organize a session with all of the gubernatorial candidates.

(9e) Announcements

Dr. Gay informed the Board of a display of photographic images by students on exhibition in the Pavilion Cafeteria. The display is a permanent exhibit of dye sublimation prints by the College's Photographic Imaging students. Dr. Gay stated that the display was made possible by a grant from the Foundation.

Dr. Gay reported that Mr. Paul Geissinger, Music Department faculty, did a remix for Decca recording artist/composer Ludovico Einaudi which is featured in the new British Airways commercial that is currently airing in the United Kingdom. The commercial premiered on September 8 during the England World Cup qualifying match. It was also aired on X-Factor on September 9 and 10, 2013.

Dr. Gay reported that a project by the College's Digital Video Production program students won an Emmy. They were selected as the winner of the Outstanding Achievement, College/University Student Production – Public Affairs/Community Service by the Mid-Atlantic Chapter of the National Academy of Television Arts and Sciences. Dr. Gay stated that the production, a look at the 2012 Presidential election through the eyes of Community College of Philadelphia students and staff, aired three times on CCPTV, during the two weeks prior to the election.

Dr. Gay reported that Mr. Gilberto Gonzalez, staff member in the Office of Communications, will receive a Community Service Award on September 21, 2013 from Concilio. Concilio is an organization that works to ensure that equitable social, educational, medical, and cultural services are available to the Latino community.

Dr. Gay reported that the College's Library recently won first place in a national contest promoting Mango Languages, a language learning software the College currently offers. Our own Outreach Librarian, Ms. Rena Haws Turner, created this video. If you are interested in looking at a brief article written about the contest and the video that was submitted, you may go to the following link: <http://www.mangolanguages.com/mango/jul13-newsletter-mangostar/>.

Dr. Gay informed the Board that effective September 10, 2013, she replaced Dr. Curtis on the Economy League of Greater Philadelphia Board of Directors.

Dr. Gay reported that a memorial service for Dr. Allen T. Bonnell, founding president of the College, was held on September 8, 2013 at the White Horse Village Retirement Community where he lived. She stated that the College was well represented at the memorial service by staff, faculty, and administration.

(10) New Business

Representative Roebuck reported that the State Board of Education adopted the common course standards. He stated that by using the keystone exams as a measure of the effectiveness of the standards, it significantly raises the requirements for graduation. Representative Roebuck stated that he was concerned about the implications of this decision, particularly because higher education continues to be underfunded and the standards make it harder for students to be successful.

(11) Next Meeting

The next meeting of the Board of Trustees was scheduled for Thursday, October 3, 2013 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 4:55 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, September 12, 2013 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Mr. Edwards, Ms. Hernández Vélez, Ms. Holland, Ms. Horstmann, Mr. Johnson, Dr. Rényi, Representative Roebuck, Ms. Sparandara, Ms. Tsai, Ms. Vieira, Mr. White, Dr. Gay, Ms. Bauer, Ms. Brown-Sow, Mr. Brown, Ms. DiGregorio, Ms. Garfinkle Weitz, Dr. Hawk, Dr. Hirsch, and Ms. Ray

(1) Executive Session

The Executive Session was devoted to a discussion regarding negotiations and personnel matters.

(2) Consent Agenda

The Board approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of July 17, 2013
- (b) Gifts and Grants

(3) Election of Board Officers for 2013-14

The Board approved the following slate of Board Officers for 2013-14:

Mr. Matthew Bergheiser	Chair
Representative James R. Roebuck, Jr.	Vice Chair
Ms. Suzanne R. Biemiller	Vice Chair
Ms. Beatriz F. Vieira	Secretary

(4) Ratification of Collective Bargaining Agreements

The Board ratified the Collective Bargaining Agreements.

(5) Approval of Separation Agreement

The Board approved the separation agreement for Dr. Stephen Curtis.

(6) Selection of Executive Search Firm

The Board approved AGB Search, LLC as the search firm for the presidential search.

(7) Report of the Chair

(7a) Robert S. King Scholarship Reception

The Robert S. King Scholarship reception is scheduled following the Board of Trustees meeting at 5:00 p.m. in C2-5.

(7b) All-day Visioning Session

The all-day visioning session with the consultant is scheduled for Thursday, September 19, 2013 from 11:00 a.m. – 6:00 p.m. in the Isadore A. Shrager Boardroom.

(7c) Champion of Change Award

The Board congratulated Ms. Holland on her selection by The White House as a recipient of the Youth Job+ Champion of Change Award.

(7d) Resolution for E. Steven Collins

The Board approved a resolution honoring E. Steven Collins, a beloved radio and media personality, who died on September 9, 2013.

(8) Foundation Report

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The Foundation hosted a reception on September 12, 2013 to thank Mr. Stanley Merves and the Gilroy Roberts Foundation for their generous gift of \$1.025 million, and to celebrate the opening of the Gilroy Roberts Gallery.

The Roots have agreed to receive the City Impact Award at this year's Pathways Award Celebration.

(9) Report of the Interim President

(9a) Enrollment

The Board was updated on the status of enrollment for fall 2013.

(9b) On-Campus Events

Professional Development Week, August 26-30, 2013

Professional Development Week took place from August 26-30, 2013. The keynote speaker was Dr. Rebecca Cox, currently a member of the Faculty of Education at Simon Fraser University.

Dr. Gay presented snapshots from two research reports: the Noel-Levitz and the Community College Survey of Student Engagement.

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Leadership Institute

The College's Leadership Institute started its 11th year. The plan is to offer it every other year.

Minority Fellowship Initiative

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(9c) External Events

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(9d) Pennsylvania Commission for Community Colleges

Ms. Diane Bosak, the former executive director of the Pennsylvania Commission for Community Colleges, left the Commission in August for a similar position in Phoenix, Arizona.

Dr. Jim Links, former president of Bucks County Community College and a former president of the Commission, is presently leading the Commission until December. A search is underway to fill the position. The position's duties and responsibilities have been expanded and the position title has been changed to president and chief executive officer.

The Commission for Community Colleges President's Retreat took place on August 12-13, 2013.

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The Board was informed that effective September 10, 2013; Dr. Gay replaced Dr. Curtis on the Economy League of Greater Philadelphia Board of Directors.

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Representative Roebuck reported that the State Board of Education adopted the common course standards. He stated that by using the keystone exams as a measure of the effectiveness of the standards, it significantly raises the requirements for graduation. Representative Roebuck stated that he was concerned about the implications of this decision, particularly because higher education continues to be underfunded and the standards make it harder for students to be successful.

(11) Next Meeting

The next meeting of the Board of Trustees was scheduled for Thursday, October 3, 2013 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 4:55 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA
Office of Institutional Advancement
Monthly Summary of Grants and Gifts
for the October 2013
Meeting of the Board of Trustees

Federal Grants

The National Science Foundation (subcontracted through Drexel University) has funded year four of the Alliance for Minority Participation (AMP) for the Greater Philadelphia Region Phase IV Supplemental Grant for \$5,000. Supplemental funding will be used to provide book stipends for the Fall 2013 semester.

The U.S. Department of Education has funded year three of the Predominantly Black Institutions Formula grant program for \$268,269. Funds from this grant will support ongoing efforts to increase enrollment, academic success, retention and graduation rates at Community College of Philadelphia. The project will have a focus on underserved students and those students most at-risk of not completing a postsecondary degree. Specifically, the grant will support veterans and ex-offenders through special initiatives, as well as all students in developmental and gatekeeper courses and those identified through the College's early alert system as being at risk of not completing their courses. Funds support science outreach programs and technology that enhances students experiences collegewide.

The U.S. Department of Education has funded year one of the three-year Minority Science and Engineering Improvement Program (MSEIP) grant for \$216,149. The total award for the three-year grant is expected to be \$660,388. This grant will support the Raising Interest in STEM Education (RISE) program at the College. Through RISE, students interested in STEM will be supported at three levels: developmental, pre-majors in 100-level science and math courses and critical juncture students in upper-level science and math courses. Support will include increased Learning Lab capabilities, online educational resources, STEM-specific career education and a partnership with Drexel University to provide tutors and a summer research program, as well as professional development for STEM faculty at the College.

Other Grant

The Japan Studies Association has funded the Creating the Next Generation of Leaders for U.S.-Japan Educational Outreach grant for \$5,000. This project supports the organization of a site visit to Kyoto, Japan to prepare for faculty workshops focused on Japan that will be held in Kansas in spring 2014 and at the College during the 2014-15 academic year.

**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

MINUTES

Thursday, September 12, 2013

1:30 p.m. – M2-34

Presiding: Ms. Stacy Holland

Present: Dr. Judith Gay, Dr. Samuel Hirsch, Dr. Sharon Thompson, Ms. Mary Horstmann,
Dr. Judith Rényi, Ms. Lydia Hernandez Velez

Guests: Mr. John Moore, Ms. Margaret Niven

(1) Executive Session

The Committee welcomed Dr. Judith Gay in her new role as Interim President and Dr. Sharon Thompson in her role as Acting Vice President for Academic Affairs.

The Committee discussed potential agenda items for the next Board meeting.

(2) Public Session

(a) Approval of Minutes of May 20, 2013

The minutes were accepted.

(b) Academic Program Audit: Liberal Arts: African American-African Diaspora Option (Action Item)

Mr. Moore reviewed highlights of the Audit of the Liberal Arts: African American-African Diaspora Option.

This program has been chronically low enrolled and has poor student outcomes. He pointed out that the original concept for the program was laudable, but it failed to attract student interest. One faculty member had been the driving force in creating the program but that has not been sustained. The audit recommends closing the program this academic year. Students will be able to move seamlessly into the Liberal Arts General Option without loss of credits or delay in progress to graduation. The specific departments will handle scheduling of related courses for interested students. A transition plan will be created for the six students remaining in the program.

The Committee also discussed the broader question of the future directions for development of new curricula or elimination of existing programs, and how academic curricular planning is consistent with the directions laid out by the College's Strategic Plan and Academic Affairs Master Plan. Dr. Gay described the current planning and

assessment process to include the academic audit schedule, program review through annual Quality/Viability Indicators and its relationship to high priority occupations and workforce needs. She further discussed the impact of financial aid regulations, state wide articulation standards and other legislative initiatives. Dr. Hirsch described the alignment with the Enrollment Management Plan.

Action: The Student Outcomes Committee of the Board recommends that the Board of Trustees accept the audit of the Liberal Arts: African-American African Diaspora Option and concurs with the audit recommendations to include discontinuation of the program immediately.

c) Report on outcomes of two student surveys: Noel Levitz Student Satisfaction Survey and Community College Survey of Student Engagement (CCSSE).

Dr. Hirsch reviewed Institutional Research Reports 236A and 238B which describe the outcomes of two student surveys: Noel Levitz Student Satisfaction Survey and Community College Survey of Student Engagement (CCSSE). Following the College's becoming a part of the Achieving the Dream Initiative in 2006-2007, these two measures were chosen to measure student satisfaction along several dimensions. Each survey is done every three years. Noel Levitz focuses on eight scales within three general areas: Student Services, Academic Services and Campus Climate. IR report #236A compares results from 2010 and 2013. CCP student satisfaction levels were higher across all eight scales. Data from 2010 was used to guide strategies for improvement both in short term and long term planning. Future strategies to further improve student satisfaction are reflected in the draft of the new Enrollment Management Plan.

Similarly, CCSSE focuses on five benchmarks of effective educational practice. Students were more engaged across four of the five dimensions. Student –Faculty Interaction showed the only decline. Drs. Hirsch and Thompson underscored the importance of faculty engagement with students outside the classroom in co-curricular activities such as sports and student performances, as an area of improvement. Dr. Gay pointed out that we also do not have a strong service learning initiative and need to explore whether the college wants to actively engage this direction. Dr. Hirsch reiterated that we use this data to guide our planning and future initiatives.

d) Information on Single Stop

Dr. Hirsch distributed information on Single Stop,, which will open next month. This simple but powerful model has been successful on other campuses nationwide. Single Stop will bring four major services together: free tax preparation, financial counseling, legal assistance and benefit enrollment assistance for our students. The model leverages both external and internal resources. Single Stop staff will provide follow up on usage of services and outcomes and will employ a case management approach. Initial results from other institutions who have established similar centers have seen an increase in retention. The initiative is funded by the Green Light Fund who received Social innovations funding. The project requires a College match for which we are engaged in fundraising. The goal for year one is to serve 1,000 students.

The meeting was adjourned.

(3) **Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, October 3, 2013 at 1:30 p.m. in the conference room M2-34.

(4) **Attachments**

Minutes of May 20, 2013

Academic Program Audit: Liberal Arts: African American-African Diaspora Option

**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

SUMMARY of AUDIT ACTIONS

September 12, 2013 Meeting

Summary of Liberal Arts- African American – African Diaspora Option Audit

The Liberal Arts – African American African Diaspora Option is one of several options within the Liberal Arts degree. At the moment it suffers from a number of problems: lack of student interest, poor outcomes, and a lack of structured leadership. The former curriculum supervisor has indicated that she no longer wishes to serve in that role, and no replacement has been found among the faculty who teach courses in the program.

The lack of leadership is evident in the fact that Student Learning Outcome Assessment is not being conducted; that the program has not graduated a student in years; and that the enrolled students fall behind their peers in most measures of academic success. Finally, many of the courses (both required and optional) are not offered on a regular schedule, which can only further discourage completion of the degree among students in the program.

Pertinent data include:

- The program has low enrollment over the past five years (fewer than 20 total students).
- It serves a larger percentage of African-American , Part-Time, and All Developmental students enroll in the program than the College at large.
- The program has had no graduates since 2008 and only 4 transfer students (all of whom left with fewer than 12 credits).
- Students in the program have lower course completion rates, are more likely to depart unsuccessfully, and are less likely to be in good academic standing.
- Courses are low enrolled (73% filled); many have failed to run for multiple semesters.

Action: The Student Outcomes Committee of the Board recommends that the Board of Trustees accept the audit of Liberal Arts- African American – African Diaspora Option AA Degree and terminate the program immediately, work with students remaining in the program to transfer them into another program over the current Academic Year, and examine current program course offering for their future viability by the end of 2014-15.

**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

MINUTES

**Monday, May 20, 2013
10:30 a.m. – Room M2-34**

Presiding: Ms. Stacy Holland

Present: Dr. Stephen Curtis, Dr. Judith Gay, Dr. Samuel Hirsch,
Ms. Mary Horstmann, Mr. Chad Lassiter, Dr. James Roebuck

Guests: Mr. John Moore, Dr. Sharon Thompson, Dr. Connie Watson, Ms. Kerry
Arnold

(1) Executive Session

The Committee discussed and agreed to recommend the College's proposal to create a separate Department to address developmental and foundational math education. The College administration also responded to the Committee's request to include information about how to have a more immediate impact on developmental math student outcomes. Personnel related issues were discussed.

The Committee was provided with an update on labor negotiations.

(2) Public Session

a) Approval of Minutes of May 2, 2013 (Action Item)

The minutes were accepted.

b) Academic Program Audit: Behavioral Health Human Services, AAS and Associated Certificates (Action Item)

Mr. Moore reviewed highlights of the Audit of the Behavioral Health Human Services, AAS and Associated Certificates. He highlighted the fact that faculty are very engaged in the Program and students heavily invested in the Program as well.

Ms. Holland asked about the recommendations to take a year to revise the Disability Studies and Social Gerontology Certificates when there is evidence of low enrollment and graduates. Ms. Arnold responded that the current set of discussions on the future of the Certificates is focused on creating a broader certificate program. Also, the current names of the certificate programs are not contemporary. Dr. Thompson indicated that one possibility would be to revise the current Human Services Certificate by broadening it and then eliminate the two certificates in question. She felt a plan could be developed by spring 2014.

Ms. Holland suggested that when working with the program advisory committee it would be helpful to gain information on the percentage of jobs associated with the certificate and what has been the employment rate.

Action: The Student Outcomes Committee of the Board recommends that the Board of Trustees accept the audit of the Behavioral Health and Human Services AAS degree and associate certificates and require a plan involving the Disability Studies and Social Gerontology Certificates by January 2014. The recommendation for recertification of the programs will occur after the review of the plan for the certificates.

(c) Critical Thinking Competency Outcomes (Information Item)

Dr. Gay reviewed the status of the Assessment of Student Learning Outcomes for Critical Thinking.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, September 5, 2013 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of May 2, 2013
Academic Program Audit: Behavioral Health Human Services, AAS and
Associated Certificates
Memo Regarding Critical Thinking Competency Outcomes

Community College of Philadelphia

Academic Program Audit:

Liberal Studies- African American - African Diaspora Option

Authors:

John V Moore III

Sharon Thompson

Date: August 20, 2013

I. Executive Summary

The Liberal Arts – African American African Diaspora Option is one of several options within the Liberal Arts degree. At the moment it suffers from a number of problems: lack of student interest, poor outcomes, and a lack of structured leadership. The former curriculum supervisor has indicated that she no longer wishes to serve in that role, and no replacement has been found among the faculty who teach courses in the program.

The lack of leadership is evident in the fact that Student Learning Outcome Assessment is not being conducted; that the program has not graduated a student in years; and that the enrolled students fall behind their peers in most measures of academic success. Finally, many of the courses (both required and optional) are not offered on a regular schedule, which can only further discourage completion of the degree among students in the program.

It is unclear to what professions this major would be linked; and there are few transfer options for students who wish to continue their studies in the field. This likely discourages students from pursuing this as a field of study, particularly when many of the offered courses could be taken to meet the requirements in other departments or programs.

It is recommended that this program be terminated and that the students currently enrolled be contacted to select another Liberal Arts option. Students who are interested in pursuing a bachelor's degree in African-American or African Diaspora Studies can still follow this path. The student would choose relevant courses such as African-American history, African-American Literature which run regularly and then leave CCP with a Liberal Arts General or Liberal Arts-Social Behavioral Sciences degree.

II. Program

The Liberal Arts -- African American - African Diaspora Option was designed to be appropriate for students who desire to study the African Diaspora and to prepare for leadership and scholarship roles while pursuing a liberal education and qualifying to transfer to a baccalaureate degree-granting institution.

The Liberal Arts degree program is for liberal arts students planning to transfer to baccalaureate programs or professional schools after study at Community College of Philadelphia; for students seeking a non-specialized associate's degree; for students planning to enter certain select programs at a later date; and for students undecided about their long-term educational goals. Students are expected to consult with an

academic advisor or counselor upon entry to the program and in subsequent semesters. Transfer planning should begin early so that the student can gain the most benefit from the curriculum. Students who follow the Liberal Arts curriculum and plan to attend a specific four-year college after graduation should choose elective courses that duplicate as closely as possible those in the first two years of the program of that college.

A. Brief History of the Program

The Liberal Arts: African Diaspora Studies Option was created in 2006. It was modeled on other Liberal Studies Options such as Women’s Studies/Gender Studies, Leadership Studies and International Studies to allow students a structured pathway for specializing on a topic of interest in the Liberal Arts curriculum. It was seen as a way to increase the number of courses focusing on African and African American issues. It was hoped that the program would promote a greater focus on African and African American culture in the city. Additionally, it was hoped that students would be more successful if they were taking courses that related more closely to their own interests and experiences.

The program’s name was revised to Liberal Arts – African American and African Diaspora Studies Option in 2009 in an attempt to engage more students in the program; there was a belief that students were unaware of the mean of “Diaspora” and that adding “African American” to the curriculum would assist in name recognition among potential students.

B. Curriculum Sequence

LIBERAL ARTS — AFRICAN AMERICAN AND AFRICAN DIASPORA STUDIES OPTION COURSE SEQUENCE

Course Number and Name	Pre- and Co-requisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101 - English Composition I		3	ENGL 101
CIS 103 - Applied Computer Technology*		3	Tech Comp
MATH 118 - Int. Algebra or higher		3	Mathematics
Laboratory Science Elective		4	Natural Science
PSYC 101 - Intro to Psychology or SOC 101 - Intro to Sociology		3	Social Sciences
SECOND SEMESTER			
ENGL 102 - The Research Paper	ENGL 101 ("C" or better)	3	ENGL 102 / Info Lit
MATH 150 - Introductory Data Analysis	MATH 118	3	
IDS 150 - Introduction to Af Diaspora Studies	ENGL 101	3	Humanities
ENGL 250 - Af Am Literature I or ENGL 251 - Af Am Literature II or ENGL 256 - African Literature	ENGL 101 ENGL 101 ENGL 101	3	Interp. Studies Am/Global Div
HIST 220 - Af Am History to 1877		3	
THIRD SEMESTER			
ANTH 112 - Cultural Anthropology		3	
ENGL 115 - Public Speaking	ENGL 101 (pre/co requisite)	3	
ARAB 101 - Introductory Arabic or FREN 101 - Introductory French or SWAH 101 - Introductory Swahili		3	
HIST 221 - Af Am History since 1865		3	
HUM 180 - Intro to African Cult and Civ	ENGL 101 (pre/corequisite)	3	
FOURTH SEMESTER			
ARAB 102 - Introductory Arabic or FREN 102 - Introductory French or SWAH 102 - Introductory Swahili	ARAB 101 FREN 101 SWAH 101 (language as above)	3	
ART 120 - Art in Africa or MUS 120 - Music of Af-Americans or GEOG 103 - Cultural Geography or GEOG 180 - Urban Geography or GEOG 222 - World Regional Geography	GEOG 101 or GEOG 103	3	
ANTH 211 - Af Peoples and Cultures	Any social or beh sci course	3	
SOC 233 - The Sociology of Ethnic and Minority Group Relations	SOC 101 or ANTH 112	3	Writing Intensive
Science Elective		3-4	
MINIMUM CREDITS NEEDED TO GRADUATE: 61			

C. Curriculum Map

Course	Programmatic Learning Outcomes			
	Determine critical analysis of arguments and evaluation of an argument's major assertions, its background assumption, the evidence used to support its assertions, and its explanatory utility	Communicate effectively through written and oral means and through other forms as appropriate	Explain the chronology and geographic contours of the African Diaspora.	Explain the social, economic, and political origin and impact of the African Diaspora both on the nations and Africa as well as the United States, Latin American, and the Caribbean.
ENGL 101- English Composition	I, A	I, A		
ENGL 102 – The Research Paper	R, A	R,A		
ENGL 115 – Public Speaking	R, A	R, A		
IDS 150 – Introduction to African Diaspora Studies	R, A	R, A	I, R, A, M	I, R, A, M
ENGL 250, 251, or 256 (African American Lit I, II; African Lit)	R, A	R, A		
HIST 220 – African American History to 1877	R, A	R, A	I, R, A, M	I, R, A, M
ANTH 112 – Cultural Anthropology	R, A	R, A	I, R, A, M	I, R, A, M
ARAB 101, FREN 101, or SWAH 101 (Introductory Language)		I, A		
HIST 221 – African American History since 1865	R, A	R, A	R, A	R, A, M
HUM 180 – Intro to African Cultures and Civilizations		R, A	R, A	R, A, M
ARAB 102, FREN 102, SWAH 102 (Introductory Language)		R, A, M		
ART 120, MUS 120, GEOG 103, GEOG 180, or GEOG 222		R, A	R, A	R, A
ANTH 211 – African Peoples and Cultures		R, A		R, A, M
SOC 233 – The Sociology of Ethnic and Minority Group Relations			R, A	R, A

I = Introduced; R = Reinforced and Practiced; M = Mastery at exit; A = Assessed

III. Profile of Faculty

There are no faculty associated with the African-American African Diaspora Studies Curriculum, faculty who teach courses required for the program are based in home departments such as English, Anthropology, Music, History or Art.

IV. Learning Outcomes and Assessment

Student outcomes have been developed, as had a curriculum map (see above) and a timeline for assessing outcomes (below). However, no work beyond this had been completed; no outcomes have been assessed as of present. Part of this relates to a problem seen in several curricula that rely on other departments for the majority of their course offerings. The program 'owns' no courses and has no way, at the moment to accurately capture work in other departments without improved communication. Plans are underway to address at least part of this by subsuming some of this assessment into the work being done on the General Education Outcomes.

A. Student Learning Outcomes

Upon completion of this program graduates will be able to:

- Demonstrate critical analysis of arguments and evaluation of an argument's major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility.
- Communicate effectively through written and oral means and through other forms as appropriate.
- Explain the chronology and geographic contours of the African Diaspora.
- Explain the social, economic and political origin and impact of the African Diaspora both on the nations of Africa as well as the United States, Latin America and the Caribbean.

Timeline: Assessment of Program Learning Outcomes

Outcome Timeline	Determine critical analysis of arguments and evaluation of an argument's major assertions, its background assumption, the evidence used to support its assertions, and its explanatory utility	Communicate effectively through written and oral means and through other forms as appropriate	Explain the chronology and geographic contours of the African Diaspora.	Explain the social, economic, and political origin and impact of the African Diaspora both on the nations and Africa as well as the United States, Latin American, and the Caribbean.
2011-2012			Spring – Collect Data	
2012-2013		Fall – Collect Data Spring – Analyze Data, propose changes	Fall – Analyze Data, Propose Changes Spring – Implement Changes	Spring – Collect Data
2013-2014	Fall – Collect Data Spring – Analyze Data, propose changes	Fall – Implement Changes Spring – Collect Data	Fall – Collect Data Spring – Analyze Data, Complete Report	Fall – Analyze Data, Propose Changes Spring – Implement Changes
2014-2015	Fall – Implement Changes Spring – Collect Data	Fall – Analyze Data, Complete Report		Fall – Collect Data Spring – Analyze Data, Complete Report
2015-2016	Fall – Analyze Data, Complete Report			

B. Student Profile

The program has seen small growth over the past 5 semesters (18 students/13 FTE increase—Table 1). It serves a larger percentage of African-American (73%) students than the Division (49%) or the College (48%). A greater proportion of Part-Time (77% vs. 69%) and All Developmental (46% vs. 28%) students enroll in the program than the College at large (Table 2).

Curriculum courses (73%) have lower enrollment percentages than courses in the Division (83%) or College (85%) (Table 3). Some required courses in the program are very rarely offered: Humanities 180 has only been offered 4 times in the past 10 semesters; Interdisciplinary Studies 150 only once. Optional courses, also struggle to be filled: Art 120 has only been offered once in 10 semesters; Anthropology 211, twice. This seems to create a type of positive feedback loop; courses are not offered because of lack of enrollment; this makes it harder for students to progress in or complete the program; other students hear this and are less likely to enroll in the program; this makes those courses less likely to run.

Table 1. Headcounts

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
Program	Headcount	2	7	10	19	20	11.6
	FTE Headcount	1	5	8	13	14	8.2
Division	Headcount	8,442	8,892	8,711	8,717	8,217	8,595.8
	FTE Headcount	5,758	6,313	6,175	6,137	5,747	6,026.0
College	Headcount	17,327	19,047	19,502	19,752	18,956	19,046.50
	FTE Headcount	11,883	13,362	13,696	13,682	13,111	13,098.20

Table 2. Demographics

Demographics: Running 5 Year Average			
	Lib Arts – Af/Am Studies	Liberal Studies	College
Female	62.4%	63.5%	65.0%
Male	37.0%	35.7%	34.4%
Unknown	0.7%	0.8%	0.6%
<hr/>			
Native American	0%	0.5%	0.5%
Asian	0%	5.4%	7.2%
African American	72.3%	48.5%	48.2%
Latino/a	2.3%	6.5%	6.1%
White	10.9%	25.9%	25.2%
Other	6.9%	3.8%	3.8%
Unknown	13.8%	9.4%	9.1%
<hr/>			
16 - 21	23.9%	32.6%	32.6%
22 - 29	26.3%	33.6%	35.4%
30 - 39	26.0%	15.6%	16.9%
40 +	23.8%	16.5%	13.6%
Unknown	0%	1.7%	1.5%
<hr/>			
Full Time	23.4%	33.7%	31.4%
Part Time	76.6%	66.3%	68.6%
<hr/>			
All Developmental	46.2%	29.1%	27.6%
Some Developmental	27.2%	45.7%	43.8%
College Ready	26.5%	25.1%	28.6%

Table 3. Course Enrollments

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall Averag e	Spring Averag e
Lib Arts – Af Am Studies	Courses*	12	7	12	11	11	11	8	11	7	6	10	9.2
	Avg Enrollment	24.2	26.3	26.1	25.5	23.5	27.0	21.6	23.2	26.3	23.3	24.3	25.2
	Percent Filled	75%	75%	81%	75%	69%	80%	64%	66%	77%	67%	73%	73%
Liberal Studies	Courses	1441	1520	1551	1674	1711	1721	1581	1577	1474	1465	1552	1591
	Avg Enrollment	20.2	20.6	21.5	21.3	20.9	21.3	20.4	20.2	21.4	21.3	20.9	20.9
	Percent Filled	81%	82%	86%	86%	83%	84%	81%	81%	84%	82%	83%	83%
College	Courses	2689	2822	2870	3090	2915	2987	2996	2918	2719	2716	2837.8	2906.6
	Avg Enrollment	21.2	21.2	22.3	22.0	21.9	21.6	21.9	22.2	22.3	22.1	21.9	21.8
	Percent Filled	83%	83%	87%	86%	84%	83%	85%	85%	86%	84%	85.0%	84.4%

*ENGL 250, 251, 256; HIST 220, 221; HUM 180; ART 120; MUS 120; ANTH 211; IDS 150

C. Student Outcomes

The program has fewer students in good standing (perhaps an effect of more students starting with higher levels of developmental needs), more students departing (unsuccessfully) after a year, and lower rates of course completion. The program has had no graduates since 2008 and only 4 transfer students (all of whom left with fewer than 12 credits). Without leadership, students appear to be struggling at every level of the program.

Table 4. Outcomes Data: 5 Year Averages

		Program	Division	College
Standing	Good Standing	74.9%	83.1%	84.1%
	Probation	22.2%	15.0%	13.2%
	Dropped	3.0%	2.9%	2.8%
Fall-Spring Retention	Returned/Same	70.3%	64.1%	65.6%
	Returned/Different	2.6%	6.5%	5.2%
	Graduated	0%	2.3%	2.0%
	Did Not Return	27.1%	27.1%	27.2%
Fall-Fall Retention	Returned/Same	22.7%	35.7%	36.5%
	Returned/Different	6.3%	9.7%	8.5%
	Graduated	1.3%	8.1%	8.2%
	Did Not Return	69.7%	46.5%	46.8%
Success at Departure	Graduated	0.0%	9.8%	9.9%
	Long Term Success	45.8%	36.9%	35.8%
	Short Term Success	27.8%	15.6%	17.7%
	Unsuccessful	44.4%	37.7%	36.6%
Course Outcomes	Course Completion	81.9%	87.9%	88.4%
	GPA	2.59	2.66	2.65

Table 5. Degrees Awarded

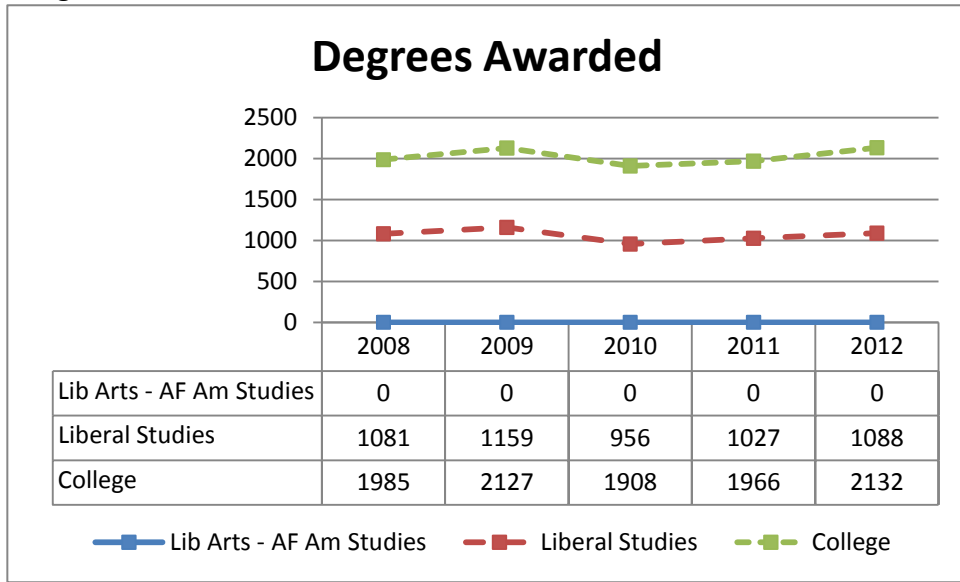
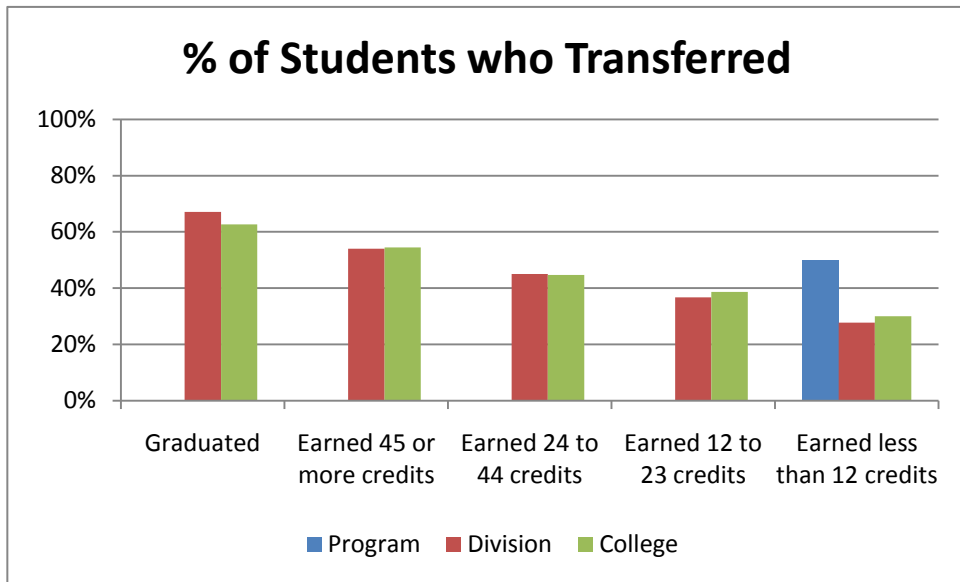


Figure 1. Transfer by Departure Status¹



¹ Fall 2005- Spring 2010 Cohorts

V. Resources

Since the courses meet in standard classrooms, there are no special facilities required.

VI. Demand

CCP is the only College locally to offer African/African American Studies as an Associate's Degree. Five colleges offer Bachelor's degree in the field.

As with many liberal arts degrees, it is difficult to tie African American Studies to a specific career path; federally, the only target occupation tied to this degree is in Post-Secondary Education (i.e. Faculty).

VII. Operating Costs

As a curriculum with no assigned faculty, there are no direct operation costs to the program; costs for teaching are absorbed by the home departments of related faculty.

VIII. Findings and Recommendations

The Liberal Arts – African American – African Diaspora Option struggles with lack of interest from both students and faculty/leadership. There are a small number of students who will continue to languish in the program, unable to complete it because the courses required to complete the program are unlikely to be offered in a timely manner, if at all. The following recommendations are suggested:

1. Terminate the Program.

Timeline: Immediately

Persons Involved: Dean of Liberal Studies

2. Work with remaining students to transfer to the Liberal Arts – General or another Liberal Arts Option or complete the program if it is deemed possible to do within 1 year.

Timeline: Starting Immediately

Persons Involved: Dean of Liberal Studies, Liberal Arts Curriculum Coordinator

3. Have departments that teach relevant courses (particularly those that are rarely run) assess the true interest in the courses and whether or not they should be kept in the catalog as regularly offered courses.

Timeline: Completed for 2014-2015 Catalog

Persons Involved: Dean of Liberal Studies, Relevant Department Heads, Director for Academic Assessment

2013

Community College Survey of Student Engagement

A Comparison of Student Responses in Spring 2013, 2009 and 2007

IR Report # 238 B

Community College *of* Philadelphia

Office of Institutional Research
August 2013



Introduction

The Community College Survey of Student Engagement (CCSSE) utilizes a set of five benchmarks of effective educational practice in community colleges. These benchmarks allow member institutions, with missions focused on teaching, learning, and student success, to gauge and monitor their performance in areas that are central to their work. A description of the five benchmarks appears on this page. During spring semesters in 2007, 2009 and 2013, classes were randomly selected for inclusion in CCSSE. Class participation rates were 70% in 2007; 81% in 2009; and 45% in 2013¹. This report explores differences in student responses across these two time periods.

Benchmarks of Effective Educational Practice

· **Active and Collaborative Learning**

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

· **Student Effort**

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

· **Academic Challenge**

Challenging intellectual and creative work is central to student learning and collegiate quality. Survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

· **Student-Faculty Interaction**

In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

· **Support for Learners**

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.

¹ The faculty contract expired on August 31, 2011. As a result, the leaders of the Faculty Federation of Community College of Philadelphia urged their members to withhold voluntary service to the College, which included participation in CCSSE. This accounts for the much lower response rate in spring 2013.

CCP Benchmark Scores

Table 1 contains average scores for 2013, 2009 and 2007 for the five CCSSE benchmarks. These scores were computed by averaging scores on individual survey items that comprise each benchmark. The benchmark scores are standardized so that the mean for all students is 50 and the standard deviation is 25. Higher benchmark scores indicate greater levels of effectiveness. Mean Differences in the last column of Table 1 reflect the difference between 2013 and 2007 average scores.

A comparison across time indicates student respondents were slightly more engaged in 2013 across four dimensions of engagement. The biggest shift was in the score associated with the Academic Challenge dimension which increased by 1.9 points between 2013 and 2007. The Student Faculty dimension registered the only decline since 2007 (1.3 points).

Table 1
CCP 2013, 2009 and 2007 CCSSE Benchmark Scores

Benchmark	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Active and Collaborative Learning	52.8	48.4	51.9	0.9
Student Effort	55.9	52.6	55.4	0.5
Academic Challenge	57.8	53.8	55.9	1.9
Student-Faculty Interaction	53.8	49.7	55.1	-1.3
Support for Learners	52.5	49.9	51.4	1.1

Active and Collaborative Learning Benchmark

Seven items contributed to the Active and Collaborative Learning Benchmark and analysis of these individual survey items provides a sense of institutional strengths and weaknesses regarding this benchmark. Across all three surveyed semesters, students indicated little exposure to service learning opportunities through their classroom experiences. Working with other students outside of class and making classroom presentations were also less likely opportunities for students than were participating in class discussions and discussing ideas from class with others outside of the classroom. Overtime, there were small positive changes across five survey items.

Table 2
CCP Student Responses in 2013, 2009 and 2007 to
Active and Collaborative Learning Survey Items

Active and Collaborative Learning Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Asked questions in class or contributed to class discussions	3.1	2.9	3.0	0.1
Made a class presentation	2.0	1.9	2.0	0.0
Worked with other students on projects during class	2.6	2.3	2.4	0.2
Worked with other students outside of class to prepare assignments	2.0	1.8	1.9	0.1
Tutored or taught other students	1.5	1.4	1.4	0.1
Participated in a community-based project as part of a course	1.4	1.3	1.4	0.0
Discussed ideas from readings or classes with others outside of class	2.7	2.7	2.6	0.1

Response Scale for Survey Items: 1=Never; 2= Sometimes; 3= Often; 4= Very Often

Student Effort Benchmark

Eight items contributed to the Student Effort Benchmark. Across the three spring semesters, students indicated they frequently prepared two or more drafts of a paper before turning it in; frequently worked on projects that required integrating information from various sources; and rarely came to class unprepared. More recent students spent a bit more time preparing for class than did students in 2007 and were less likely to attend class without completing readings or assignments.

Table 3
CCP Student Responses in 2013, 2009 and 2007 to
Student Effort Survey Items

Student Effort Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Prepared two or more drafts of a paper or assignment before turning it in*	2.8	2.5	2.7	0.1
Worked on a paper or project that required integrating ideas or information from various sources*	2.8	2.7	2.8	0.0
Came to class without completing readings or assignments*	1.6	1.7	1.8	0.2 ²
Number of books read on your own for personal enjoyment or academic enrichment**	2.3	2.3	2.3	0
Prepared for class (studying, reading, writing, doing homework)***	2.0	2.0	1.9	0.1
Frequency: Peer or other tutoring****	1.6	1.5	1.5	0.1
Frequency: Skill labs (writing, math etc.)****	1.7	1.6	1.7	0.0
Frequency: Computer lab****	2.2	2.2	2.2	0.0

Response Scale for Survey Items:

* 1=Never; 2= Sometimes; 3= Often; 4= Very Often

** 1= 1-4; 2= 5-10; 3= 11-20; 4= 20+

*** 1= 1-4; 2= 5-10 ; 3= 11-20 ; 4= 21-30; 5= 30+

**** 0=Don't Know; 1= Never / Rarely; 2= Sometimes; 3= Often

² Given the wording of this survey item, the Mean Difference is presented as a + even though the mathematical difference is negative.

Academic Challenge Benchmark

Based on responses to the ten survey items that comprise the Academic Challenge Benchmark, CCP students, on average, indicated they were sufficiently challenged across

Table 3
CCP Student Responses in 2013, 2009 and 2007 to
Academic Challenge Survey Items

Academic Challenge Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Worked harder than you thought you could to meet an instructor's standards*	2.9	2.6	2.7	0.2
Analyzing the basic elements of an idea, experience, or theory*	3.1	3.0	2.9	0.2
Synthesizing and organizing ideas, information, or experiences in new ways*	3.0	2.9	2.9	0.1
Making judgments about the value or soundness of information, arguments or methods*	2.8	2.7	2.7	0.1
Applying theories or concepts to practical problems or in new situations*	2.9	2.7	2.7	0.2
Using information you have read or heard to perform a new skill*	3.0	2.8	2.8	0.2
Number of assigned textbooks, manuals or books**	3.1	3.0	3.1	0.0
Number of written papers or reports of any length**	3.1	2.9	3.0	0.1
How challenging were your examinations during the current school year***	5.0	5.0	5.1	-0.1

Academic Challenge Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Encouraging you to spend significant amounts of time studying*	3.2	3.1	3.1	0.1

Response Scale for Survey Items:

* 1=Never; 2= Sometimes; 3= Often; 4= Very Often

** 1= 1-4; 2= 5-10; 3= 11-20; 4= 25+

*** 1= Extremely easy to 7= Extremely challenging

a number of dimensions. Students found examinations at the College to be challenging and felt they were encouraged to spend significant amounts of time studying. Students in 2013 were slightly more likely than their 2007 counterparts to analyze the basic elements of an idea or theory; apply concepts to practical problems; and work harder to meet an instructor's standards.

Student-Faculty Interaction Benchmark

Six survey items were used to measure the Student-Faculty Interaction Benchmark. In all three spring semesters, students indicated faculty provided timely feedback concerning their performance and grades. E-mail was a frequently used communication tool for students and faculty and students discussed their career plans with faculty on occasion. Students were less likely to discuss ideas with faculty outside of class or to work with instructors on activities other than coursework. With the exception of speaking with their instructors about career plans, students in 2013 reported slightly more interaction with faculty than students in 2007.

Table 4
CCP Student Responses in 2013, 2009 and 2007 to
Student-Faculty Interaction Survey Items

Student-Faculty Interaction Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Used e-mail to communicate with an instructor	2.7	2.7	2.6	0.1
Discussed grades or assignments with an instructor	2.8	2.5	2.6	0.2
Talked about career plans with an instructor or advisor	2.1	2.0	2.1	0.0
Discussed ideas from your readings or classes with instructor outside of class	2.0	1.8	1.9	0.1
Received prompt feedback from instructors on your performance	2.9	2.7	2.8	0.1
Worked with instructors on activities other than coursework	1.5	1.4	1.4	0.1

Response Scale for Survey Items: 1=Never; 2= Sometimes; 3= Often; 4= Very Often

Support for Learners Benchmark

Seven items were used to determine the Support for Learners Benchmark. In all three spring semesters, the College received highest grades from students in providing support to help them succeed at the College; encouraging contact among a diverse student body; and providing students with financial support needed to afford an education. Students infrequently sought out support associated with career counseling.

Table 5
CCP Student Responses in 2013, 2009 and 2007 to
Support for Learners Survey Items

Support for Learners Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Providing the support you need to help you succeed at this college*	2.9	2.9	2.8	0.1
Encouraging contact among students from different economic, social, and racial backgrounds*	2.6	2.5	2.6	0.0
Helping you cope with your non-academic responsibilities*	2.0	1.9	1.9	0.1
Providing you with the support you need to thrive socially*	2.3	2.1	2.1	0.2
Providing the financial support you need to afford your education*	2.7	2.4	2.4	0.3
Frequency: Academic advising/planning**	1.9	1.8	1.8	0.1
Frequency: Career counseling**	1.5	1.4	1.5	0.0+

Response Scale for Survey Items:

* 1=Never; 2= Sometimes; 3= Often; 4= Very Often

** 0=Don't Know; 1= Never / Rarely; 2= Sometimes; 3= Often

2013

Student Satisfaction with Student Services, Academic Services, and Campus Climate

**A Comparison of Student Satisfaction
in 2010 and 2013**

IR Report #236 A

Community College of Philadelphia



Introduction

The Noel-Levitz Student Satisfaction Survey was administered to students during the spring 2013 and 2010 semesters. Approximately 2,600 students completed the surveys; 1,300 in spring 2013 and 1,300 in spring 2010. The survey focused on three general institutional areas: 1) student services, 2) academic services, and 3) campus climate. Details concerning the content and structure of the questionnaire appear in Table 1.

Table 1
Eight scales covering three general areas of interest

1) Student Services scales

- Admissions and financial aid effectiveness
- Campus services
- Registration effectiveness

2) Academic Services scales

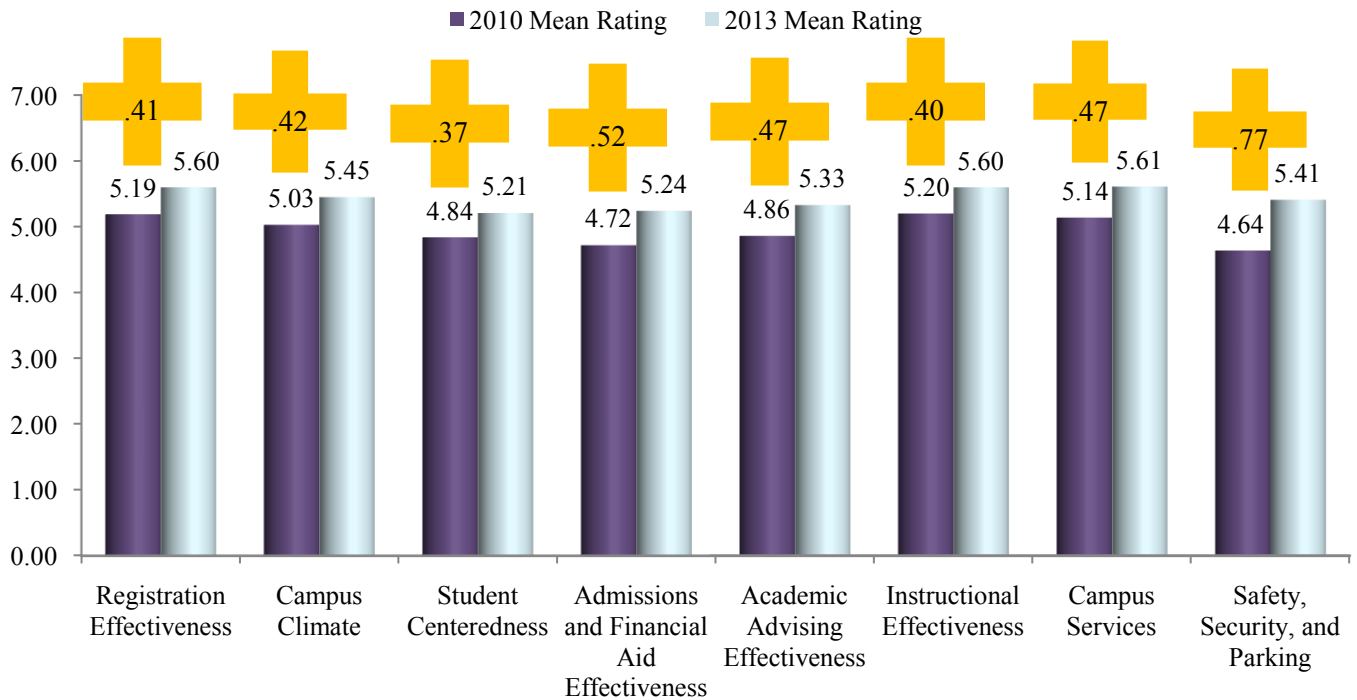
- Academic advising effectiveness
- Instructional effectiveness

3) Campus Climate scales

- Campus climate
- Student centeredness
- Safety, security, and parking

Each scale consists of several individual survey questions and each question is scored on a seven point response scale for importance (1 = not important at all; 7 = very important) and satisfaction (1 = not satisfied at all; 7 = very satisfied). For students' ratings of the importance and satisfaction of these eight scales, please see Figure 1A in the Appendix.

Figure 1: CCP Satisfaction*



* Response scale is 1 to 7. Higher scores signify greater levels of satisfaction.

CCP Student Satisfaction across Time

CCP student satisfaction levels were higher in 2013 than in 2010 across all eight student satisfaction scales (see Figure 1). Most notable improvements across time were associated with the items on the Safety, Security, and Parking; Admissions and Financial Aid Effectiveness; Academic Advising Effectiveness; and Campus Services.

Student Services

Tables 2 through 4 contain the individual survey items that comprise the three Student Services scales: Registration Effectiveness; Admissions and Financial Aid Effectiveness; and Campus Services. Within the Registration Effectiveness scale, students were most satisfied with the College’s billing practices. An improvement in Registration Effectiveness was most apparent in students’ rating of the College’s registration processes and procedures (see Table 2). The biggest improvement in student satisfaction over time in the area of Admissions and Financial Aid

Effectiveness was in the availability of financial aid counseling, which was also where students were most satisfied (see Table 3). Students were highly satisfied with the College's computer labs (see Table 4). They also rated the availability of counseling service higher in 2013, contributing to a rise in overall satisfaction within Campus Services.

Table 2: Satisfaction with Registration Effectiveness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
Registration processes and procedures are convenient.	5.63	1.55	5.04	1.70	0.59
I am able to register for the classes I need with few conflicts.	5.50	1.62	5.00	1.73	0.50
There are convenient ways of paying my school bill.	5.91	1.32	5.43	1.48	0.48
I am able to take care of college-related business at times that are convenient for me.	5.41	1.60	5.03	1.64	0.38
Classes are scheduled at times that are convenient for me.	5.57	1.48	5.47	1.47	0.10

Table 3: Satisfaction with Admissions and Financial Aid Effectiveness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
Financial aid counseling is available if I need it.	5.47	1.61	4.77	1.74	0.70
Financial aid awards are announced in time to be helpful in college planning.	5.41	1.63	4.86	1.76	0.55
This institution helps me identify resources to finance my education.	5.12	1.82	4.63	1.73	0.49
Admissions counselors accurately portray program offerings in their recruiting practices.	5.19	1.66	4.70	1.56	0.49
Admissions staff provide personalized attention prior to enrollment.	5.05	1.75	4.66	1.74	0.39

Table 4: Satisfaction with Campus Services

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
Counseling services are available if I need them.	5.61	1.45	5.00	1.56	0.61
Computer labs are adequate and accessible.	5.83	1.48	5.25	1.62	0.58
Tutoring services are readily available.	5.67	1.51	5.13	1.62	0.54
The equipment in the lab facilities is kept up to date.	5.50	1.48	5.00	1.57	0.50
There are adequate services to help me decide upon a career.	5.28	1.62	4.83	1.59	0.45
The assessment and course placement procedures are reasonable.	5.56	1.51	5.12	1.52	0.44
This campus provides online access to services I need.	5.76	1.43	5.44	1.49	0.32
Library resources and services are adequate.	5.63	1.48	5.34	1.45	0.29

Academic Services

Tables 5 and 6 contain the individual survey items that comprise the two Academic Services scales: Academic Advising Effectiveness; and Instructional Effectiveness. (see Table 5). Within the Academic Advising Effectiveness scale (see Table 5), improvement in student satisfaction was most apparent with an increase in advisors' knowledge of transfer requirements. Similarly, students were most satisfied with their advisors' knowledge of program requirements. Improvement and continued success in the area of Instructional Effectiveness was largely associated with the availability of faculty outside of the classroom (see Table 6).

Table 5: Satisfaction with Academic Advising Effectiveness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
My academic advisor is knowledgeable about transfer requirements of other schools.	5.33	1.68	4.71	1.69	0.62
My academic advisor is knowledgeable about my program requirements.	5.50	1.63	5.03	1.68	0.47
My advisor helps me apply my program of study to career goals.	5.26	1.74	4.80	1.75	0.46
My academic advisor is available when I need help.	5.34	1.65	4.91	1.69	0.43
I receive ongoing feedback about progress toward my academic goals.	5.23	1.67	4.83	1.64	0.40

Table 6: Satisfaction with Instructional Effectiveness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	5.84	1.37	5.36	1.54	0.48
Most classes deal with practical experiences and applications.	5.60	1.33	5.14	1.43	0.46
Faculty use a variety of technology and media in the classroom.	5.50	1.46	5.05	1.50	0.45
Faculty are fair and unbiased in their treatment of individual students.	5.64	1.52	5.22	1.50	0.42
Faculty provide timely feedback about my academic progress.	5.59	1.46	5.19	1.52	0.40
There are sufficient courses within my program of study available each term.	5.37	1.63	5.04	1.68	0.33
The quality of instruction I receive in most of my classes is excellent.	5.67	1.43	5.42	1.48	0.25

Campus Climate

Tables 7 through 9 contain the individual survey items that comprise the three Campus Climate scales: Campus Climate; Student Centeredness; and Safety, Security and Parking. In terms of Campus Climate, students were most satisfied with campus safety and security, with the greatest improvement in satisfaction associated with campus maintenance. Students also felt more welcomed at the College in 2013 and less burdened when seeking information on campus (see Table 8). As stated earlier, students’ expressed high levels of satisfaction with Safety, Security and Parking, with a substantial increase in their appraisal of campus parking.

Table 7: Satisfaction with Campus Climate

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
On the whole, the campus is well-maintained.	5.65	1.41	5.10	1.59	0.55
The campus is safe and secure for all students.	5.84	1.28	5.38	1.45	0.46
I seldom get the "run-around" when seeking information on this campus.	4.78	1.93	4.36	1.90	0.42
Tuition paid is a worthwhile investment.	5.79	1.47	5.37	1.52	0.42
Administrators are available to hear students' concerns.	5.11	1.70	4.70	1.70	0.41
Students are made to feel welcome here.	5.59	1.52	5.26	1.56	0.33
The campus staff are caring and helpful.	5.32	1.51	5.02	1.61	0.30

Table 8: Satisfaction - Student Centeredness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
I seldom get the "run-around" when seeking information on this campus.	4.78	1.93	4.36	1.90	0.42
Administrators are available to hear students' concerns.	5.11	1.70	4.70	1.70	0.41
Students are made to feel welcome here.	5.59	1.52	5.26	1.56	0.33
The campus staff are caring and helpful.	5.32	1.51	5.02	1.61	0.30

Table 9: Satisfaction with Safety, Security, and Parking

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
The amount of student parking space on campus is adequate.	4.74	1.97	3.49	2.01	1.25
Parking lots are well-lighted and secure.	5.46	1.53	4.75	1.62	0.71
Security staff respond quickly to calls for assistance.	5.44	1.45	4.80	1.49	0.64
The campus is safe and secure for all students.	5.84	1.28	5.38	1.45	0.46

APPENDIX

Tables A contains the 10 individual survey items that students were most satisfied with in 2013 while Table B contains the 10 individual survey items that students were least satisfied with in spring 2013.

Table A: Strengths (Items on which students were most satisfied)

Item	Scale	2013 Rank	2010 Rank	2013 Mean Rating*	2010 Mean Rating*	Mean Difference (2013-2010)	Outcome
There are convenient ways of paying my school bill.	Registration Effectiveness	1	3	5.91	5.43	0.48	Improved
The campus is safe and secure for all students.	Safety, Security, and Parking	2	5	5.84	5.38	0.46	Improved
Faculty are usually available to students outside of class (during office hours, by phone, by e-mail).	Instructional Effectiveness	3	7	5.84	5.36	0.48	Improved
Computer labs are adequate and accessible.	Campus Services	4	11	5.83	5.25	0.58	Improved
Campus item- The College provides adequate online services to complete enrollment-related processes.	No Scale**	5	N/A	5.82	N/A	N/A	N/A
Tuition paid is a worthwhile investment.	Campus Climate	6	6	5.79	5.37	0.42	Improved
This campus provides online access to services I need.	Campus Services	7	2	5.76	5.44	0.33	Improved
Campus item- Transfer opportunities are available and promoted.	No Scale**	8	N/A	5.74	N/A	N/A	N/A
Campus item- Academic degree requirements are clear and reasonable.	No Scale**	9	N/A	5.72	N/A	N/A	N/A
Campus item- There are sufficient areas on campus for student interactions.	No Scale**	10	N/A	5.69	N/A	N/A	N/A

* Response scale is 1 to 7. Higher scores signify greater levels of satisfaction.

** This survey item is not part of a Noel Levitz scale since it was added by The Office of Student Affairs at CCP.

Table B: Challenges (Items on which students were least satisfied)

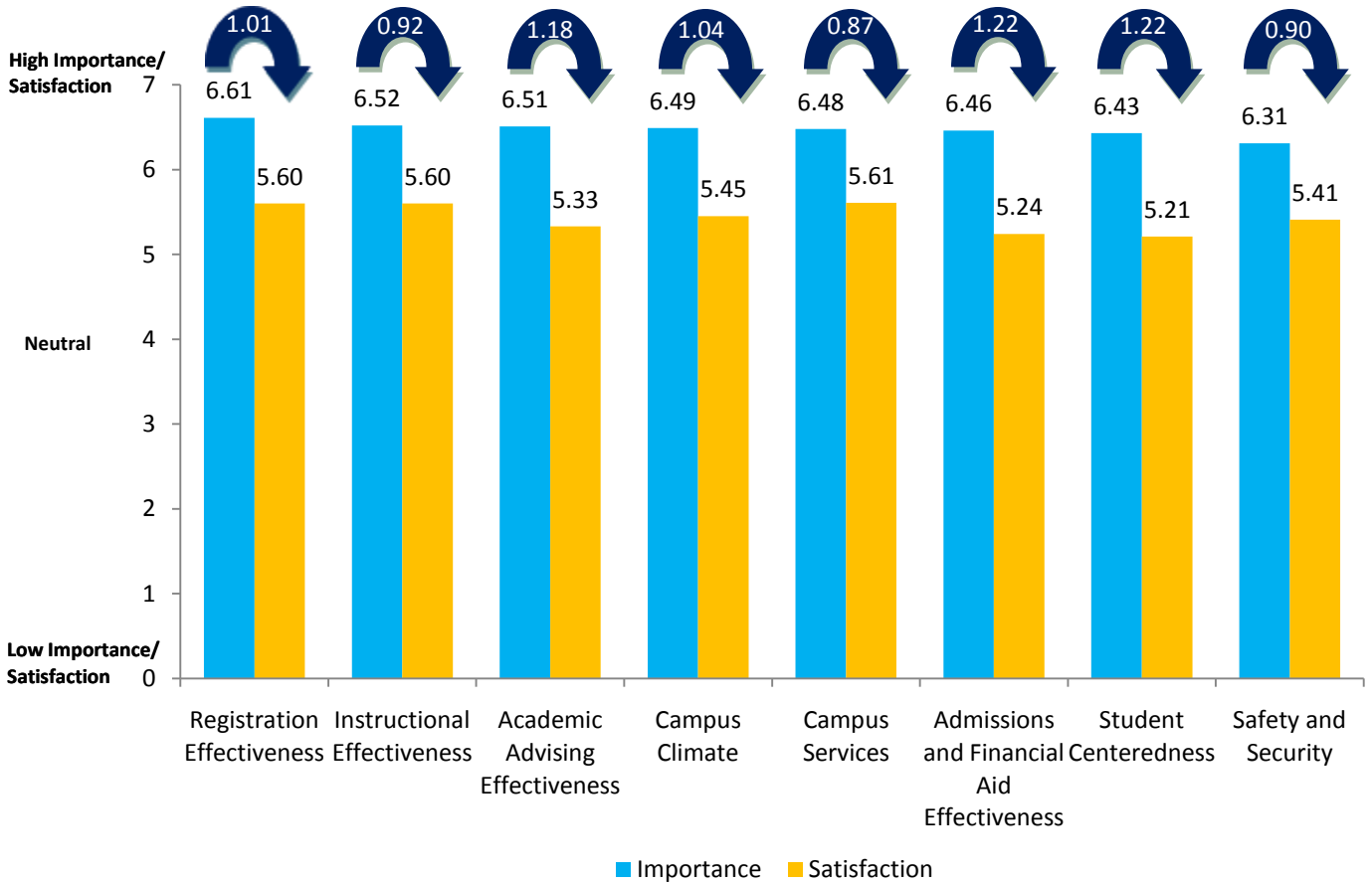
Item	Scale	2013 Rank	2010 Rank	2013 Mean Rating	2010 Rating Mean	Mean Difference (2013-2010)	Outcome
Campus item- I feel my voice is heard as part of the College's decision-making process.	No Scale**	1	N/A	4.52	N/A	N/A	N/A
The amount of student parking space on campus is adequate.	Safety, Security, and Parking	2	1	4.74	3.49	1.25	Improved
I seldom get the run-around when seeking information on this campus.	Campus Climate/Student Centeredness	3	2	4.78	4.36	0.42	Improved
Admissions staff provide personalized attention prior to enrollment.	Admissions and Financial Aid Effectiveness	4	4	5.05	4.66	0.39	Improved
Administrators are available to hear student concerns.	Campus Climate/Student Centeredness	5	5	5.11	4.70	0.41	Improved
This institution helps me identify resources to finance my education.	Admissions and Financial Aid Effectiveness	6	3	5.12	4.63	0.49	Improved
Admissions counselors accurately portray program offerings in their recruiting practices.	Admissions and Financial Aid Effectiveness	7	6	5.19	4.70	0.48	Improved
Campus item- New student orientation programs helped me adjust to college.	No Scale**	8	N/A	5.21	N/A	N/A	N/A
I receive ongoing feedback about progress toward my academic goal.	Academic Advising Effectiveness	9	8	5.23	4.83	0.40	Improved
My advisor helps me apply my program of study to career goals.	Academic Advising Effectiveness	10	7	5.26	4.80	0.46	Improved

* Response scale is 1 to 7. Higher scores signify greater levels of satisfaction.

** This survey item is not part of a Noel Levitz scale since it was added by The Office of Student Affairs at CCP.

Figure 1A

CCP Student Importance and Satisfaction (Average Rating)
with Performance Gap*
(in order of Importance)



* Performance Gap = Average Importance Rating – Average Satisfaction Rating (represented in arrows above bars)

**MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, September 25, 2013 – 9:00 A.M.**

Present: Mr. Jeremiah White, presiding; Ms. Suzanne Biemiller, Stella Tsai, Esq., Dr. Judith Gay, Dr. Thomas R. Hawk, Mr. Gary Bixby, Dr. Mary Anne Celenza, Mr. Todd E. Murphy, Mr. James P. Spiewak, and Jill Weitz, Esq.

AGENDA – PUBLIC SESSION

(1) 2012-13 Final Budget Results (Information Item):

Staff provided an overview of the College's budget results for fiscal year 2012-13. The College began the year with a potential use of prior-years' carry-over funds in the amount of \$1,950,773 in the Board-adopted budget. After the budget was approved, the final State budget provided \$1.15 million more in State funding than assumed in the approved 2012-13 budget plan. In addition to improved State funding, tight budget management throughout the year resulted in savings in key areas such as salaries, postage and utilities. While credit enrollments were 2 percent less than projected in the original 2012-13 budget, the negative student revenue impact of lower-than-budgeted enrollments was largely offset by reduced expenditures on full and part-time employee salaries. As a result of the combined impacts of revenue and expense changes from budgeted levels, the fiscal year ended with an operating budget surplus of \$1,111,409. Attachment A provides a detailed summary of changes which occurred in major revenue and expense categories.

Mr. Spiewak noted that, while the budget had been managed tightly, the great majority of the 2012-13 budget objectives as outlined in the 2012-13 College Budget (pages 8-19) were achieved (<http://www.ccp.edu/vpfin-pl/2012-13CollegeBudget.pdf>). Examples of key accomplishments include:

- Completion of the MSA Self Study design
- Full implementation of Canvas and DegreeWorks
- Conversion of ten general purpose classrooms to smart board technology
- Redesign of the College Home Page
- Significant new program and course development and major revisions to existing programs and courses
- Continuation of efforts to strengthen the College's approaches to delivery of developmental education.
- Redesign of budget procedures to ensure a tighter integration of budget planning with strategic and divisional planning efforts
- Completion of architectural planning for current West Building projects
- Construction of new administrative and instructional space in the West Building
- Completion of a Landscape Master Plan and initiation of planning efforts to create a new Facility Master Plan
- Agreement on a new five year collective bargaining agreement

- Implementation of a wide range of enhanced student services in the Enrollment Services and Bursar areas
- Implementation of a new document imaging system in Enrollment Services
- Technology enhancements in the delivery of the College's Business Services.

(2) Construction Bid Awards for West Building Projects (Action Item):

Discussion: A construction bid process has been completed for the current West Building chemistry lab renewal and new lab development projects. These projects were approved by the Board at the November 1, 2012 and February 7, 2013 meetings. The bids received are for the renovation of all chemistry and lab prep areas as well as the creation of two new labs in the former Architecture Programs' instructional areas. The two new labs are multi-functional and will support a range of course offerings in the biochemistry and engineering technology program areas. Included in the Chemistry Lab renewal component of the project will be the creation of a research lab for students and staff to engage in independent research projects in biology and chemistry. Dr. Gay emphasized that creating opportunities for students to engage in research is a critical direction in undergraduate science education. Access to this research opportunity will greatly strengthen students' abilities to succeed upon transfer and in the workplace.

Dr. Celenza provided an overview of several new curricular directions and innovations that will be supported by the redesigned and expanded labs. A \$600,000 grant has been received from the U.S. Department of Education to support science student persistence and success at various stages in their academic career at the College from the time of entry into the College through to the point of transfer. Dr. Celenza described a range of current and future program initiatives that will be enabled by the new biochemistry and engineering technology labs. A new program that will initially utilize the new engineering technologies lab is Biomedical Equipment Repair Technician. This is a rapidly growing occupation and a program that complements the College's current Allied Health Programs. The Committee discussed the strategies used by the College to determine market demand for new programs. Staff responded that career program advisory committees are one of the key strategies used to understand emerging labor force requirements. This is complemented by a variety of labor market informational tools available to the College.

Committee members asked what factors are used to determine the enrollment levels established for programs. Staff commented on a range of considerations including: ability to attract qualified student enrollments; laboratory capacity; ability of clinical and internship locations; ability of the labor market to absorb new graduates; and financial capacity of the College. Dr. Hawk noted that the College has maintained a very effective full program costing approach which supports long-term financial planning that helps to ensure that a financially feasible mix of programs and student enrollments by program area is maintained. Higher cost program and discipline enrollments have to be balanced by lower cost programs and discipline enrollments. Allied Health programs typically cost two or three times more per student to offer than most liberal arts and business programs. Viable long-term financial planning requires that a balance of higher and lower costs programs be maintained.

Ms. Biemiller asked what were the key factors which caused programs and disciplines to be high cost. Mr. Spiewak responded that many factors were involved: laboratory station numbers and safety constraints, number of teacher contact hours per credit hour taught, clinical supervision requirements, laboratory support staff and material costs, and specialized accreditation requirements which often set absolute standards in areas such as the number of students per faculty member. In general, nursing, allied health, science and technology programs and disciplines are the most expensive to offer. Ms. Biemiller asked if differential tuition was charged for higher cost programs. Dr. Hawk stated that this had been a longstanding institutional issue at the Board level. Based upon the Institutional Mission goal to provide access to educational opportunity, a longstanding Board policy was that all programs should be priced in the same way to ensure that access to strong career-opportunity programs like Nursing and Dental Hygiene was not impeded for lower-income individuals. In 2004 with full Board support, course fees were introduced for the first time for courses whose instructional requirements create institutional expense levels beyond those incurred in a standard three credit course. Course fees, when charged, now range between \$75 and \$300 per credit. The course fees are an important source of revenue, but only cover a portion of the additional cost associated with the higher cost courses.

Staff noted that, as was true for the Architectural Programs' labs and classrooms completed in Summer 2013, the new and renovated labs are being designed in a manner that allows them to be easily adapted to meet the needs of changing program needs in the future.

Mr. Bixby explained that bids for the laboratory project were solicited in the following four areas: Electrical, General Trades, Plumbing and Mechanical. A total of 16 bids were received. Bid results are summarized below. The lowest bidder is bolded. Projected minority and women-owned business participation is 40.6 percent.

	Amount	Projected W/M/DBE Participation
General Trades		
Bedwell Company	\$1,138,600	\$701,000
Bristol Industrial Corporation	\$1,388,000	
Columbus Construction, LLC	\$1,357,394	
Ernest Bock & Sons, Inc.	\$1,359,300	
Murphy Quigley Co., Inc.	\$1,583,500	
Perryman Building & Construction	\$1,438,000	
Smith Construction	\$1,204,000	
TE Construction Services	\$1,823,885	
Plumbing/Fire Protection		
Dolan Mechanical, Inc.	\$437,000	\$109,000
Edward J. Meloney, Inc.	\$778,200	
Tandem Associates	\$480,400	
Mechanical/HVAC		
Edward J. Meloney, Inc.	\$644,000	\$161,000
Electrical		
E.J. Electric, Inc.	\$573,500	
McGoldrick Electric, Inc.	\$442,500	
Mulhern Electric Co., Inc.	\$422,418	\$105,000
Wescott Electric Co.	\$483,000	
TOTAL Award	\$2,642,018	\$1,075,000 (40.6%)

Staff reviewed the steps that were taken to develop minority firm participation in the construction project. Ms. Biemiller noted that it was important minority participation go beyond serving as a non-stocking supplier. Mr. Bixby responded that all of the minority business contractors will be actively engaged in the construction effort. Committee members emphasized the importance of minority primes involved in College construction projects. Staff noted that this had been an institutional priority for many years and reviewed the disappointing results from bidding with 31 prime contracts in the recent Main Campus projects. The use of a large number of prime contracts in the bid packages was done to reduce the scale of effort required and make it easier for smaller firms to bid. Of the 31 prime contracts, 4 prime contracts were awarded to minority-owned firms and 3 went to women-owned firms. Dr. Hawk noted that legally the College must award to the lowest qualified bidder. One initial success was Apex Electric, a prime minority contractor who received 3.5 million dollars for the electrical components of the Main Campus construction. Unfortunately, despite strong technical

competency, financial management issues for Apex resulted in their recent move into bankruptcy. Dr. Gay noted that institutional efforts like the Northeast Regional Center Small Business Center and the *10,000 Small Businesses* Program are intended to help firms like Apex develop the comprehensive skill sets needed to manage a small business. The *10,000 Small Businesses* Program may prove to be a promising resource for identifying future construction contractors for the College.

Action: Ms. Tsai moved and Ms. Biemiller seconded the motion that the Committee recommend to the full Board that contracts be awarded to the lowest bidders in the four bid areas for a total bid award amount of \$2,642,018 for the completion of the West Building Science Lab Renewal and Development Projects. The motion passed unanimously.

(3) Presentation of Landscape Vision Plan and Change Order for Next Phase of Bonnell and Pavilion Buildings Landscaping (Action Item):

Discussion: As part of ongoing efforts to complete the Main Campus construction projects, a full re-landscaping of the exterior campus areas between the Bonnell Building and Athletic Center is required. The original landscaping on both sides of 17th Street had to be demolished in order to accommodate the new construction. Anthony Biddle Contractors, Inc. provided the successful low bid for landscaping at the time the Main Campus construction project was bid. However, the work on restoring the landscaping was deferred until a comprehensive campus-wide landscape plan could be developed.

During the 2012-13 year, College staff collaborated with Stantec Architects to develop a Landscape Vision Plan. The Vision Plan was created with broad-based input from faculty, students, staff, the Campus Tree Committee, and community representatives from the Viaduct Greene and Spring Garden Street Greenway initiatives. Strong City support for the planning effort was provided from both the Streets Department and Philadelphia Water Department. This support was evidenced by the receipt of a grant from the Philadelphia Water Department in the amount of \$260,000 to support aspects of the landscaping effort.

The ongoing landscaping effort addresses key institutional goals in the following areas: storm water management, maximizing the quality of outdoor space available for student use, controlling traffic patterns and increasing pedestrian safety on 17th Street, enhanced campus security through improved camera and lighting systems, and supporting the goals of the Campus Tree Committee to demonstrate best tree planting and management practices in an urban environment. The 2013 Landscape Vision Plan reflects the College's strong commitment to sustainable design principles. The Vision Plan is available on-line at <http://www.ccp.edu/myccp/2013LandscapeVisionPlan.pdf>.

The next phase of the landscape restoration effort will be the completion of landscaping in the Bonnell Plaza area on the east side of 17th Street and in the sidewalk areas on both sides of 17th Street from the Winnet Building to Spring Garden Street. Section 10 of the Landscape Vision Plan, pages 40-44, provides images of the intended landscaping for these areas.

Approval of a change order in the amount of \$329,240 to Anthony Biddle Contractors, Inc. was recommended by staff to complete this phase of the landscaping effort. Within the change order, expenditures will occur in the following categories:

Site Lighting	
Excavate for conduits and install light bases.	\$ 31,700.00
Install conduits from base to base.	\$ 17,300.00
Landscaping Hardscaping (MBE)	
Bonnell side interior plantings.	\$ 40,300.00
Raking seeding green areas.	\$ 9,470.00
Lower Belgium block paver area. (Former Trailer location)	\$ 19,700.00
Bench and Table Installation (MBE)	\$ 7,870.00
Storm Water	
Install proposed storm water inlets, and piping. Terminate at the limits of disturbance. Includes directional boring under existing sidewalk as shown.	\$ 69,000.00
Concrete Sidewalk (MBE)	
Break up and remove existing sidewalk to limits shown. Install small section of curbing as depicted on landscape drawing dated 8/13/2012. Install new sidewalk section along east side of 17th Street.	\$ 44,700.00
Bulb Out Curbing and Planter and 8 Street Trees	
Install proposed concrete curbing to limits shown on drawings on the east side. Construct Belgium block border at perimeter of planter.	\$ 34,300.00
Asphalt Restoration (MBE)	
Perform asphalt milling and paving of 17th Street between the north and south limits indicated on the drawings.	\$ 42,800.00
Install Temporary Sacrificial Markings on 17th Street (MBE)	\$ 3,200.00
Install permanent Durable Markings on 17th Street (MBE)	\$ 8,900.00
Total Cost	<u>\$329,240.00</u>

The Philadelphia Water Department Grant will contribute \$234,000 to this phase of the landscaping effort. Of the \$329,240 of capital expenditures included in this change order, \$176,940 or 53.7 percent will go to minority business-owned contractors.

Action: Ms. Tsai moved and Ms. Biemiller seconded the motion that the Committee recommend to the full Board approval of the landscaping change order in the amount of \$329,240 to Anthony Biddle Contractors, Inc. The motion passed unanimously.

(4) Status of Steps Being Taken to Establish Naval Yard Center (Information Item):

One of the recommended objectives in the proposed 2013-17 Strategic Plan is to establish a new educational center at the Philadelphia Navy Yard. The proposed center is intended to address continuing education needs within the 10,000 employees working at the Navy Yard, as well as serve as a neighborhood site for residents in the adjacent South and Southwest Philadelphia communities.

Dr. Hawk provided a brief overview of the College's regional center facility planning. A longstanding goal for the College has been the establishment of a regional center presence in five sections of the City: Upper Northeast, Lower Northeast, Northwest, West and South/Southwest Philadelphia. To date, only three Centers exist: West, Northwest and Upper Northeast. The Regional Centers are intended to address several key goals. Because Community College of Philadelphia was developed as a single, as opposed to a multi-campus institution, geographic access to the College was initially difficult for many adults in some sections of the City. In developing the regional sites, the institutional goal has been to try to have geographic access for all adult residents of the City to an instructional site that is within a five mile radius of their home. The regional sites are intended to meet unique program needs in the areas served and to advance the general goal of providing educational opportunities for the large percentage of Philadelphia adults who are relatively undereducated relative to the demands of the workforce. The regional sites have always been designed to be net-revenue contributors to the College and have consistently made positive financial contributions to the College. All three of the College's current Regional Centers began as small facilities in leased space. Once student demand and educational missions for the Centers were firmly established, then the leased facilities were eventually turned into permanent regional centers in facilities owned by the College. A small site at the Naval Yard can be a first step to potentially establishing the fourth regional center.

The College has offered instruction at the Naval Yard for a long period of time. At the time the initial efforts to convert the Naval Yard into a corporate center began, the College was one of the initial members of the Collegiate Consortium which provided educational offerings to firms that were being attracted to the Naval Yard. Aker Philadelphia Shipyard was a key client of the College during the early years of the Naval Yard development. However, the College has never had space at the Naval Yard which it could fully control for its own educational purposes. For the past 18 months, staff have been actively considering the possibilities of creating a small center in the Naval Yard. The Naval Yard provides several opportunities for the College. Currently over 10,000 individuals work in the Naval Yard and there is potentially a large demand for educational services by Naval Yard workers. The adjacent South and Southwest

communities are not directly adjacent to any other educational institution; and for many residents, course taking at the Naval Yard would be more convenient than attendance at the College's Main Campus.

To understand the feasibility of creating a small-scale center at the Naval Yard, several planning discussions have been held between CCP staff and representatives of PIDC who have the leadership responsibility for the ongoing development of the Navy Yard Business Campus. After looking at a range of options, the most promising location for the College is in Building 101 – 2nd Floor South in space currently occupied by Penn State University. PSU is planning to relocate to larger space in the current fiscal year.

The PSU space comprises 7,500 square feet and is currently laid out in a manner that can easily be modified to accommodate the College's space requirements. Space planning discussions have been initiated with the architect firm [Group G] that has been responsible for the ongoing development of Building 101 and other properties at the Navy Yard.

The PSU space availability creates a unique low-cost opportunity for the College to open a center at the Naval Yard with relatively little risk. The PSU facility can be easily adapted for the College's purposes. As it has in previous occasions when regional sites have been developed, the proposed approach is a cautious one. The Center will be operated on a small scale with no significant overhead expenditures other than those associated with maintaining the lease. The expectation is that the Center can make a net-revenue contribution to the College's budget and not constitute a financial drain. PIDC has indicated a strong willingness to play an active role in helping the College promote awareness within the Naval Yard about the College's educational programs and to facilitate conversations with Naval Yard employers to make certain that the educational offerings of the College are most responsive to the projected needs of the employers and employees within the Naval Yard. The marketing and planning assistance that PIDC can offer will greatly simplify the process of getting the Naval Yard Center off to a quick start.

In addition to a range of standard college-level credit offerings, the Center provides an opportunity for the College to explore educational program offerings in the area of alternative energy sources and may provide an ideal environment for offering some or most of the College's *10,000 Small Businesses* program efforts. The potential lease terms will enable the College to trade up to larger space without financial penalty if enrollment demand at the Naval Yard demonstrates a need that a larger instructional and more complete center would best meet the educational needs at the Naval Yard.

Ms. Biemiller noted that she had concerns in two areas: ability to offer easy resident access to the Naval Yard at evening and weekend times; and the potential for the efforts associated with creating the Center to diminish important efforts needed at existing locations. Dr. Hawk noted that PIDC understood the College's goal to serve area residents and had not expressed any concerns about general public access. This issue will be considered further as planning continues. Dr. Gay stated she was not concerned about adverse impacts on the ability to deliver educational programs at other locations. At any point in time, the College operates a number of neighborhood instructional sites and has the resources in place to support the opening of a new location. If additional planning efforts demonstrate that establishing a permanent instructional site at the Naval Yard is not currently in the College's best interest, this

does not preclude using other approaches at the Naval Yard to deliver instruction through strategies such as continuing participation in the Naval Yard Collegiate Consortium instructional efforts and delivery of on-site corporate-based educational programs under the auspices of the College's Corporate Solutions Division.

The Committee concurred with staff's proceeding with the recommendation that efforts should continue to establish the feasibility of the potential Naval Yard site. If a fully viable plan can be developed, a formal lease proposal will be brought to the Committee for Board approval later in the fiscal year. Negotiations will be completed in time to have accurate cost information for the 2014-15 budget plan. If Board approval for the Naval Yard site is received, barring unforeseen construction issues, a late summer 2014 occupancy should be achievable.

(5) Status of Audit Committee (Information Item):

Mr. White noted that an Audit Committee had not yet been appointed for the 2013-14 year. The previous Audit Committee Chair, Rich Downs, resigned in Spring 2013. Until the Audit Committee can be reconstituted, the Business Affairs Committee will assume the responsibilities of the Audit Committee. The 2012-13 Financial Statements will be presented to the Business Affairs Committee at the October 23, 2013 meeting.

(6) Next Meeting Date

The next regularly scheduled meeting of the Committee will occur on Wednesday, October 23, 2013 at 9:00 A.M.

TRH/lm
Attachments
BAC\0913MINUTES.DOC

ATTACHMENT A
2012-13 FINAL BUDGET RESULTS

**Community College of Philadelphia
Enrollment Information (FTEs) for Fiscal Year 2012-2013**

	<u>Actual FY 11-12</u>	<u>Budgeted FY 12-13</u>	<u>Actual FY 12-13</u>	<u>Actual FY 13 vs Budgeted FY 13</u>	<u>% Variance</u>
<u>CREDIT</u>					
Summer 2	1,976	1,845	1,837	(8)	-0.44%
Fall	13,461	13,011	12,825	(186)	-1.43%
Spring	13,436	13,164	12,878	(286)	-2.17%
Summer 1	2,665	2,880	2,691	(190)	-6.58%
Credit Year-to- date Totals - Annual FTEs	15,769	15,450	15,115	(334)	-2.16%
<u>NONCREDIT</u>					
Summer 2	82	80	94	14	16.93%
Fall	761	614	598	(16)	-2.53%
Spring	657	594	561	(33)	-5.61%
Summer 1	76	160	186	26	16.11%
Noncredit Year-to-date Totals - Annual FTEs	788	724	719	(5)	-0.66%

**Community College of Philadelphia
Operating Budget Projections
Fiscal Year 2012-2013**

	<u>Original Budget</u>	<u>Final at June 30, 2013</u>
<u>REVENUES</u>		
Student Tuition and Fees	\$75,605,839	\$73,205,792
Commonwealth of Pennsylvania	27,088,894	28,239,824
City of Philadelphia	18,040,762	18,063,705
Other Income	<u>1,850,800</u>	<u>1,547,115</u>
TOTAL REVENUES	\$122,586,295	\$121,056,437
<u>EXPENSES</u>		
Salaries, Net of Lapsed Funds	\$73,388,496	\$71,700,206
Fringe Benefits	30,931,625	30,706,640
Other Expenses	20,041,347	17,338,764
Student Financial Aid	<u>175,000</u>	<u>199,418</u>
TOTAL EXPENSES	\$124,536,468	\$119,945,027
OPERATING BUDGET STATUS	<u>(\$1,950,173)</u>	<u>\$1,111,409</u>

	Original Budget	Final at June 30, 2013	Comment
OPERATING REVENUES			
State Funding	\$26,873,894	\$28,036,906	Reflects restoration of State funds based upon State budget approved in June, 2012 after the College budget was adopted.
State Lease funding	215,000	202,918	
Total State Revenues	27,088,894	28,239,824	
Tuition - Credit Students	61,802,199	60,154,160	Credit enrollments were slightly below budgeted level (2.16%) resulting in lower tuition.
Technology Fee	10,751,600	10,513,524	Credit enrollments were slightly below budgeted level (2.16%) resulting in lower fees.
Net Contribution from: Contracted Noncredit Instruction; Other Noncredit Instruction; Adult Community Noncredit Instruction	571,500	515,362	
Course Fees	3,484,640	3,444,209	Credit enrollments were slightly below budgeted level (2.16%) resulting in lower fees.
Student Regulatory Fees	976,300	1,190,926	Impact of the New Student Processing fee in its initial year was higher than budgeted.
Tuition Adjustments for Student Receivable Write-offs, Collection Costs, Discount/Free Tuition & Senior Citizen Discount	(1,980,400)	(2,612,388)	Student Receivables and Discounted/Free Tuition programs were above budgeted level.
Total Student Tuition & Fees	75,605,839	73,205,792	
City Operating Funds	18,040,762	18,063,705	City funds for operating budget were impacted by the late State approval for a 5-year loan for the Chemistry Lab renovation project for which City matching funds are required and capital purchases less than the budgeted level.
Investment Income	780,000	332,738	Fixed-income investment rates were lower than budgeted levels and long-term bond values were below prior year's value at year end.
Vocational Education Funding	200,000	247,952	
Indirect Costs, Administrative Allowances	300,000	308,935	
Parking Proceeds & Miscellaneous Income	570,800	657,491	
Total Other Income	1,850,800	1,547,115	
TOTAL OPERATING REVENUES	\$122,586,295	\$121,056,437	

	Original Budget	Final at June 30, 2013	Comment
<u>OPERATING EXPENSES</u>			
<u>Salaries</u>			
Full-Time Administrative Salaries	14,833,718		
Less: Projected Lapsed Salaries	(600,000)		
Net Full-Time Administrative Salaries	14,233,718	14,111,607	Lapse funds from vacant positions were higher than budgeted level.
Full-Time Faculty Salaries	29,311,521		
Less: Projected Lapsed Salaries	(200,000)		
Net Full-Time Faculty Salaries	29,111,521	28,823,616	Lapse funds from vacant positions were higher than budgeted level.
Full-Time Classified Salaries	10,408,387		
Less: Projected Lapsed Salaries	(450,000)		
Net Full-Time Classified Salaries	9,958,387	9,764,589	Lapse funds from vacant positions were higher than budgeted level.
Subtotal - Full-Time Salaries	53,303,626	52,699,811	
Part-Time & Overload Credit Salaries	10,834,685	9,852,387	Average class size increased and approximately 150 less sections were offered in both Fall and Spring terms.
Summer Credit Instruction	4,462,134	4,347,303	
Part-Time & Overload Non-Credit Salaries	435,756	452,313	
All Other Salaries	3,902,295	3,753,332	
Early Retirement Incentive Payments	450,000	595,058	The number of faculty and staff taking the Early Retirement Incentive program was higher than the budgeted level.
Subtotal - Other than Full-Time Salaries	20,084,870	19,000,394	
Total Salaries	73,388,496	71,700,206	

	<u>Original Budget</u>	<u>Final at June 30, 2013</u>	<u>Comment</u>
Fringe Benefits			
Medical Program	19,878,500	20,224,193	Projected savings from the medical plan redesign did not occur since contract negotiations were ongoing over the course of the fiscal year.
Retirement	5,610,400	5,570,626	
FICA	3,043,000	2,936,095	
Tuition Remission	697,125	699,801	
Group Life	371,500	358,608	
Unemployment Compensation	381,000	239,993	
Workers' Compensation	367,800	267,707	Reflects actual FY 12-13 premium that was lower than budgeted and a premium return of \$63,000 from prior year based upon actual claims.
Unused Vacation	225,000	(33,822)	
Disability Premium	269,800	262,177	
Forgivable Education Loan	87,500	181,262	Reflects a higher number of faculty and staff taking advantage of educational opportunities than in prior years.
Total Fringe Benefits	30,931,625	30,706,640	

	Original Budget	Final at June 30, 2013	Comment
Facility Expenses			
			Ongoing energy conservation strategies, re-bidding of electricity procurement and favorable weather conditions resulted in utility costs being \$193,000 less than prior year.
Utilities	2,406,702	1,963,930	
Contracted Security	1,302,010	1,233,468	
Contracted Cleaning	1,121,000	1,042,739	
All Other Facility Expenses	1,701,585	1,702,193	
Total Facility Expenses	6,531,297	5,942,330	
All Other Expenses			
Leased Equipment & Software	4,364,322	4,160,263	
Catalogs and Advertising	1,284,721	1,213,529	
Supplies-Pool	1,261,766	1,064,674	
Contracted Services	1,098,269	1,245,197	
Consultant	1,252,900	698,942	Reflects savings from later start than anticipated for the Facility Master Planning process and lower-than-budgeted costs for Degree Works and 8DMS implementations.
Maintenance & Repairs	536,959	403,269	
Postage	452,600	338,160	
Insurance	568,900	773,888	Reflects larger-than-budgeted deductible payments related to defense costs of claims initiated in prior years.
Legal Fees	200,000	341,446	Reflects costs associated with Glaxo Smith Kline lease negotiations and Clery Act training.
Other Expenses	2,509,613	1,157,066	Reflects savings from unspent contingency funds and other budget lines.
Total All Other Expenses	13,510,050	11,396,434	
King Scholarship	175,000	199,418	
TOTAL OPERATING EXPENSES	\$124,536,468	\$119,945,027	
OPERATING BUDGET STATUS	(\$1,950,173)	\$1,111,409	