



MEETING OF THE BOARD OF TRUSTEES  
Thursday, November 7, 2019 – 3:00 p.m.  
Isadore A. Shrager Boardroom – M2-1

Table of Contents

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(1)	Agenda	Pages 2-3
(2)	Proceedings and Minutes of Decisions and Resolutions Meeting of October 3, 2019	Pages 4-10
(3)	Gifts and Grants	Page 11
(4)	Minutes of the October 3, 2019 Student Outcomes Committee	Pages 12-42
(5)	Minutes of the October 23, 2019 Business Affairs Committee	Pages 43-76
(6)	List of 2020 Board Meeting Dates	Page 77
(7)	List of 2019-20 Important Dates	Page 78
(8)	Calendar of Events	Pages 79-80

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MEETING OF THE BOARD OF TRUSTEES

AGENDA

Thursday, November 7, 2019 – 3:00 p.m.

Isadore A. Shrager Boardroom, M2-1

- (1) Meeting Called to Order
- (2) Public Comment
- (3) Report of the Business Affairs Committee
- (4) Report of the Student Outcomes Committee
- (5) Consent Agenda
  - (a) Proceedings and Minutes of Decisions and Resolutions  
Meeting of October 3, 2019
  - (b) Gifts and Grants
  - (c) Academic Program Review: A.S. in Biology
  - (d) Bookstore Management RFP
  - (e) Request to Update the Commonfund Resolution
- (6) Report of the Chair
- (7) Foundation Report
- (8) Report of the President
- (9) New Business
- (10) Next Meeting: Thursday, February 6, 2020 – 3:00 p.m.  
Isadore A. Shrager Boardroom, M2-1
- (11) Executive Session

Future Committee Meetings:

Business Affairs:	Wednesday, November 20, 2019 9:00 a.m. – Isadore A. Shrager Boardroom, M2-1
Student Outcomes:	Thursday, February 6, 2020 1:30 p.m. – M2-34

Audit Committee:

TBD

Upcoming Events

Reception and Tour, Library Commons/  
Library

Thursday, November 14, 2019  
5:30 p.m. – Bonnell Building  
Library Bridge

Board of Trustees Retreat

Saturday, November 16, 2019  
8:00 a.m. – 3:00 p.m.  
Center for Business and Industry  
1751 Callowhill Street, C2-5

Thanksgiving Holiday – College Closed

November 28-29, 2019

College-Wide Holiday Celebration

Wednesday, December 11, 2019  
11:00 a.m. – Winnet Building  
Great Hall – S2-19

Winter Recess –  
College Closed

December 24, 2019, 12:00 p.m. –  
January 1, 2020

Philadelphia Martin Luther King, Jr.  
Association for Non-Violence, Inc.  
35<sup>th</sup> Annual Awards and  
Benefit Luncheon

Monday, January 20, 2020  
12:00 p.m.  
Philadelphia 201 Hotel  
17<sup>th</sup> & Race Streets, Liberty Ballroom

AACC/ACCT Community College  
National Legislative Summit

February 9-12, 2020  
Marriott Marquis Hotel  
901 Massachusetts Avenue, NW  
Washington, DC

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COMMUNITY COLLEGE OF PHILADELPHIA  
Proceedings of the Meeting of the Board of Trustees  
Thursday, October 3, 2019 – 3:00 p.m.

Present: Ms. Hernández Vélez, presiding; Mr. Clancy, Mr. Epps, Ms. Fulmore-Townsend, Ms. Ireland, Ms. Jean-Baptiste (by phone), Ms. McPherson, Ms. Posoff, Representative Roebuck, Dr. Generals, Dr. Gay, Mr. Eapen, Dr. Hirsch, Ms. de Fries, Ms. DiGregorio, Ms. Rooney, Ms. Sessoms, and Ms. Zellers

(1) Executive Session

The Executive Session was devoted to a discussion of litigation and other legal matters.

(2) Meeting Called to Order

Ms. Hernández Vélez called the meeting to order.

(3) Public Comment

There were no requests for Public Comment.

(4) Career and Advanced Technology Center Presentation

Dr. Generals stated that the Career and Advanced Technology Center project is progressing. He asked Mr. David Schrader, Managing Partner, Schrader Group Architects, to provide an overview of the project.

Mr. Schrader reviewed and discussed drawings for the Career and Advanced Technology Center and guided the Board through a virtual tour of the Center. Mr. Schrader also provided a timeline for the project, indicating that the project will be going out to bid in December 2019.

Ms. McPherson noted that staff must ensure that there will be diverse/minority vendor participation in the bid process. Ms. Jean-Baptiste suggested that the College have an open house about the project before going out to bid.

Mr. Epps asked how many curriculum partners we have so far.

Dr. Hirsch stated that the College already has a number of existing partnerships. He stated that the College is also in talks with Toyota to establish a partnership that would have the Toyota T-Ten Curriculum offered by the College's Automotive Tech Program. The College will be the only provider for this Program in the Region. The College will jointly develop a parallel degree program to the current automotive tech program. There will be a requirement that each student participates in a worksite education experience with a Toyota or Lexus dealer; thus, providing a direct pipeline to jobs. Toyota will provide the College with 20-25 vehicles for use in training; special service tools; curriculum materials; support for faculty development; and access to the Region's Toyota and Lexus dealers for the purpose of gaining financial support. The partnership development timeline is to have the formal partnership agreement reached by the end of December 2019; curriculum and professional

development beginning January 2020; staffing completed by fall 2020; marketing plan and implementation beginning fall 2020; and program offered in fall 2021.

Mr. Epps stated that a three-hour session should be scheduled for next spring to talk about all of the dimensions of the Career and Advanced Technology Center project.

Representative Roebuck mentioned that there is a renewed focus at the State level on career and technical education.

Ms. Ireland asked how flexible is the space at the Center for future use.

Mr. Schrader stated that the building will be built with the ability to make changes easily.

(5) Report of the Business Affairs Committee

Ms. Hernández Vélez stated that the items discussed at the Business Affairs Committee meetings are part of the Consent Agenda.

(6) Report of the Student Outcomes Committee

Ms. Hernández Vélez reported that two academic programs were reviewed and discussed by the Student Outcomes Committee on September 5, 2019. She indicated that the programs are part of the Consent Agenda. Ms. Hernández Vélez stated that this was her last report on behalf of the Student Outcomes Committee. Ms. Fulmore-Townsend will be chairing the Committee.

(7) Report of the Audit Committee

(7a) 2018-19 Fiscal Year Audit Report

Mr. Eapen reported that Grant Thornton had provided an overview of the 2018-19 Fiscal Year Audit. He stated that the College received a clean audit, and that no significant deficiencies or material weaknesses were reported. Mr. Eapen stated that the auditors also reviewed a few GASB statements, including GASB 75 which addresses other post-employment benefits.

Mr. Eapen stated that he had received a list of audit firms which the Committee will review prior to issuing an RFP for the external audit firm.

Mr. Epps moved, with Ms. Fulmore-Townsend seconding, that the Board accept the 2018-19 Fiscal Year Audit Report. The motion carried unanimously.

(8) Consent Agenda

Ms. Hernández Vélez requested approval of the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions  
Meeting of September 5, 2019
- (b) Gifts and Grants
- (c) Academic Program Reviews: A.A in Art and Design and A.A. in Psychology

- (d) Roof Replacement Bonnell Loading Dock & Auditorium
- (e) Roof Replacement Mint Paver Roof
- (f) Awards for Furniture for the Library and Learning Commons Project
- (g) Contracts for Lobbying Services
- (h) Construction Manager for Career and Advanced Technology Center Project
- (i) Pharmacy Benefits Manager Contract

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

(9) Report of the Chair

Ms. Hernández Vélez reminded members of the Board that the College is hosting the Pennsylvania Commission for Community Colleges Southeast Regional Trustees Dinner Meeting on Tuesday, November 12, 2019, 5:30 p.m. – 8:00 p.m. in the Pavilion, Klein Cube, P2-3. Registration materials for the meeting will be forthcoming.

Ms. Hernández Vélez reminded members of the Board that the Board Retreat is scheduled for Saturday, November 16, 2019, 8:00 a.m. – 3:00 p.m. in the Center for Business and Industry, 1751 Callowhill Street, Room C2-5.

(10) Foundation Report

Mr. Eapen provided the following update on the CCP Foundation:

- A gift of \$225,000 was received from Ms. Shirley Page in support of the 50<sup>th</sup> Anniversary Promise Scholarship endowment. The check presentation was held on October 4, 2019. Dr. Generals stated that Ms. Page has been a donor for some time, and was compelled by CCP's mission to make such an amazing gift to the College;
- The 50<sup>th</sup> Scholarship for fall: 410 eligible students with awards totaling \$76,688; the Field Scholarship: \$72,810 awarded to 66 students; and
- The 2020 Black and Gold Gala is scheduled for June 10, 2020 at the Crystal Tea Room.

(11) Report of the President

Dr. Generals called attention to his memorandum in the Board folder outlining activities in which he participated September 6-October 3, 2019.

(11a) Strategic Plan

In anticipation of the Board Retreat, Dr. Generals demonstrated College data, including the *Strategic Plan* and *Plan Updates*, that are used for decision making. Dr. Generals also circulated the dashboard that the Student Outcomes reviews.

Mr. Epps stated that an integrated dashboard is our basis for Board conversations.

Dr. Generals called attention to the *Strategic Plan* and the *Vision* document which were placed on the Board meeting folder provided at the meeting.

(11b) Performance Funding

At the request of Dr. General, Dr. Gay reviewed the basics of Act 70 which mandated the Pennsylvania Higher Education Performance Funding Commission. The Commission will review and make recommendations about higher education funding, affordability, and effectiveness. Dr. Gay stated that in response, the Pennsylvania Commission for Community Colleges created a committee with representatives from the 14 community colleges. She stated that she is representing Community College of Philadelphia on the Committee. Dr. Gay stated that the Committee met on September 27, 2019 and reviewed best practices, and discussed ideas for guiding principles and metrics. Those recommendations will be made to the community college presidents for review before the recommendations are given to the Pennsylvania Higher Education Performance Funding Commission.

(11c) Appointment of Board Members

At the request of Dr. General, Ms. Sessoms provided an update on the appointment of Board members.

Mr. Epps stated that the emphasis should be on getting Board members with resources and relationships

(11d) America250PA Innovation Challenge

At the request of Dr. General, Ms. Rooney provided an update on the College's participation in America250 Innovation Challenge. She stated that CCP is one of five community colleges in the Commonwealth of Pennsylvania participating in the competition where students will design and pitch a marketing campaign and engagement strategy for the launch of America250PA (the celebration of America's 250<sup>th</sup> Anniversary). Ms. Rooney stated that CCP held the first round of competition on October 1, and that the CCP student winner will participate in the second round of competition scheduled on October 23, 2019.

(11e) Rail Park-Philadelphia Mural Arts Exhibition

At the request of Dr. General, Ms. Rooney provided a summary of events related to the Rail Park-Philadelphia Mural Arts Exhibition scheduled October 5-19, 2019. The College is a partner in this artistic event.

(12) New Business

There was no new business discussed at the meeting.

(13) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, November 7, 2019 at 3:00 p.m. in the Isadore A. Shrager Boardroom, M2-1.

The meeting adjourned at 4:20 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA  
Meeting of the Board of Trustees  
Thursday, October 3, 2019 – 3:00 p.m.  
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Ms. Hernández Vélez, presiding; Mr. Clancy, Mr. Epps, Ms. Fulmore-Townsend, Ms. Ireland, Ms. Jean-Baptiste (by phone), Ms. McPherson, Ms. Posoff, Representative Roebuck, Dr. Generals, Dr. Gay, Mr. Eapen, Dr. Hirsch, Ms. de Fries, Ms. DiGregorio, Ms. Rooney, Ms. Sessoms, and Ms. Zellers

(1) Executive Session

The Executive Session was devoted to a discussion of litigation and other legal matters.

(2) Meeting Called to Order

Ms. Hernández Vélez called the meeting to order.

(3) Public Comment

There were no requests for Public Comment.

(4) Career and Advanced Technology Center Presentation

The Board was provided with a virtual tour of the Career and Advanced Technology Center project.

(5) Report of the Business Affairs Committee

The items discussed at the Business Affairs Committee meetings are part of the Consent Agenda.

(6) Report of the Student Outcomes Committee

Two academic programs were reviewed and discussed by the Student Outcomes and are part of the Consent Agenda.

(7) Report of the Audit Committee

(7a) 2018-19 Fiscal Year Audit Report

The Board accepted the 2018-19 Fiscal Year Audit Report.



(8) Consent Agenda

The Board approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions  
Meeting of September 5, 2019
- (b) Gifts and Grants
- (c) Academic Program Reviews: A.A in Art and Design and A.A. in Psychology
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(11a) Strategic Plan

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Dr. Generals called attention to the *Strategic Plan* and the *Vision* document which were placed on the Board meeting folder provided at the meeting.

(11b) Performance Funding

The Board was provided with an update of Act 70 which mandated the Pennsylvania Higher Education Performance Funding Commission to review and make recommendations about higher education funding, affordability, and effectiveness.

(11c) Appointment of Board Members

Ms. Sessoms provided an update on the appointment of Board members.

(11d) America250PA Innovation Challenge

The Board was provided with an update on the College's participation in America250 Innovation Challenge in celebration of America's 250<sup>th</sup> Anniversary.

(11e) Rail Park-Philadelphia Mural Arts Exhibition

The Board was provided with a summary of events related to the Rail Park-Philadelphia Mural Arts Exhibition scheduled October 5-19, 2019.

(12) New Business

There was no new business discussed at the meeting.

(13) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, November 7, 2019 at 3:00 p.m. in the Isadore A. Shrager Boardroom, M2-1.

The meeting adjourned at 4:20 p.m.

**Community College of Philadelphia  
Office of Institutional Advancement  
Record of Grants and Gifts  
November 2019 Meeting of the Board of Trustees**

**GRANTS**

**Summary by Grant Type:**

		9/26/19 - 10/29/19	2020 FY Year-to-Date
<b>Government/Public Grants</b>			
	Federal	\$ -	\$ 414,475
	State	\$ -	\$ 2,139,310
	Local	\$ -	\$ -
<b>Private Grants</b>			
	Corporation	\$ -	\$ -
	Foundation	\$ -	\$ 5,806
	Organization	\$ -	\$ -
	<b>Grant Total</b>	<b>\$ -</b>	<b>\$ 2,559,591</b>

**GIFTS**

**Summary by Gift Type:**

<b>Gifts to the Foundation (\$5,000+)</b>	<b>Amount</b>	<b>Purpose</b>
Private Donor Advised Fund	\$ 25,000	Scholarship - Endowed
Maguire Foundation	\$ 10,000	Scholarship - Restricted
Parx Casino	\$ 8,500	Event
Pincus Family Foundation	\$ 7,500	Scholarship - Restricted
<b>Gifts In-Kind (estimated value \$200+)</b>		

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

**MINUTES**

**Thursday, October 3, 2019**

**1:30 p.m.**

**Conference Room M2-34**

**Presiding:** Ms. Fulmore-Townsend

**Committee**

**Members:** Mr. Clancy, Ms. Hernández Vélez, Ms. McPherson, Ms. Posoff

**College**

**Members:** Ms. de Fries, Dr. Gay, Dr. Generals, Dr. Hirsch, Dr. Roberts

**Guests:** Dr. Celenza, Ms. Frizell, Ms. Gordon, Dr. Powell

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of September 5, 2019**

The minutes were approved unanimously.

**(b) Academic Program Review: A.S. in Biology**

Ms. Frizell, from the Office of Academic Assessment, noted that the Biology degree was established in 2014 and has experienced consistent growth. Since 2016, 20 degrees have been conferred. The retention rate for the program is higher than the rate for the College. She said that the program has one of the most comprehensive course-level assessments. It is recommended that the program clarify how achievement of course learning outcomes relates to program learning outcomes.

In response to a question from Mr. Clancy about contributions to the above-average retention rates, Dr. Powell, the department head, suggested several factors: grants that support minority students in sciences, books stipends, peer tutoring, and research opportunities. Dr. Powell explained that the most fundamental factor to retention has been the Biology Open Lab. Students are able to study in labs when the labs are not in use for courses, and faculty hold office hours in the Open Lab so they are available to the students. In Fall 2018, 700 students came through the Open Lab; this increased to 1,337 in Spring 2019 (in part because of workshops offered by faculty). With this dedicated space, the department culture has shifted and it has the full support of faculty. Ms. Hernández Vélez asked about diversity in the program.

Dr. Powell explained that Biology attracts students because of the clear career paths and good salaries. About 30% of the students already have a Bachelor's degree. There are clubs associated with some of the grants. Dr. Powell also has connections with many other institutions; as a result, these institutions send students to Community College of Philadelphia to better their preparation. Dr. Celenza added that Dr. Powell intentionally hires for diversity. Ms. McPherson noted that the program's diversity is a contrast to a general lack of diversity she has seen on some boards.

Based on all the work that the program does, Ms. Posoff asked if the headcount projections were appropriate. Dr. Powell explained that enrollments have been steady with no need to cancel courses, which is in contrast to some programs seeing declines in enrollments. The program is also working on more options, including an A.A.S. degree in Biology, which would articulate to Biotechnology and Biopharmaceutical Bachelor's degrees.

Dr. Powell provided an overview of the AMP (Louis Stokes Alliance for Minority Participation) grant. The College has had this grant for 25 years. Through this grant, Dr. Powell has met leaders of other institutions, which has opened doors nationwide for the program and students. For instance, AMP-Penn and AMP-Delaware will come to the College for a course, and the College has reciprocal relationships with Temple and Drexel. The College has faculty who came from AMP programs. Before each semester, Dr. Powell meets with the AMP students, and alumni often come back for these meetings.

Dr. Powell commented on the growth in biology fields and the importance of ensuring the College is in the conversation and thus able to position students for positions that require an A.S. Dr. Celenza added that the quality level of the College's Biology graduates is high and that a challenge is addressing the misunderstandings regarding what A.S. graduates can do.

**Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review with approval for five years.**

**(c) Power-Up: Update on Outcomes**

Ms. de Fries provided an overview of the College's Power Up Your Business initiative. It came out of small businesses being hurt by the city's beverage tax. Additionally, the division saw with Goldman Sachs 10,000 Small Businesses (10KSB) that there were many businesses which were not at the necessary level for that particular program, so Power Up helps businesses stabilize themselves. A goal of this initiative is to strengthen neighborhood commercial corridors by supporting small business owners, particularly low-income owners, with free training. Partners include PIDC, the Free Library, and SCORE.

The program is structured with two tiers. The first is the shorter program and incorporates peer learning, improvement plans, and 3-6 hours of coaching for the year after graduation. For a business to be eligible, it must not have completed 10KSB,

must be located in Philadelphia, have at least one full-time employee, and have revenues less than one million dollars. Tier 2 is a store owner workshops series, in which workshops (available in Spanish) build on one another. Innovations include Philly iHub, for start-ups; Industry Best Practices, such as for early childhood education; and Finanta Mini-Peer Learning Experience (in Spanish). So far, 157 businesses have taken part, representing 39 zip codes. 91% of the businesses are minority-owned and 80% are women-owned. It has encompassed 258 full-time employees and 207 part-time employees. An annual report is sent to the City Council. The program developed a survey for cohort participants to complete one year after finishing the program. Within one year of having completed Power Up, 56% of businesses hired a new employee and 29% launched a new service or product. For every \$100,000 invested in Power Up, the economic impact over 10 years is \$22.1 million.

**(d) CCRC Case Study: How Community College of Philadelphia Set the Pace for Guided Pathways Reform**

Dr. Hirsch provided an overview of the College's Guided Pathways work. The College was in the original cohort of 30 institutions chosen in 2015. The Community College Research Center (CCRC) has visited the College several times to talk with faculty and staff. CCRC conducts these visits to get a sense of the impact Guided Pathways work is having and also to provide guidance. CCRC was interested in the College's work because it is an urban institution but also because it was in the midst of contract negotiations but was still able to accomplish a lot.

Five institutions have been highlighted by CCRC in case studies regarding implementation and outcomes to date. The case studies examine the four pillars of Guided Pathways reforms and their components: clarifying the paths, helping students get on a path, helping students stay on their path, and ensuring that students are learning. The authors highlighted the new advising model, changes to developmental education to help students reach college-level sooner, first-year experience courses, and our next set of initiatives. CCRC collects data on key performance indicators, including those related to credit momentum, completion of gateway courses, placement, and changes in developmental education. The College has seen an incremental upswing for these metrics, which will then produce improved retention rates.

Dr. Hirsch went through the Board Dashboard. There is a section on student success, which includes metrics on enrollment, persistence, and completion. The aspirational group is comprised of like institutions who have been finalists for the Aspen Prize; the median for this group is used as a target. The data for increasing persistence has been inching up, and preliminary data for the Fall 2018 cohort is positive. The 3-year completion rate increased for the Fall 2015 cohort. Dr. Hirsch described possible drivers of the positive outcomes. Developmental education innovations have led to moving more students through the pipeline more quickly and then retaining more students. The Accelerated Learning Program for English is now fully at scale.

Another reform includes full-time advisors; programs with assigned full-time advisors saw an increase in retention rates after the department was established in Fall 2016.

**(e) New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for November 7, 2019 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of September 5, 2019

Academic Program Review: Biology A.S. Program – Executive Summary

CCRC Balancing Urgency and Patience: How Community College of Philadelphia Set the Pace for Guided Pathways Reform

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

**MINUTES**

**Thursday, September 5, 2019**

**1:30 p.m.**

**Conference Room M2-34**

**Presiding:** Ms. Hernández Vélez

**Committee**

**Members:** Mr. Clancy, Ms. Fulmore-Townsend, Ms. McPherson

**College**

**Members:** Ms. de Fries, Dr. Gay, Dr. Generals, Dr. Hirsch, Dr. Roberts

**Guests:** Ms. Frizell, Ms. Gordon, Dr. Iepson, Ms. Ireland, Mr. Morrison, Dr. Sweet

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of June 6, 2019**

The minutes were approved unanimously.

**(b) Academic Program Reviews: A.A. in Art and Design and A.A. in Psychology**

Ms. Frizell, from the Office of Academic Assessment, noted that the A.A. Art and Design program had undergone a major change when it went from being a select to an open program. The program should observe if this has any effect in the next five years. Dr. Iepson, the department head, explained that as a select program, students had to meet with faculty and review their portfolio, after which paperwork was completed to place the student in the major. This was actually a hurdle for students and the College's Guided Pathways work decreases the need for it. Since the change to an open program, enrollment expanded from 207 to 295 this year (projection was 240). While the portfolio review allowed for a direct connection between student and faculty, the program instituted a day-long orientation to ensure that personal connection is still there. Dr. Hirsch commented that the program is a benchmark for other programs and that Dr. Iepson is a very active faculty member (head of Phi Theta Kappa; Honors program; Lindback Distinguished Teaching award winner; Mosel award recipient).

Regarding the A.A. Psychology program, Ms. Gordon, from the Office of Academic Assessment, stated that the primary issue the program addressed since the previous



review was that the program had a higher percent of students not persisting than the College average. Since then, the program has implemented cross-course themes to increase knowledge transfer across courses. Based on the current review, the program should investigate why students are transferring without completing a degree, since the program's figure was higher than the College average. In response to a question from the committee regarding the higher percent of students on probation, Dr. Sweet, the division dean, explained that the program is a non-select program and as such, it may have students who are still progressing through their developmental courses or may not be ready for the rigors of college courses. She also said that the program will look at the students who transfer or leave with fewer than 12 college credits. Mr. Morrison, the department head, described how it is a newer program and that it is focused on moving forward. For instance, last semester the program produced its first newsletter (with over half the articles written by students). He also explained that all courses required for the program are available online and as such, students can complete the program online, which allows more options for students. The program has approximately eight students who complete all their courses online, but in general, most students who take online courses also take in-person courses. Online sections of Psychology courses are filling early. Online sections were originally taught by full-time faculty, but now part-time faculty also want to teach online sections; adding new sections allows this. Dr. Hirsch added that the Curriculum Coordinator, Davido Dupree, has taken initiative in building the program and efforts are beginning to take shape.

**Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program reviews with approval for five years.**

**(c) Philadelphia Workforce Development Strategy**

Ms. de Fries began the discussion by explaining that she and Dr. General are on a city-wide committee on "Fueling Philadelphia's Talent Engine." Ms. Ireland, a member of the Board, then provided an overview of the work this committee and the city have done. The group originated with work from 2016 regarding the city's poverty rate and its original strategy was to concentrate on career pathways, meet people where they are and guide them throughout their careers. The group's three goals now are to connect citizens to the skills needed in the workforce; overcome barriers in finding meaningful career opportunities for the most vulnerable citizens; and build a workforce system to do so effectively. The group developed 9 recommendations and 23 metrics. The city has experienced some early big wins and the College has helped with several goals via the PAsmart grant, expanded career opportunities, P-Tech, and CareerLink. There has been a shift in the group's approach from more theoretical and vision-building to now more understanding the root causes of poverty and system-building to address this. The biggest initiative has been the Future of Work project. One tenet of this is to ensure digital access, equity, and literacy; currently 24.7% of households in Philadelphia have no digital access. Increasing adult education is possible with an increase in digital access. Another tenet is for city government to be prepared on issues such as automation, innovation,

education, etc. On November 6-7, the city will be hosting the project's third conference; the topic will be applicable business solutions. The city government is the second largest employer in the city and it therefore needs to examine what it can do as an employer and to help prepare people for more complex work. Part of this is determining how workforce development can be ready for this. The city has curated a field of applicants to be part of the Workforce Professional Alliance. A first step for this group is to quantify what high-quality workforce training would look like. Work continues on the "City as Model Employer" project.

Regarding how the College can help, Ms. Ireland explained that it needs to have the flexibility to respond to the marketplace in different ways. For instance, it can work on determining what skill sets are needed for in-demand work. Ms. de Fries then described the work Workforce and Economic Innovation (WEI) has done and continues to do. The College provides instruction for several apprenticeship programs and leads on several pre-apprenticeship programs: 1199C Early Childhood Education, JEVS PITOC, and Communities in Schools; Career Readiness Skills, Industrial Maintenance, and Pathways to Manufacturing. Almost 100 people have taken part in the various apprenticeships/pre-apprenticeships programs. WEI also provides high quality skills training, with enrollments of 3,227 participants. Areas included massage therapy, CNC lab, and Philadelphia Works Vocational Skills Training grants. To help address barriers Philadelphians face, the College has initiatives that include Single Stop, the CCAMPIS grant (for childcare), the KEYS Program, and contextualized math and literacy curricula.

**(d) New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for October 3, 2019 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of June 6, 2019

Academic Program Review: Art and Design A.A – Executive Summary

Academic Program Review: Psychology A.A. – Executive Summary

# Community College *of* Philadelphia

## Academic Program Review: Biology AS

Authors:

Dr. Stewart Avart, Teresa Frizell, Elizabeth Gordon, Mark Piazza, Dr. Linda Powell

Summer 2019

## 1. Executive Summary

The Biology Program was established in Fall 2014. Since that time enrollment has grown steadily. It is a select program, requiring placement at ENGL 101 and Math 162 levels for entry. The Program has awarded 20 degrees since 2016, the earliest date a student could have finished the Program. The Program retained a higher proportion of students than on average across the College. It offers majors and non-majors numerous study, research, and award opportunities. The Program enrolled a lower proportion of Black students and a higher proportion of White students than the average across the College, but on aggregate enrolls more than 60% students of color. It has a comprehensive system for course-level assessment data analysis.

### A. Key Findings

#### **Enrollment and Demographics**

1. Biology's headcount ranged between five at the Program's start to 144 in Fall 2018.
2. On average, enrollment was evenly divided between full- and part-time students, in contrast to the College's average of 73% part-time students.
3. Biology averaged 28 percentage points higher enrollment of students with 24 credits or more than the College average.
4. The Program averaged 64% students of color and 63% female students.
5. The Program averaged 8.3 percentage points higher enrollment of people who identified as Asian females, nine percentage points lower enrollment of people who identified as Black females, and four percentage points lower enrollment of people who identified as Black males than the College averages. This difference was mainly accounted for in higher enrollments of people who identified as White males and White females.

#### **Retention**

6. At 80%, the proportion of Biology students who returned to the Program from Fall to Spring semester in the same academic year (Fall to Spring) averaged 15 percentage points higher than the proportion of students who returned to the same program across the College, Fall to Spring.
7. At 45%, the proportion of Biology students who returned to the Program from one Fall to the next Fall (Fall to Fall) averaged nine percentage points higher than the proportion of students who returned to the same program across the College, Fall to Fall.
8. The Program has created and implemented extensive retention strategies including supervised out-of-class lab time, research opportunities, and extracurricular activities.

#### **Graduation**

9. The Program has awarded 20 degrees since 2016.

## Transfer

10. The Biology Program was developed according to Pennsylvania Transfer and Articulation Oversight (TAOC) guidelines for transfer. The A.S. is accepted in full by Temple University, all PASSHE Schools, and is under the umbrella of most dual-admissions agreements at the College.
11. 48% of first-time Biology students transferred to another institution. The majority of those had 45 or more credits. This includes students who graduated.
12. CCP Biology has had defined REU (Research Experience for Undergraduates) slots in Children’s Hospital of Philadelphia Research Institute Summer Scholars program (CRISSP) since 2014.

## Assessment

13. All Program faculty regularly conduct comprehensive Course Learning Outcome (CLO) assessment, report and analyze the data, and create and implement teaching and learning changes in response.
14. The Curriculum Map shows Program Learning Outcome (PLO) assessment in upper-level biology courses, but the Program has chosen to present the assessment data only for Biology 123 and 124, since those are the only two major-only courses in the Program.
15. CLOs from 123 and 124 are mapped to PLOs, but it is unclear how the Program determined whether the benchmark of 75% was met in each assessment cycle.

## Cost

16. Biology averaged \$185.24 per credit hour, compared to \$198.58 for the Division of Math, Science, and Health Careers, and \$172.91 for the College.
17. The Program has strategies for controlling program costs, including scheduling for high section efficiency and creating and replicating lab materials in-house.

**Findings from last audit – Biology was established in 2014. This is the first program review.**

## Growth and Retention Benchmarks

				3 Year		5 Year
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2023	Fall 2024
Headcount	144	146	148	150	152	154
Returned to the Same Program	70.1%	71%	72%	73%	74%	75%

<b>Returned to Different Program</b>	9.0%	8.0%	7.0%	6.0%	5.0%	4.0%
<b>Graduated</b>	1.4%	2.0%	3.0%	4.0%	5.0%	6.0%
<b>Did Not Persist</b>	19.4%	18.0%	17.0%	16.0%	15.0%	14.0%

## B. Action Items

The Office of Assessment and Evaluation makes the following recommendations for the Program.

### Assessment

1. Ensure the curriculum map accurately shows the PLO assessment plan.
2. Clarify what percentage of CLOs must meet the benchmark in order to declare that the PLO has also met the benchmark.

## C. Narrative

The Associate of Science (A.S.) in Biology degree program is for students who wish to pursue baccalaureate studies in the biological sciences or plan to fulfill prerequisite courses for pre-pharmacy school or for programs such as pre-veterinary, pre-medical, and pre-dental. To enable seamless transfer, this curriculum is designed to parallel the first two years of study offered in biology programs at other colleges and universities.

The Program offers support for students through Open Lab, research opportunities, grants, Science Poster Week, and more. Open Lab expanded to the NERC campus in the last decade, supported by lab staff, faculty and student workers. NWRC and WRC offered periodic open lab sessions, based on faculty availability and enrollment. The dedicated space, Wi-Fi access, and Clear Touch screens have enabled and supported the increase in use of this space for exam preparation by both majors and non-majors. Open lab use increased from 715 students in Fall 2018 to 1337 students in Spring 2019. In addition, faculty use the space to hold open office hours.

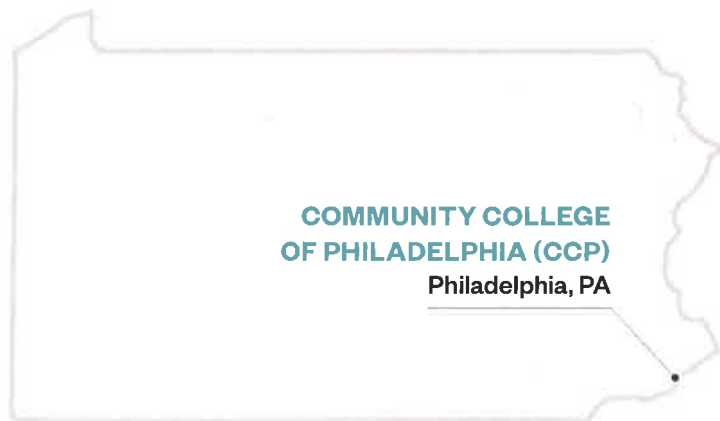
The AS in Biology is designed to fulfill the first two years of a Bachelor's of Science in Biology. The curriculum has been widely accepted by the College's main transfer partners including Temple University, Drexel University, and LaSalle University. Course offerings have expanded in the last two years to include Biochemistry I (BIOL 281) and Ecology and Field Biology (BIOL 225). The Biochemistry course is a requirement for students considering going to medical or pharmacy school, or applying to a Physician Assistant program. The Ecology and Field Biology course was designed as the foundation for a Plant Biology option within the AS in Biology curriculum.

# Balancing Urgency and Patience

## How Community College of Philadelphia Set the Pace for Guided Pathways Reform

By Hana Lahr, Amy E. Brown, and John Fink

SERIES ON CHANGE MANAGEMENT AT AACC PATHWAYS COLLEGES: CASE STUDY 4 OF 5



In fall 2018, CCRC researchers conducted site visits at eight community colleges implementing guided pathways to learn how they are managing the whole-college change process involved. These colleges are among the 30 nationally that were in the first cohort of the American Association of Community Colleges (AACC) Pathways Project, a national demonstration initiative that was launched in late 2015 to show how community colleges could create clearer pathways to program completion, employment, and further education for all students.

Our full report on this study, *Redesigning Your College Through Guided Pathways: Lessons From Community Colleges in the AACC Pathways Project*, synthesizes lessons from all eight colleges we visited and shares new findings on how long it takes to implement guided pathways at scale. Here, we provide a case study of Community College of Philadelphia (CCP). During a two-day site visit to the college, CCRC researchers conducted one-hour interviews with 29 faculty members, administrators, advisors and counselors, and other staff. Researchers also held hour-long focus groups with 15 additional faculty members, advisors and counselors, and students at the college. Based on the data we collected, in this report we describe the organizational change work that has enabled CCP's exceptional progress in redesigning academic programs, student services, and related support systems using the guided pathways model.

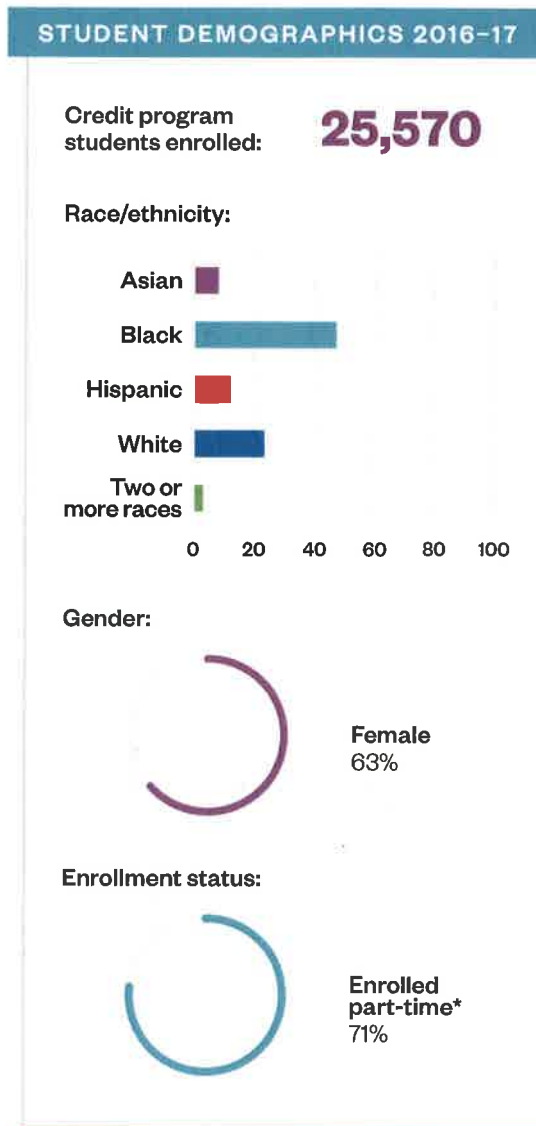
## About CCP

CCP enrolled over 25,000 students in credit-bearing courses across more than 70 degree and certificate programs during the 2016–17 academic year. CCP is the only public two-year institution in Philadelphia, and roughly 90 percent of its students stay in the city after they graduate. Its main campus is located just north of the Center City neighborhood, and three regional campuses are located elsewhere in the city. It is not uncommon for staff members to work at CCP for decades-long stretches. Over the last several years, the college has increased its IPEDS three-year graduation rate for first-time, full-time students from 10 percent for the 2011 cohort to 16 percent for the 2015 cohort. CCP has an active faculty union that represents teaching, learning lab, counseling, and advising faculty at the college. Faculty and the college administration were engaged in extended contract negotiations between fall 2016 and spring 2019.

## Overview

CCP’s story of implementing guided pathways is one of urgency and patience—urgency because members of the college felt an obligation to serve students better, and patience because its leaders understood that to foster meaningful engagement in whole-college reforms from faculty and staff across the college, changes would need to be implemented gradually. Upon joining the AACCC Pathways Project in 2015, CCP’s administration rallied around the understanding that reforms could not wait for some perfect moment—the ethical imperative to improve student outcomes was simply too great. Although there was some initial resistance to change, many constituencies at the college were already convinced of the need for advising reforms, so the college undertook those first, and early investments in advising helped lay the groundwork for later guided pathways reforms at CCP. Over time, as dialogue among faculty and staff progressed, there was an increased understanding throughout the college community that adopting guided pathways was ultimately in the best interest of CCP’s students.

CCP’s story offers reassurance that major change is possible, as well as concrete and effective change management strategies for other institutions looking to implement guided pathways in a large urban setting and within a sometimes-contentious collective bargaining environment. Rather than quash initially skeptical faculty voices, CCP’s leaders chose to foster dialogue and balance faculty autonomy with student success



\*Fall 2017 only



goals. By promising to phase in changes slowly and making good on that promise, CCP's leaders mitigated the college community's apprehension about "doing too much all at once." Despite their initial reservations, many faculty did choose to begin guided pathways work, devising new curricula that better reach and teach students.

## Guided Pathways Practices CCP Has Implemented at Scale

### Meta-majors

Early in CCP's guided pathways redesign, college leaders tasked faculty with creating meta-majors, which the college calls "academic pathways." Seven meta-majors now encompass all programs of study and provide a useful structure for academic advising and counseling and first-year experience courses. In spring 2019, the college implemented a meta-major community model to integrate and tailor supports for students in each field. The college has organized program descriptions on its website by meta-major to help students explore options and interests.

### Program Maps

Program mapping at CCP was an iterative process that began in 2016. In 2017, college leaders created a cross-divisional curriculum planning committee made up of faculty to refine the program maps. All program maps were completed by spring 2018, and redesigned program webpages display the maps, along with information on related baccalaureate transfer and career opportunities.

### First-Year Experience Courses Aligned to Meta-majors

In fall 2016, faculty began to develop first-year experience courses with a common curriculum to support students' program and career exploration along with specialized content for each meta-major. Students in health care, liberal arts and communications, and business programs are required to take a three-credit course contextualized to their meta-major. Students in other programs take a first-year experience course without meta-major-specific content.

### Strengthened Academic Advising

Beginning in 2015, the college began rethinking its approach to advising and making large investments in this area. As of fall 2018, the college has hired 12 full-time academic advisors who are embedded in specific meta-majors. Advisors carry out new student onboarding, collaborate with faculty and counselors, and serve as teaching assistants for first-year experience courses. Before this, academic advising was performed by counselors and faculty, who each had myriad other responsibilities.

# Laying the Groundwork for Whole-College Redesign

## Urgency to Address Inequitable Outcomes

The messages that work to convey that change is urgently needed differ depending on the college. At CCP, there was a broad consensus that change was necessary due to graduation rates that were well below the national average for community colleges. Even more compelling were data showing that success rates for the college's Black male students were far below those of other students. This gap in outcomes was especially troubling in a city where over a quarter of families are living in poverty. As one administrator explained, "Any way you sliced the data, these gaps remained."

The release in 2015 of a Pew Center report that highlighted lower-than-average rates of degree completion and transfer to four-year colleges at CCP (Ginsberg, 2015) prompted members of the college community to begin having deeper and more frequent conversations about equity. Dr. Samuel Hirsch, CCP's vice president for academic and student success, articulated the consensus that faculty, staff, and administrators came to as a result of these conversations: "We can't afford to lose another generation of students." This consensus marked the beginning of CCP's shift away from boutique programs designed to help small numbers of students. To make a real difference, the college would have to implement reforms at scale.

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**We can't afford to lose another generation of students.**

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## Data-Informed Practice

This sense of urgency and growing familiarity with student outcomes can be attributed in large part to the college's participation in Achieving the Dream (ATD). Joining ATD in 2008 helped members of the college learn to use data to inform decisions and practices, and CCP's subsequent improvements in student achievement metrics resulted in the college being designated an ATD Leader College, a status it has held since 2011. A few years later, as the college community began rallying around the need to address inequitable student outcomes through institution-wide change, CCP was able to draw on data gathered with help from ATD to identify and begin to act on several points of concern. For example, an early analysis of developmental education outcomes showed that some students were repeating developmental education courses up to five times. While the college was still years away from making substantive changes to its developmental education sequences, this analysis helped raise awareness of a serious barrier to student success. Another issue the data revealed was that students perceived CCP's support services as scattered and disconnected. In response, staff redesigned CCP's new student orientation to increase awareness of the supports available and developed an early-alert system to identify struggling students and connect them to targeted services.

Dr. Hirsch told us these experiences with ATD created a strong foundation for guided pathways because they demonstrated that while the college's student

success efforts were yielding small improvements, more significant reform was needed. Further, participating in ATD taught members of the college not to be afraid of data indicating that reforms are not having an impact but to use that data to inform future action.

## A Collective Responsibility for Student Success

In 2014, Dr. Donald Guy Generals was hired as CCP's president. Early in his tenure, he combined the college's academic affairs and student affairs divisions and created the role of vice president of academic and student success, appointing Dr. Hirsch to fill the role and oversee the new division. The college's leaders, with support from CCP's board of trustees, wanted to signal that they were "not going to tinker around the edges ... or just develop another program" to improve student success. They also wanted to convey that academic and student affairs were not independent from each other. CCP's leaders began reframing faculty members' role as essential to students' program completion, encouraging them to take responsibility for the success of students in their programs and support them beyond the classroom walls. The restructuring also led to the redistribution of people who were part of college governance at the vice president, dean, and director levels. These changes were instrumental in breaking down the silos between different departments, as taking on guided pathways reforms would soon require.

## Introducing Guided Pathways to the College Community

### The What, Why, and How of Pathways

To build on the college's ongoing student success work and move it forward in the guided pathways model, senior leaders at CCP needed to explain why the college was adopting guided pathways and how it would be more effective than past reforms. To begin, college leaders communicated that guided pathways would be more than an effort to improve specific programs and practices. Guided pathways would require faculty and staff in all areas of the college to ask, "What are we going to do differently, and how are we going to do better for students?"

College leaders capitalized on faculty and staff members' awareness of the challenges facing students and emphasized that the redesign was about finding ways to help more students reach their goals. In keeping with this argument, senior leaders at CCP sought to dismantle the long-standing idea that students are in either academic or career-technical programs, instead describing the college's work as defining paths for students to reach their goals. As Dr. Generals said, "Students come with a purpose, so what is that? How are we helping students reach that goal?" Faculty and staff joined together in their common call to help students develop a sense of purpose for their time at CCP and gain clarity about how their goals could be achieved.

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As at many colleges, early on, faculty and staff at CCP were concerned about what guided pathways would mean for them and their work. To help introduce guided pathways to the college, senior leaders held multiple meetings with deans and faculty to review retention and graduation data and reiterate the need for college-wide change. Dr. Hirsch led the creation of a dedicated space on CCP's website for information on guided pathways and updates from the president and vice president of the college (Community College of Philadelphia, n.d.). College leaders also made pathways the focus of summer faculty institutes; encouraged departments to participate in book club discussions on *Redesigning America's Community Colleges* (Bailey, Jaggars, & Jenkins, 2015); and asked members of the Faculty Center for Teaching and Learning to lead briefings on guided pathways, which engaged dozens of adjunct faculty members in discussion.

### Making Guided Pathways CCP-Specific

CCP's administration recognized that guided pathways reforms would be more likely to take root if they emerged and developed in a CCP-specific way. As one dean at the college explained, if people saw guided pathways as a prepackaged reform, they may have been more likely to resist it.

Part of the need to make guided pathways CCP-specific stems from the college's culture. Employees who have been there for 10 or even 20 years often joke about being newcomers because many at the college have been there much longer. This level of commitment from faculty and staff is an institutional strength, but it can also present challenges when implementing a reform model like guided pathways that requires members of the college community to look critically at long-standing and deeply ingrained practices.

Accordingly, in introducing guided pathways to the college, CCP's leaders tailored their approach to the college community in three ways:

1. In the earliest stages of reform, they focused on areas where there was already broad consensus that change was necessary.
2. Instead of making multiple dramatic changes early on, they decided that pathways practices should be phased in gradually.
3. They used the guided pathways model to build on student success work the college was already doing.

Looking back, several senior leaders told us that taking this approach to reform helped to build confidence and trust in the college's plan for implementing guided pathways.

**If people saw guided pathways as a prepackaged reform, they may have been more likely to resist it.**

### Starting With Agreed-Upon Problem Areas

For years before adopting guided pathways, CCP's faculty union, senior leaders, and others had agreed that advising was ineffective because it was conducted on a drop-in basis, meaning that students had little continuity in their advising experience. At the time, counselors managed a wide range of tasks, including onboarding new students, supporting students through the transfer process, providing career guidance, teaching the college's one-credit student success course, and supporting students

on academic probation. Counselors worked alongside but often not in coordination with instructional faculty, who conducted six hours of advising each semester. By focusing on strengthening advising in their early guided pathways reform efforts, college leaders sought to avoid conflict with reform-averse community members and demonstrate their commitment to addressing agreed-upon problems.

In its first year of pathways work, CCP hired seven full-time advisors and later assigned them to the college's largest meta-majors—health care and liberal arts and communications. Their role is to serve as the primary academic advisors for individual students during their first year, carry out new student onboarding, and serve as teaching assistants for first-year experience courses. Faculty now serve as secondary advisors, and counselors focus on supporting students on academic probation and offering career guidance. Counselors' role in the first-year experience was also reduced. They now teach a class session on career exploration in first-year experience courses and continue to teach a small number of sections of the college's one-credit student success course. They also present on college skills and resources during orientation. Over the next few years, the college hired more academic advisors, bringing the total to 12.

### **Phasing in Pathways Practices**

Crucial to increasing broad commitment to pathways was the decision to phase in the reforms. Rather than going all in, as some other colleges have done, CCP made focused, well-planned changes over several years. The first phase of reform chiefly entailed changes to advising structures and roles. Then, in fall 2016, college leaders tasked faculty with developing meta-majors and redesigning first-year experience courses and contextualizing them within the health care and liberal arts and communications meta-majors. Over the past several years, the college has built on its pathways work by steadily increasing the number of advisors and introducing a first-year experience course contextualized within the business, entrepreneurship, and law meta-major.

### **Identifying Strengths and Building on Existing Practices**

College leaders emphasized that, in many respects, guided pathways practices were not new and would build on work already underway at the college. Dr. Generals described guided pathways as “provid[ing] structure around things we were already doing.” For example, he and Dr. Hirsch noted that the college already offered a first-semester course for new students but that under the college's guided pathways work, the course would be three credits instead of one; would align with the college's meta-majors; and would include assignments on educational, career, and financial planning. Some faculty members also remarked that guided pathways was not a wholly new reform but rather a recommitment to efforts already underway.

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# Supporting Collaborative Planning and Implementation

## Productive Advisor–Faculty Relationships

In retrospect, CCP’s decision to start its pathways work in an area that was already a priority was a good strategy. As a result of the college’s work on advising, advisors and faculty now have a close working relationship. Advisors attend academic department meetings and are kept up to date on program changes; faculty, meanwhile, know exactly where and to whom they should refer students if they are struggling.

Because faculty continue to provide six hours of academic advising each term as part of their contract, CCP’s advising team developed an online training program for them based on NACADA’s advising principles. The program approaches advising as a form of teaching, with readings and assignments on topics such as advising as a shared responsibility, advising learning outcomes, and how to prepare for advising appointments. In addition to completing the training program, new faculty members are required to shadow an academic advisor during their second semester.

According to advisors and others we interviewed, the changes to CCP’s advising model transformed how advising is perceived at the college. Not only is there widespread respect for and confidence in the advisors themselves, but there is also a new understanding that advisors cannot operate independently from faculty and that these roles overlap and support each other.

## Faculty Leadership in Designing Meta-majors

CCP’s leaders sought faculty members’ input and leadership early on in the college’s guided pathways redesign. Ensuring faculty members’ engagement in these reforms from the beginning was particularly important because early parts of the pathways redesign would focus on changes to program structures, curricula, and instruction, including developing meta-majors, mapping programs of study, and reforming developmental education.

In 2016, the administration involved faculty in guided pathways reforms through multiday summer institutes led by deans, department heads, and program coordinators. At the institutes, faculty were charged with developing meta-majors and aligning programs within them. By encouraging deans to step back from the process, CCP’s leaders enabled faculty to develop meta-majors through an iterative process and determine which programs best aligned with each. Faculty ultimately decided on seven meta-majors, which CCP refers to as “academic pathways”:

**By encouraging deans to step back from the process, CCP’s leaders enabled faculty to develop meta-majors through an iterative process and determine which programs best aligned with each.**

- health care;
- science and technology;
- design, construction, and transportation;
- business, entrepreneurship, and law;
- creative arts;
- liberal arts and communications; and
- education and human services.

## Faculty Ownership of Program Curricula

In addition to developing meta-majors, faculty were tasked with mapping programs of study in fall 2016. Initially, this request from the administration was not well received. Faculty expressed concerns that they were being told to make curricular changes without a clear understanding of why and without a say in what those changes would be. College leaders emphasized that enhancing the quality and integrity of academic programs and maintaining faculty ownership of program curricula were not mutually exclusive priorities. After faculty made their first attempt at drafting program maps, a department head proposed that program chairs and faculty have a forum to discuss their concerns and develop a strategy for implementing pathways reforms that was collaborative and inclusive. This proposal led to the development of CCP's cross-divisional curriculum planning committee in summer 2017.

**Creating a space for faculty to have in-depth discussions about guided pathways led to productive interdisciplinary decision-making about program curricula.**

The initial goal of the committee was relatively straightforward: to bring faculty together to discuss guided pathways reforms and fully develop the program maps. When the committee was created, some faculty were still wondering how guided pathways reforms—such as the development of meta-majors and program maps—would affect their classroom roles. To help address these and other questions, the committee held a four-week summer institute that was open to all faculty and attended by more than 40 program coordinators, chairs, and interested faculty members. Meeting formats included presentations, breakout sessions, and weekly check-ins, as well as a dedicated space in the college's online learning platform to share updates and information. After the summer institute, the committee held regular meetings to determine how to integrate relevant math coursework into program maps and how to shorten developmental education sequences. Currently, the committee is leading the development of meta-major learning outcomes.

Faculty reported that participating in the committee helped to dispel misunderstandings around the reforms and facilitated commitment and readiness to engage in redesign work. Further, creating a space for faculty to have in-depth discussions about guided pathways led to productive interdisciplinary decision-making about program curricula. The committee also facilitated conversations among faculty from different disciplines more broadly. According to several faculty members we interviewed, CCP's faculty were not typically aware of what was happening in other programs before the committee was created.

# Timeline of Guided Pathways Implementation

## Pathways implementation

**GP AREA 1**  
Clarifying pathways to student end goals

**GP AREA 2**  
Helping students get on a path

**GP AREA 3**  
Keeping students on path

**GP AREA 4**  
Ensuring that students are learning

### Fall 2016

- CCP introduces meta-majors and begins program mapping
- Mandatory first-year experience courses are introduced for students in healthcare and students in liberal arts and communications

### Summer 2016

- Seven full-time academic advisors are hired and assigned to the largest meta-majors

## Pre-implementation

## 2015

### Fall 2015

- CCP joins the AACC Pathways Project

**INSTITUTIONAL**  
Related policies/  
processes/changes

- 2006**  
CCP joins ATD
- 2011**  
CCP is designated an ATD Leader College
- 2015**  
CCP joins the iPASS project
- Spring 2015**  
CCP integrates academic and student affairs and creates the role of vice president for academic and student success

**LOCAL**  
Policy  
developments



**Fall 2017**

- Program maps are completed and added to CCP's website with related career and transfer information

- CCP introduces a first-year experience course for business students and pilots the Accelerated Learning Program (ALP) in English

- Two additional full-time academic advisors are hired, bringing the total to nine

**Summer 2017**

- College faculty organize the cross-divisional curriculum planning committee
- CCP establishes the Institute for Community Engagement and Civic Leadership

**Fall 2018**

- ALP is scaled to 22 sections
- CCP begins using high school grades for placement and recalibrates its placement test cut scores

- Two additional full-time academic advisors are hired, bringing the total to 11
- CCP begins using Starfish to implement student course scheduling preferences
- CCP begins developing academic pathway communities aligned to its meta-majors

- The cross-divisional curriculum planning committee begins developing meta-major learning outcomes

**Spring 2019**

- CCP publishes detailed transfer guides for select programs of study

- CCP begins offering online orientation

- One additional full-time academic advisor is hired, bringing the total to 12

**Fall 2019**

- CCP introduces a first-year experience course for science and technology students

**2020**

- CCP's administration and the union representing its faculty and staff reach a contract agreement after three years of ongoing negotiations

Since 2016, CCP has completed program maps for all of its programs. It has also made progress generally in getting faculty on board with guided pathways reforms despite contract negotiations that began in fall 2016 and were not resolved until spring 2019. During our interviews, many faculty members spoke about the importance of the reforms, and the college's work on guided pathways continues and seems to be largely insulated from other challenges at the college. By keeping the reforms focused on students and allowing faculty to maintain ownership of curricula, college leaders and faculty were able to rise above the contract negotiations and advance the college's student success agenda.

### **Program Mapping 101**

Program mapping is an important guided pathways process, but its purpose can easily be misunderstood. In a typical mapping process, program faculty and advisors outline the optimal course sequences in consultation with university transfer partners, employers in relevant fields, advisory boards, and partner organizations. The goal is not to dictate student course-taking but rather to provide expert guidance on the most applicable courses for each program and their optimal sequencing. Ideally, program maps not only lay out the courses in a major but also include experiential learning opportunities, key milestones, and semester-by-semester action steps for students, preparing them for direct entry into program-relevant, well-paying jobs (with clear opportunities for further education) or transfer with junior standing in their field of interest. Importantly, as many colleges have learned, program mapping clarifies and supports educational planning processes. Every student creates an individualized educational plan—a customized version of a program map—that accounts for the student's timeline to completion, prior credits, learning support needs, and elective choices.

## **Contextualized First-Year Experience Curricula**

CCP's first-year experience courses emerged as a foundational strategy in its broader guided pathways work, both by building on existing structures and by facilitating an introduction to the college's meta-majors. For years, counselors had taught a one-credit student success course that focused on navigating college and developing academic and personal skills. However, when adopting guided pathways, college leaders saw an opportunity to redesign the course to align with meta-majors and provide structured support for students as they explore their interests; clarify their expectations across programs and within career fields; and create educational, career, and financial plans.

The new three-credit first-year experience courses are contextualized within specific meta-majors and taught by faculty with advanced degrees in those fields who have completed course-specific professional development. CCP's academic advisors serve as teaching assistants for the course, visit their assigned classes during the semester, grade certain class assignments, and help students create their plans. Currently, CCP offers first-year experience courses in the health care; business, entrepreneurship, and law; and liberal arts and communications meta-majors, with course curricula evolving in response to feedback from program directors and faculty within each meta-major. Many students are in meta-majors with the new courses, but those who are not take a course without meta-major-specific content.

While there was some initial resistance to adding more course requirements to degree programs, faculty have noticed the benefits of the first-year experience courses for students. For example, some health care faculty initially resisted requiring a first-year experience course for students in high-credit-load programs such as nursing, but many changed their minds after seeing that students who took the course were entering these programs better prepared and were taking fewer courses that are not needed for the degree, suggesting that the course and other institutional reforms were directing students to take the right courses from the start. Additionally, health care faculty who previously taught mostly students in upper level courses said that teaching the first-year experience course has offered them a window into the needs of entry-level students and has led to faculty learning and strategizing on ways to improve student success. Currently, faculty are working to refine course content and sharing course materials with instructors in other meta-majors who are interested in developing a first-year experience course for their students.

### Key Features of the First-Year Experience Course for Health Care Students

- Learning outcomes include an understanding of the roles and responsibilities of health care professionals; effective communication with respect to sociocultural and ethnic differences in health care environments; knowledge of medical terminology, math, and procedures to take vital signs; and creation of educational, career, and financial plans.
- Medical math, which used to be a single unit of the course, is now integrated throughout the entire course as a result of feedback from faculty that students were struggling to pass early exams in program courses due to their math content.
- The course's financial planning curriculum focuses on helping students understand their financial aid eligibility and limits, the difference between loans and grants, college billing cycles, anticipated school and home expenses, costs at transfer institutions, and projected salaries in their field. Students write a reflection piece to capture their personal considerations and their plans to pay for college.
- The course includes virtual job shadowing and success plan assignments to support students' decisions about their career path and their educational plan.

## An Informed and Involved IT Department

CCP's chief information officer (CIO) and information technology (IT) department have been involved in the college's pathways work from the start and have made critical contributions to its redesigns. With an interest in using technology to support the college's initiatives and knowledge of the academic side of the college from experience as a faculty member, the CIO approached the college's guided pathways work from a systems perspective. This entails giving serious thought to the architecture of the IT system; logically implementing new systems to support the college's pathways work; and integrating educational plans, degree audits, and other new applications.

Early in the implementation process, the CIO recognized that members of her department needed to understand guided pathways so that they could see how IT processes and structures contribute integrally to the reforms. To facilitate their learning, she gave staff a one-page document with a paragraph written by Dr. Hirsch summarizing the goals

of CCP's reforms, and then she quizzed them on the content. The CIO believes that developers need to understand the "why" behind the early alerts triggered when an allied health student, for example, steps off a pre-established educational plan. Further, because keeping curricula up to date throughout the college's systems often requires significant IT department involvement, she participates in the college's curriculum review committee.

**The CIO believes that developers need to understand the "why" behind the early alerts triggered when an allied health student, for example, steps off a pre-established educational plan.**

## Academic and Student Support Through Meta-majors

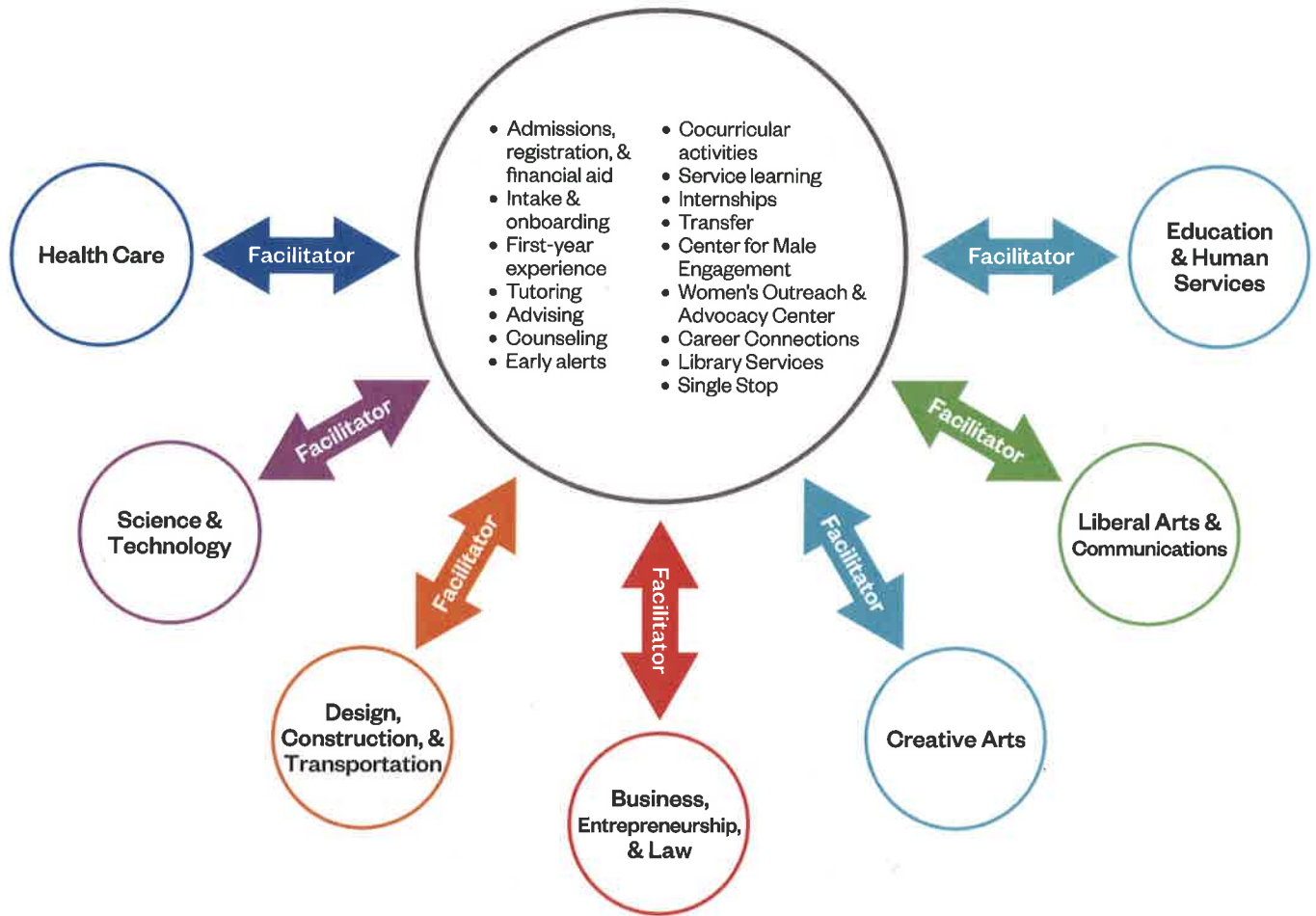
The latest phase of CCP's pathways work centers on developing its meta-major community model, which was launched in January 2019 to create a network of shared support for students in each meta-major. The model builds on the relationships between advisors, faculty members, counselors, administrators, and staff that have developed to support CCP's guided pathways redesigns. The goal, the dean of students said, is to "wrap our arms around everything so that it's an effective and efficient way of addressing students' needs—academically, personally, and professionally."

In this model, a faculty facilitator functions as a conduit between the academic and student support units, identifying and conveying the needs of students in the meta-major. Support services units then tailor their services to better address those needs. For faculty in the facilitator position, the role presents an opportunity for professional development and leadership as well as additional compensation.

Faculty and staff in CCP's seven meta-majors are working with offices throughout the college to offer more robust supports for their students. For example, they are:

- making recommendations for tailoring student support services to the needs of students in the meta-major;
- facilitating the implementation of strategies to identify and meet students' needs;
- exploring internship and job opportunities for students in partnership with the Career Connections Department;
- cultivating effective transfer opportunities in partnership with transfer and articulation staff;
- developing information for current and prospective students, including recruitment and onboarding materials;
- supporting innovative teaching, learning, and academic support within the meta-major; and
- disseminating information to all stakeholders within the meta-major and gathering their feedback.

**Figure 1.**  
CCP's Pathway Community Student Experience



Note. Adapted with permission from Community College of Philadelphia.

## Sustaining and Institutionalizing Student Success Reforms

### Attitudes of Optimism and Possibility

In introducing guided pathways to the college community, CCP's leaders sought to motivate action by focusing on the importance of improving the student experience. Interviewees—including deans, senior leaders, advisors, and faculty—stated that the college has clearly “refocus[ed] around students.” But equally important and oft-cited is a refocus of the college’s *attitude* toward its institutional effectiveness and integrity. According to one senior leader, CCP’s guided pathways work has “fueled people to say, ‘Wow, look what’s possible.’”

Guided pathways has also given the college a framework for ongoing collaboration to strengthen students’ learning. As described by the coordinator of curriculum development (currently a faculty-held position), conversations about learning

outcomes for general education courses and meta-majors were revitalized through the cross-divisional curriculum planning committee because they were no longer viewed as just “a box to check.” Instead, learning outcomes were recognized as a meaningful articulation of the core competencies students need to develop in their field. The chair of the English department also noted increased optimism among faculty regarding the success of students in developmental education. The early positive results of CCP’s Accelerated Learning Program—a corequisite reform in English—are building faculty members’ confidence that students assigned to developmental education are capable of success beyond their initial placement when the right supports are in place.

Finally, CCP’s redesign efforts have created opportunities for the college to engage with the surrounding community. Philadelphia is making a significant push to promote workforce development, so Dr. Generalis is working to ensure that this emphasis for the city does not result in a narrow discussion about training for occupational certificates only. Instead, he uses it as an opportunity to highlight how guided pathways facilitates students’ progress toward *careers*, framing the reforms as strongly linked to shared community goals and uplift.

**CCP’s redesign efforts have created opportunities for the college to engage with the surrounding community.**

## Responsiveness to New Challenges

For CCP’s guided pathways work to remain relevant and responsive, college leaders recognize that they cannot rest on the college’s initial improvements but must continue to assess and address ongoing challenges. As Dr. Hirsch explained, guided pathways at CCP is “not just about building it for the next couple years but for the next 50 years.”

Thus, it remains important to senior leaders not only to showcase accomplishments but also to transparently work through the inevitably “messy” reality of implementation. When adopting an educational planning tool, for example, CCP tried to use the planning tool that was part of the existing student information system. After receiving feedback from advisors and faculty that the tool was not working as intended, Dr. Hirsch sat in on advising sessions to see the planning tool in use. Based on what he observed, he reached out to the campus community to affirm that CCP needed to “scrap the current tool” and that “we can do better.” In communicating this message, he offered reassurance that the college’s work with guided pathways will continue, and “this is just one blip.” Although the need to implement a different tool set back the college’s progress in helping every student develop a customized educational plan online, CCP’s leaders prioritized quality and user experience over speed of implementation.

Some challenges in guided pathways implementation at CCP remain difficult to address, including:

- identifying and addressing policies and processes that deter new students’ enrollment,
- reducing courses that do not count toward programs,
- enrolling all students in first-year experience courses,
- scheduling English faculty to teach Accelerated Learning Program courses,
- implementing block scheduling and cohort structures within a large college,

- adequately supporting students who bring prior credits to the college and who attend part-time, and
- aligning the college's schedule with students' course needs each term.

By being honest about what is not working and being willing to revise reforms, CCP models an important lesson for institutions as well as students—that challenges and setbacks are inevitable and should be treated as a natural part of learning and progress.

## Plans for Building on Improvements to Date

CCP is planning to build upon and expand its pathways work in the coming year, with a focus on improving and scaling practices related to educational planning, advising, and helping students succeed in gateway math and English courses in their first year.

### Helping All Students Build Educational, Career, and Financial Plans

Educational planning is a core part of the student onboarding experience at CCP, but due to issues with the college's degree planning tool, in spring 2019 students were still making their plans on paper. The college is planning to use a new online degree planning tool with all new students in fall 2019. Once students can build their educational plans online, advisors will be better able to monitor their progress, and academic departments will be able to build schedules based on the courses in students' plans.

**Once students' educational plans are accessible online, CCP will have opportunities to develop new protocols to strengthen advising.**

### Extending Advising Beyond the First Year

Another important next step for CCP will be ensuring that students receive consistent academic advising beyond their first year. Given the size of the college and its current number of advisors, this will be a challenge. However, once students' educational plans are accessible online, CCP will have opportunities to develop new protocols to strengthen advising. Advisors will be able to check students' progress throughout their time at the college by strategically using checkpoints (commonly at 15, 30, 45, and 50 credits) to ensure that students are on track and making progress toward their degrees.

### Expanding Accelerated Approaches to Developmental Math

CCP has made progress in transforming developmental writing education by adopting the Accelerated Learning Program model in English, and now the college is exploring ways to accelerate students' progress through developmental math and enable them to pass college-level math in their first year. As part of this effort, CCP has developed and implemented accelerated developmental math courses in seven- and 10-week formats. Students can complete two math courses in one semester if they take two seven-week

courses back-to-back. The 10-week course enables late registrants to start working toward college-level math completion that same semester.

## **Improving Math Placement and Pathways**

CCP has undertaken reforms to math placement by switching placement tests, recalibrating cut scores for college-level placement, and more recently incorporating high school grades into the placement process. It will be important for CCP to connect its current work on math acceleration to future work on math contextualization, adapting college-level math courses for other meta-majors as it has already done for health care.



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**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY

**Community College Research Center**

**Teachers College, Columbia University**

525 West 120th Street, Box 174

New York, New York 10027

212.678.3091

[corc@columbia.edu](mailto:corc@columbia.edu)

[@CommunityCCRC](https://twitter.com/CommunityCCRC)

[corc.tc.columbia.edu](http://corc.tc.columbia.edu)

**MEETING OF THE BUSINESS AFFAIRS COMMITTEE  
OF THE BOARD OF TRUSTEES  
Community College of Philadelphia  
Wednesday, October 23, 2019 – 9:00 A.M.**

**Present:** Lydia Hernández Vélez, Esq., Chair, presiding; Mr. Harold Epps, Mr. Steve Herzog, Mr. Michael Soileau (teleconference), Dr. Donald Generals, Ms. Leslie Bluestone, Mr. Jacob Eapen, Mr. Michael Fohner, Dr. Samuel Hirsch, Mr. Gim Lim, Mr. James P. Spiewak, Victoria Zellers, Esq.; and Invited Guests; Dr. Ellen Jo Waller, President, Foundation Board and Mr. Andre Allen, Principal, Phoenix Capital Partners, LLP

**AGENDA**

**PUBLIC SESSION**

**(1) U.S. Department of Education Program Review (Information Item):**

Dr. Hirsch reported that the U.S. Department of Education will be conducting a Program Review to assess the College's administration of the Title IV (financial aid) and HEA programs. The review, which will begin on November 4, 2019, initially will cover 2018-2019 and 2019-2020 award years, but may be expanded if appropriate. The review will focus on examining various publications, fiscal records for financial aid, and a review of a sample of student records. In response to Committee members' questions, Dr. Hirsch noted that the last review occurred in 2010 with no findings related to financial aid processing. The Department required that some additional information related to financial aid programs be included in some of the College's printed materials. He expects the review to be completed in two to three days and staff are prepared.

**(2) Bookstore Management RFP (Action Item):**

Discussion: Mr. Eapen stated that the College's contract with the current bookstore provider, Barnes & Noble College expires December 31, 2019. An RFP was developed and was issued on August 29, 2019 requesting proposals for a five (5) year contract with two (2), one (1) year extension options to operate the College's Bookstores at all four locations effective January 1, 2020.

Mr. Eapen reported that due to the state of the current bookstore market, only two firms - Barnes & Noble College and Follett Higher Education were invited to participate in this effort and proposals from both firms were received. An evaluation team consisting of members from Budgets & Financial Services and Academic and Student Success (two deans and two department chairs) reviewed the proposals and participated in the presentations made by both firms. The College also utilized the services of Duvall Consulting during this process.

Mr. Spiewak noted that the committee evaluated the two firms around a number of criteria including: management and staffing plans; comprehensiveness of bookstore services; marketing; technology; financial considerations; ability to meet all RFP requirements; and

quality and thoroughness of proposal and presentation. It was the opinion of the evaluation team that both firms have the resources required to successfully manage the bookstore operations for the College. Mr. Spiewak stated that the financial considerations did not vary significantly and policies concerning pricing of books, buyback opportunities, refunds, and price matching were comparable. Both firms had the necessary technology to integrate with the College's financial aid credit program and for faculty to place their textbook adoptions. Follett presented an interesting concept for the Northwest Regional Center which was moving the bookstore location from the basement floor to the first floor and allocated capital dollars for this as part of their financial proposal. In response to Committee members' questions, staff noted that there should be no impact on students by switching firms and that students would be able to sell back books at the end of the semester as they currently can. It was noted that Follett has a division entirely devoted to bookstore transitions led by a Vice President and that they participate in up to 50 transitions every year.

Attachment A contains the Follett and Barnes & Noble Comparative Financial Proposal. Attachment A also contains a comparative review of services of the two firms.

Mr. Spiewak stated that after considering all aspects relating to bookstore management, it was the consensus of the evaluation committee that Follett's technology capabilities and their approach to marketing and communications gave them the edge over Barnes and Noble and made Follett the best fit for the College. College staff recommend that a five-year contract with two (2) one (1) year extension options be awarded to Follett Higher Education effective January 1, 2020.

Action: Mr. Epps moved and Mr. Herzog seconded the motion that the Committee recommend to the full Board that a five-year contract with two (2) one (1) year extension options be awarded to Follett Higher Education effective January 1, 2020. The motion passed unanimously.

**(3) 2019 Financial Performance Indicators (Information Item):**

Mr. Eapen stated that the annual financial performance indicators were developed in collaboration with the Board to provide a snapshot of the College's current financial operating characteristics. Staff presented the 2019 Financial Performance Indicators. (See Attachment B.) These indicators incorporate the financial results for the 2018-19 fiscal year and include preliminary projections for the current year. Mr. Eapen noted that the College is financially viable with strong liquidity, having had fifteen consecutive years of balance budgets. There have been no audit exceptions nor findings of any internal control weaknesses. In regards to financial challenges he mentioned: ongoing levels of support from the City and State; large dependence on student tuition and fees to support the College budget; revenue pressures from declining enrollment; and capital resources needed to implement the Facilities Master Plan.

**(4) Financing for the Career & Advanced Technology Center (Information Item):**

Mr. Eapen briefly reviewed the updated budget for the Career and Advanced Technology Center of \$38 million. He noted that built into the construction cost estimates were a four percent contingency and a five percent inflation factor. He reviewed Attachment C which contains the estimated funding and projected costs. Mr. Andre Allen, Principal, Phoenix

Capital Partners, LLP provided an update on current bond market conditions, noting that based on current conditions, the College could expect to the all-in interest rate to be 2.5% as opposed to the 2.78% rate when the initial \$10 million borrowing took place this past May.

Staff noted that they were in the process of formalizing several partnerships with entities related to the Automotive Technology program and has submitted a funding proposal to the Lenfest Foundation. Staff are also actively engaged in providing information to Community Development Entities (CDEs) in order to secure New Market Tax Credits.

**(5) Request to Update the Commonfund Resolution (Action Item):**

Discussion: Mr. Eapen explained that the Commonfund is requesting that the College provide an updated Resolution. The original Resolution that was established provided authorization for Jacob Eapen and Todd Murphy, the former College Controller, on the Commonfund's old Treasury platform administered through Bancorp. The Commonfund discontinued that program and those accounts have been closed, so the authorizations are no longer valid. The Commonfund is still in need of an updated approval for the Commonfund specific accounts in which the College is currently invested and changing the authorized representative to Jacob Eapen and Gim Lim. This will be relevant for placing transactions into and out of the funds, as well as providing approval when signatures are required (such as signing a non-disclosure agreement to release the SSAE16 reports from State Street). Attachment D contains the Resolution and the Commonfund Application. Mr. Eapen stated that staff is requesting that the Committee recommend to the full Board that the Resolution be executed at the November 7<sup>th</sup>, Board of Trustees meeting.

Action: Mr. Epps moved and Mr. Herzog seconded the motion that the Committee recommend to the full Board that the Commonfund Resolution be executed at the November 7<sup>th</sup>, Board of Trustees meeting. The motion passed unanimously.

**(6) Naming Rights for the Library and Learning Commons (Information Item):**

Mr. Eapen stated that Attachment E contains suggested giving levels for the Library and Learning Commons. The gift level was determined by 50% of the cost of the space and a subjective assessment of how appealing each space might be for a donor. Attachment E also contains the Naming Policy effective March 2, 2017. Mr. Fohner displayed the individual rooms and areas under consideration for naming. Staff and Committee members discussed strategies related to gift-giving processes. Mr. Eapen noted that the project is fully funded via a bond that was issued in 2018.

**(7) Next Meeting**

The next regularly scheduled meeting of the Committee will be held on **Wednesday, November 20<sup>th</sup> at 9:00 A.M.** in the Isadore A. Shrager Boardroom, M2-1.

**ATTACHMENT A**

**Follett and Barnes & Noble Comparative  
Financial Proposal**



	<b>Follett</b>	<b>Barnes &amp; Noble</b>
<b>Buyback Program</b>	Follett will purchase used textbooks year-round. Follett will purchase textbooks adopted for the next academic term in quantities sufficient to meet course requirements at not less than 50% of the student's purchase price rounded to the nearest quarter. Follett will purchase used books not adopted for the next academic term or in excess of course requirements at wholesale prices prevailing in Community College of Philadelphia's locality rounded to the nearest quarter.	Barnes & Noble will purchase used textbooks at 50% of the customer's purchase price, if the campus store has been notified that the book will be used the following term and if the store is not overstocked. In the absence of such notification, or if the book will not be used for the following term or is to be replaced shortly by a revised edition according to an announcement of the publisher, at the wholesale price
<b>Custom Publishing Programs</b>	<b>BryteWave Publishing program</b> - enables faculty and administrators to easily turn their copyrighted content into digital books. These digital books are available for sale at the campus store, both in-store and online. <b>XanEdu</b> - course pack program is provided to the faculty and department at no cost. All copyright fees and printing/binding costs are included in the price of the packets. We will obtain permission and pay any royalty fees required by the copyright holder through XanEdu.	Barnes & Noble's partnership with <b>XanEdu</b> provides a complete custom solution for Community College of Philadelphia faculty, including printing solutions, access to OER, and copyright clearance for over 8 million pieces of content, including Harvard University Press and many other University Presses.
<b>Financial Aid Integration</b>	Integrates with the Colleges Campus Card (CBORD)	Integrates with the Colleges Campus Card (CBORD)
<b>Inclusive Access Program</b>	Follett Access, fee-based course materials model launched in 2011. This program ensures that all students will have course-required materials in-hand on or before the first day of class.	Barnes & Noble First Day™ and First Day™ Complete inclusive access programs powered by VitalSource's technology, required learning materials for a course — or an entire department, program, or each and every student — can be included in the cost of tuition at a much lower cost.
<b>Online General Merchandise Stores</b>	Custom Online Store for Student, Faculty, Staff, Alumni	N/A
<b>Open Educational Resources (OER)</b>	Courseware, Open Courseware, Lumen Learning	Lumen Learning, OER+ (60-courses available)



<p><b>Price Match</b></p>	<p>The Follett Price Match program is for textbooks (new, used and rental) that are currently in-stock at your Follett campus store as well as at competing retailers. Retailers include: a local bookstore, Amazon (excluding its Marketplace) or Barnes &amp; Noble. Follett supports the SEPTA Key program and would offer to sell SEPTA Key Cards at no markup or fee.</p>	<p>Price Match Program matches the advertised price on textbooks offered from local brick-and-mortar campus stores or online retailers (i.e. Amazon or bn.com) but excludes online marketplaces like "other sellers" on Amazon and BN.com Marketplace as well as peer-to-peer pricing. Barnes &amp; Noble does not currently support the SEPTA Key Card Program</p>
<p><b>Septa Key</b></p>	<p>Shop by Student ID, the student simply enters their student ID and a pre-populated shopping list is created that includes all of the required and recommended course materials for the courses they are enrolled in. From there they simply select the desired format (new, used, digital, rental), the form of payment that may include Financial Aid, and the shipping method.</p>	<p>N/A</p>
<p><b>Shop by Student ID</b></p>	<p>Relocation of Northwest Regional Center store from basement level to 1st Floor. Also, updates to Main Campus &amp; Northeast Regional Center Bookstore</p>	<p>Funds available as part of the Signing Bonus to be used at the discretion of Community College of Philadelphia as Capital Investment</p>
<p><b>Store Outfitting</b></p>	<p><b>Follett Discover</b> is a comprehensive set of tools that enables hassle-free access for instructors and students to all things course materials. Instructors can use the tool to research, discover and adopt course materials with ease – while students are better prepared for class when course materials are easier to purchase, quicker to access and more effective to manage. <u>CourseTracks</u> is a state-of-the-art, proprietary merchandise management software created by Follett to streamline store operations and deliver the best service to students, faculty and administrators. Follett has also invested in a multimillion-dollar planning and allocation system, which works in tandem with CourseTracks, to ensure the right books are available at the right times for customers.</p>	<p>Currently using FacultyEnlight Online textbook adoption solution. Insights Portal an advanced course-management tool will be available in the future</p>
<p><b>Textbook Adoption</b></p>		

Service Comparative Review

<b>Other</b>		Free access to Bartleby Learn (online homework support for over 20 subject areas) and Bartleby Write (24/7 virtual writing center) for one full academic year. Bartleby Tutor, powered by Tutor.com provides students with access to live one-on-one tutoring and homework help. Bartleby Learn \$9.99 per month & Bartleby Write \$14.99 per month after year one.
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**ATTACHMENT B**

**2019 Financial Performance Indicators**

**2019 FINANCIAL PERFORMANCE REPORT  
OCTOBER 23, 2019**

**Current Evidence of Financial Viability**

- Through successful operational efficiencies and cost containment strategies, the College has finished the fiscal year with slight operating budget surpluses in each of the last fifteen fiscal years
- Strong liquidity. Average daily cash and investment balances in excess of \$50.9 million.
- Audits are consistently unqualified with no control weakness findings.

**Current Financial Challenges**

- Levels of financial support from City and State.
- Large dependence on student tuition and fee revenues and associated federal aid to sustain College budgets.
- Revenue pressures from declining enrollment will continue to challenge operating performance.
- Elevated exposure to collective bargaining units limits expense flexibility.
- Growing vulnerability to shifts in Federal Financial Aid (Pell) policies.
- Under GASB 75, the College will be required to accrue the full amount of the OPEB liability beginning 2018-2019. The actuarial estimated full amount of the OPEB liability is \$175.5 million.
- Capital resources are needed to implement the Facilities Master Plan.

**FIGURE II****Fiscal Year End Current Asset to Current Liability Ratio**

	<b>As Reported in Financial Statements</b>	<b>Including the Value of Liquid Long-Term Investments</b>
2004-05	1.22	1.22
2005-06	1.29	1.29
2006-07	1.57	1.57
2007-08	1.47	1.65
2008-09	1.54	1.70
2009-10	1.50	1.65
2010-11	1.11*	1.66
2011-12	1.08*	1.61
2012-13	1.02*	1.52
2013-14	1.10*	1.65
2014-15	1.16*	1.61
2015-16	1.32*	1.97
2016-17	1.40*	2.01
2017-18	1.55*	2.17
2018-19	1.48*	2.00

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\* Current assets reduced by movement of some operating cash to long-term investments.

**Comment:** A positive trend in this ratio is indicative of a growing capacity to handle current debt obligations. Beginning in 2011, the nominal value for the current ratios was reduced by the movement of some core cash into liquid long-term investments. Long-term liquid investments in 2019 totaled \$17.2 million. Including these funds, the College's current ratio is 2.00. Because the longer-term fixed-income investments can be liquidated without penalty, the longer-term investment strategy did not create any significant operational risk for the College. The above chart shows the current ratio without and with the inclusion of liquid long-term investments.

**Target:** Ratio: 1.2 or higher

**Current Status:** No major change in this ratio is expected to occur.

**FIGURE III**

**Total Debt Payments Made Using City Dollars  
as a Percentage of Unrestricted Operating Revenue**

	<b>Total Debt Payments Made from City Dollars</b>	<b>Debt Payments Made from City Dollars as Percent of Total Operating Revenue</b>
2004-05	\$3,378,206	3.56%
2005-06	\$3,378,259	3.46%
2006-07	\$3,469,762	3.37%
2007-08	\$3,848,690	3.57%
2008-09	\$6,819,821	6.25%
2009-10	\$6,183,563	5.20%
2010-11	\$6,471,559	5.32%
2011-12	\$6,576,665	5.49%
2012-13	\$6,822,960	5.64%
2013-14	\$6,785,455	5.43%
2014-15	\$5,316,296	4.15%
2015-16	\$5,541,800	4.25%
2016-17	\$5,144,174	4.02%
2017-18	\$5,018,379	3.93%
2018-19	\$5,374,645	4.13%

**Comment:** The portion of the College debt paid by the State is funded separately by the State and, as a result, growth in State-funded debt payments does not impact on the College's operating revenues. However, debt payments made using City revenues directly impact on dollars which are available for College operating purposes. Act 484 requires that local sponsor revenues be used to fund the local sponsor share of capital costs prior to applying funds to operating expenditures. A decline in the percentage of operating revenues required for debt payments is a positive indication of financial flexibility.

**Target:** The accepted standard for private colleges and universities is to keep this ratio below 7%.

**Current Status:** In fiscal year 2017-18, the College borrowed \$16 million to fund the Library and Learning Commons Project; the State is currently funding 28.13% of the debt service in fiscal year 2018-19; the College submitted an additional capital request that would bring the State funding level to 46.9%. A bond offering of \$10 million occurred in the Spring of 2019 as phase I of the financing for the expansion of the West Regional Center. The debt service on this bond issue is being paid 100% with State funds. The College anticipates issuing an additional \$20.2 million in bonds during the winter of 2019 which will be initially funded entirely from City appropriations and the annual debt service will approximate \$1.65 million. The College has submitted a capital project request to PDE, that if approved, would result in \$480,000 of this debt being funded by PDE in future years.

**FIGURE I**  
**Reported Value of Unrestricted (Carry-Over) Fund Balances**  
**Including Quasi Endowment Funds**  
**with the Impact of Other Post-Employment Benefits Accrual**

Fiscal Year	Cumulative Value of OPEB Annual Accrual	Reported Value of Unrestricted Carry-Over Funds Including Quasi- Endowment Funds with OPEB Accrual
2004-05	0	\$9,692,958
2005-06	0	\$11,682,218
2006-07	0	\$17,051,787
2007-08	\$5,194,673	\$17,154,757
2008-09	\$10,367,219	\$14,553,315
2009-10	\$16,575,690	\$14,588,450
2010-11	\$22,614,325	\$9,352,894
2011-12	\$30,225,327	\$2,014,736
2012-13	\$38,755,360	(\$6,437,761)
2013-14	\$47,396,561	(\$14,906,416)
2014-15	\$58,227,563	(\$25,320,183)
2015-16	\$70,428,317	(\$36,372,774)
2016-17	\$82,801,420	(\$44,715,047)
2017-18	\$182,233,779	(\$208,445,629)
2018-19	\$180,264,083	(\$199,298,018)

**Comment:** Beginning 2017-2018, the College was required to implement GASB 75. Under GASB 75, during 2018-19, the College accrued the full amount of the OPEB liability and the proportionate share of PSERS/SERS liabilities for a total of \$180.3 million. The post-employment health benefit accrual reduces the amount reported for unrestricted funds but has no impact on the College's cash position. The above data shows the cumulative value of the accrual which reduces both the value reported for unrestricted net assets and the College's reported net position.

**Current Status:** GASB 75 requires the College to accrue the full amount of the OPEB liability as employees earn the benefits. The actuarial estimated full amount of the OPEB health benefits liability is \$175.8 million.

**FIGURE IV**  
**Revenue Dispersion - Operating Budget Revenues by Source**

<b>Operating Revenue by Source</b>	<b>FY 15-16</b>	<b>% of Total</b>	<b>FY 16-17</b>	<b>% of Total</b>	<b>FY 17-18</b>	<b>% of Total</b>	<b>FY 18-19</b>	<b>% of Total</b>
State Appropriation	\$29,963,712		\$30,732,457		\$30,732,457		\$31,653,624	
State Lease Appropriation	164,616		135,845		159,154		163,393	
<b>TOTAL STATE</b>	<b>30,128,328</b>	<b>23.10%</b>	<b>30,868,302</b>	<b>24.13%</b>	<b>30,891,611</b>	<b>24.18%</b>	<b>31,817,017</b>	<b>24.43%</b>
City Operating Appropriation	23,367,407	17.91%	23,830,493	18.63%	22,569,958	17.66%	256,179,395	19.72%
Student Tuition & Course-related Fees	73,359,959		70,522,593		71,353,463		68,399,447	
Student Regulatory Fees	1,287,923		1,202,303		1,198,833		1,154,815	
<b>TOTAL STUDENT</b>	<b>74,647,882</b>	<b>57.23%</b>	<b>71,724,896</b>	<b>56.08%</b>	<b>72,552,296</b>	<b>56.78%</b>	<b>69,554,262</b>	<b>53.41%</b>
Other	2,296,953	1.76%	1,484,975	1.16%	1,768,613	1.38%	3,166,610	2.43%
<b>GRAND TOTAL</b>	<b>\$130,440,570</b>		<b>\$127,908,666</b>		<b>\$127,782,479</b>		<b>\$130,217,284</b>	

**Comment:** The State operating appropriation for fiscal year 2018-19 increased by \$921,000 over the previous year. The City operating appropriation represents dollars remaining from the total City allocation after all City capital obligations are met. The total City appropriation was \$2 million more than fiscal year 2017-18. The College used \$711,000 to fund the PowerUp Your Business program. Other income includes investment income, Federal Perkins operating budget support for career programs, and other miscellaneous income. Revenue dispersion, lack of overdependence on one revenue source, is viewed as an important indicator of financial stability. The growth in College dependence on student revenues over the past few years, and indirectly on State and Federal Student aid programs (see Figure VI), is a concern.

**Target:** To reduce operating budget dependence on student revenues over time.

**Current**

**Status:** The State budget contained an increase of \$.634 million for the Operating Budget. The City provided a \$3.5 million increase in appropriations.



**FIGURE V**

**Trends in Student Revenue Dependency, Percent of Tuition and Fees Paid by Grant Aid, and Operating Budget Dependency on Student Financial Aid Programs**

<b>Year</b>	<b>Annual Tuition and Fee Revenues (in \$000)</b>	<b>Percent of Operating Revenues Dependent Upon Student Tuition and Fees</b>	<b>Percent of Student Revenues Paid by Federal and State Aid Grants</b>	<b>Percent of Operating Budget Dependent on Federal and State Aid Programs</b>
2004-05	\$45,811	48.4%	45.3%	21.9%
2005-06	\$45,330	47.6%	45.0%	21.4%
2006-07	\$48,944	49.8%	47.3%	23.6%
2007-08	\$54,020	49.6%	47.3%	23.5%
2008-09	\$56,844	52.3%	46.5%	24.3%
2009-10	\$65,308	55.0%	56.2%	30.9%
2010-11	\$69,701	57.3%	61.1%	34.9%
2011-12	\$71,641	59.8%	60.0%	35.9%
2012 -13	\$73,206	60.5%	58.3%	35.3%
2013-14	\$76,686	61.3%	56.6%	35.3%
2014-15	\$76,400	59.7%	60.9%	36.4%
2015-16	\$74,648	57.2%	60.5%	34.6%
2016-17	\$71,724	56.1%	55.6%	31.6%
2017-18	\$72,552	56.8%	55.7%	32.7%
2018-19	\$69,554	53.6%	54.4%	29.5%

**Comment:** Over the last two decades, the College has become increasingly dependent on student-generated revenues as the largest source of operating revenues for the College. In fiscal 2019, 54.4 percent of revenues were generated by students. The maximum Pell award was increased by \$175 in 2019. However, the number of students eligible for Pell grants and state grants declined in fiscal 2019 due to the improving local economy. This resulted in a small decrease from 32.7 percent of College operating revenues coming from federal and State (primarily Pell) aid awards in 2018 to 29.5 percent in 2019. Levels of funding and eligibility standards for Pell awards are subject to a political environment in Washington which is frequently less supportive of higher education funding. The College is increasingly dependent on a revenue stream with growing unpredictability.

**Target:** To reduce dependency on student-generated revenues as the largest single source of operating funds and reduce the College’s exposure to the funding uncertainties associated with federal financial aid programs.

**Current Status:** The distribution of operating revenues by source is not expected to change significantly for the 2019-20 year.

**FIGURE VI**

**Tuition and Fee Changes**

	<u>2011-12<sup>(3)</sup></u>	<u>2012-13<sup>(3)</sup></u>	<u>2013-14<sup>(3)</sup></u>	<u>2014-15<sup>(3)</sup></u>	<u>2015-16<sup>(3)</sup></u>	<u>2016-17<sup>(3)</sup></u>	<u>2017-18<sup>(3)</sup></u>	<u>2018-19<sup>(3)</sup></u>	<u>2019-20<sup>(3)</sup></u>
Tuition <sup>(1)</sup>	\$138 per cr. hr.	\$148 per cr. hr.	\$153 per cr. hr.	\$153 per cr. hr.	\$153 per cr. hr.	\$153 per cr. hr.	\$159 per cr. hr.	\$159 per cr. hr.	\$159 per cr. hr.
General College Fee	\$4.00 per cr. hr.	\$4.00 per cr. hr.	\$4.00 per cr. hr.	\$4.00 per cr. hr.	\$4.00 per cr. hr.	\$4.00 per cr. hr.	\$4.00 per cr. hr.	\$4.00 per cr. hr.	\$4.00 per cr. hr.
Technology Fee	\$28.00 per cr. hr.	\$28.00 per cr. hr.	\$28.00 per cr. hr.	\$28.00 per cr. hr.	\$28.00 per cr. hr.	\$30.00 per cr. hr.	\$30.00 per cr. hr.	\$30.00 per cr. hr.	\$30.00 per cr. hr.
Average Course Fee	\$7.15 per cr. hr.	\$7.66 per cr. hr.	\$7.68 per cr. hr.	\$7.66 per cr. hr.	\$8.08 per cr. hr.	\$9.71 per cr. hr.	\$10.05 per cr. hr.	\$10.46 per cr. hr.	\$10.22 per cr. hr.
Average Total Annual Costs for Full-Time Study <sup>(2)</sup>	\$4,263	\$4,504	\$4,624	\$4,624	\$4,634	\$4,721	\$4,873	\$4,883	\$4,877

Source: The College.

- (1) Per credit hour for Philadelphia residents. Other Pennsylvania residents pay double tuition and out-of-state students pay triple tuition.
- (2) Assumes full-time enrollment (12 credits in fall and spring terms). Amount includes: tuition, student activity fee, technology fee, and average course fees.
- (3) The College charges course fees in high cost course areas such as allied health and laboratory sciences. Course fees range from \$85 to \$345 per course.

**Comment:** Course fees are charged in disciplines where instructional delivery costs are above average based upon factors such as class size constraints, faculty workloads, and instructional materials costs. As a result, full-time student charges vary by program of study. The lowest possible charge for a full-time student in the 2018-19 fiscal year is \$4,632.

**Target:** To keep tuition and fee increases per year at the lowest feasible level.

**Current Status:** Tuition for 2019-20 remained the same at \$159; there were no changes to fees. The College has only raised tuition once in the past five years.

**FIGURE VII**

**Total Credit Enrollments and Operating Cost Per FTE Credit Student**

	<b>Total Credit FTEs</b>	<b>Percent Increase/ Decrease in Enrollment</b>	<b>Total Operating Cost Per FTE Credit Student<sup>(1)</sup></b>	<b>Percent Increase/ Decrease in Cost Per FTE</b>	<b>Change in Philadelphia All Urban CPI Increase**</b>
2005-06	13,629		\$6,668		
2006-07	13,569	-0.40%	\$7,020	5.30%	1.60%
2007-08 <sup>(1)</sup>	13,942	2.80%	\$7,113	1.30%	5.10%
2008-09 <sup>(1)</sup>	14,208	1.90%	\$7,198	1.20%	-2.00%
2009-10 <sup>(1)</sup>	15,808	11.30%	\$6,779	-5.50%	1.90%
2010-11 <sup>(1)</sup>	16,091	1.80%	\$7,166	5.40%	2.80%
2011-12 <sup>(1)</sup>	15,796	-1.80%	\$7,355	2.60%	1.30%
2012-13 <sup>(1)</sup>	15,115	-4.30%	\$7,707	4.80%	1.50%
2013-14 <sup>(1)</sup>	15,051	-0.40%	\$7,918	2.70%	1.80%
2014-15 <sup>(1)</sup>	14,851	-1.30%	\$8,145	2.90%	0.20%
2015-16	14,505	-2.30%	\$8,452	3.77%	0.10%
2016-17	13,657	-5.85%	\$8,923	5.88%	0.70%
2017-18	13,354	-2.17%	\$8,951*	.30%	1.90%

(1) Excludes the impact of GASB 45 and GASB 68 post-retirement expense accrual.

\* Estimated.

\*\* Percent change from 12 months prior - June

**Comment:** This chart reports total institutional operating cost per full-time equivalent (FTE) credit students. Because many of the College's costs are relatively fixed, a significant increase or decrease in enrollments will have a major impact on costs per FTE student. The drop in cost per FTE in 2009-10 is explained by the large enrollment increase. Similarly the relatively large increase in cost per FTE for 2012-13 and again in 2016-17 and 2017-18 reflects the drop in credit enrollments which occurred for the year. The costs per FTE shown in this chart do not include the future expense accrual for post-employment benefit (GASB 45 and GASB 68) expenses. The value of this accrual for 2017-18 was \$12.279 million or \$919 per credit FTE.

**Target:** Over time to keep the average annual increase in cost per credit FTE at or below the Philadelphia Consumer Price Index increase.

**Current Status:** The currently projected decrease in enrollments will result in an increase to the cost per FTE for the 2018-19 year.

**FIGURE VIII**

**Average Annual Salary and  
Annual Percentage Increase in Average Salary**

	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
<b>Faculty and Lab Aides</b>							
Average Salary	\$66,862	\$66,878	\$66,980	\$68,583	\$67,244	\$69,607	\$73,407
Percent Increase	+1.10%	0%	0%	+2.40%	-1.95%	3.51%	5.46%
<b>Administrators</b>							
Average Salary	\$74,804	\$75,630	\$78,572	\$79,017	\$80,338	\$82,051	\$82,884
Percent Increase	-1.20%	+1.10%	+3.90%	+1.60%	+1.67%	2.13%	1.02%
<b>Classified/Confidential</b>							
Average Salary	\$41,322	\$41,312	\$42,194	\$43,408	\$42,353	\$43,308	\$43,950
Percent Increase	+1.80%	0%	+2.10%	+2.90%	-2.43%	2.25%	1.48%

**Comment:** Data for each year are points-in-time values as of the middle of the fall term based upon all full-time filled positions as of that date. Vacant position budgets are not included in the computation.

**Target:** All faculty and classified employees' salaries are set by collective bargaining agreements. Through the opportunities provided by employee turnover and retirement, the goal is to keep overall average salary increases below the percentage increases granted to continuing employees over the five-year contract period.

**Current Status:** The College and the Federation reached agreement on a contract through August 31,2022. Included in the Agreement were the following salary/wage changes:

9/1/16 – 8/31/17	0%
9/1/17 – 8/31/18	0%
9/1/18 – 8/31/19	5%
9/1/19 – 8/31/20	3%
9/1/20 – 8/31/21	3%
9/1/21 – 8/31/22	3.5%

The Agreement also included changes related to full-time faculty teaching loads and changes to base salary for faculty choosing a 27-hour or 30-hour academic teaching load. The increase in average annual salary for faculty reflects this change as 65 faculty are now teaching a 27- or 30-hour teaching load at a higher base salary.

**ATTACHMENT C**

**Financing for the Career & Advanced  
Technology Center**

# BUDGET COST ANALYSIS - TOTAL PROJECT

## NEW CAREER AND ADVANCED TECHNOLOGY CENTER

Community College of Philadelphia  
48th and Market Streets  
Philadelphia, PA

**new construction**

Project Phase: DESIGN DEVELOPMENT

8/14/2019  
Update: 10/10/19

AREA

New Construction 75,393 s.f.  
Total Building Area 75,393 s.f.

### CONSTRUCTION

#### NEW BUILDING CONSTRUCTION

	area	cost/s.f.	total
1 Total New Construction Budget Estimate	75,393	s.f. \$ 349.23	\$26,329,541.01
2 Design Contingency	4.00%		\$ 1,053,182
3		\$363.20	\$ 27,382,723
4 Contractors OH&P	5%		\$ 1,369,136.13
5		\$381.36	\$ 28,751,859
6 Escalation @	5.00%		\$ 1,437,593
7 Total New Construction		\$400.43 s.f.	\$ 30,189,452

#### DEMOLITION AND SITE CONSTRUCTION

	area	cost/s.f.	total
8 Total Site Construction Budget Estimate	75,393	s.f. \$ -	\$0.00
9 Design Contingency	4.00%		\$ -
10		\$0.00	\$ -
11 Contractors OH&P	5%		\$ -
12		\$0.00	\$ -
13 Escalation @	5.00%		\$ -
14 Total Site Construction		\$0.00 s.f.	\$ -
15 TOTAL NEW BUILDING AND SITE CONSTRUCTION		\$400.43 s.f.	\$ 30,189,452

### EQUIPMENT/FURNITURE AND TECHNOLOGY COSTS

16 Equipment	\$ 2,356,911
17 Furniture	\$ 537,000
18 Audiovisual	\$ 255,000
19 Total Other Costs	\$ 3,148,911

### DESIGN AND CONSULTING COSTS

20 A/E Consultant Design Fee @	\$ 1,999,372	
21 Construction Management	\$ 719,240	Includes Commissioning
22 Geotechnical Investigation	\$ 3,800	
23 Land Survey Services	\$ 21,000	
24 Inspection/ Testing Services	\$ 110,000	
25 Asbestos Design Services	\$ 30,000	
26 Expenses	\$ 10,000	
27 Total Design Services	\$ 2,893,412	

### PERMITTING COSTS

28 Zoning Fees	\$ 3,000	
29 County Conservation District	\$ 1,500	
30 Demolition Permit @ (\$20 per 100 s.f. or \$40,000 max)	\$ 2,000	10,000 s.f.
31 Building Permit @	\$ 50,000	Per fee schedule
32 Other Approvals	\$ 5,000	
33 Total Design Services	\$ 61,500	

### PROJECT CONTINGENCY (FROM PROJECT COST WORKSHEET)

34 Project Contingency	\$ 1,666,918
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### TOTAL PROGRAM LEVEL BUDGET ESTIMATE

\$ 37,960,193

## Career and Advanced Technology Center

Estimated Project Cost	\$38,000,000
PDE Approved Debt Service (\$20M)	\$10,000,000
RACP	<u>4,250,000</u>
Additional Financing Needed	\$23,750,000

### Potential Additional Funding:

- RACP
- PDE
- Private Foundation Donors
- New Market Tax Credits (NMTC)

## **ATTACHMENT D**

### **The Commonfund Resolution**



# Membership Application and Certification

## Membership Requirements

The Common Fund for Nonprofit Organizations ("Commonfund") is exempt from federal taxation. In order to retain our tax exempt status, we must impose several requirements for Membership in Commonfund.

First, the assets we will manage must belong exclusively to the institution (see "Title to Assets").

Next, applicants must have Section 501(c)(3) status as nonproprietary and nonprofit organizations, organized and operated exclusively for educational, charitable or scientific purposes, or must instead be instrumentalities of states or other public bodies, the income of which is exempt from taxation under Section 115.

Finally, the institution must be of a kind described in one of two sections of the Internal Revenue Code, 170(b)(1)(A)(ii) or 170(b)(1)(A)(iv).

### Preamble

The undersigned institution (the "Institution") from time to time may transfer assets (the "Assets") to Commonfund for investment in one or more investment fund(s) (the "Funds") established and maintained by Commonfund for the benefit of participating institutions.

### The Institution Certifies to Commonfund:

#### 1 TITLE TO ASSETS

The Assets shall be, at the time of transfer to any Fund, exclusively the property of the Institution as to which the Institution has the immediate, sole and exclusive use, benefit and enjoyment; none of the Assets will be attributable to a retirement plan that provides for employee contributions or variable benefits and none will be subject to any interest of any donor by way of rights to income or promises of fixed or variable benefits.

#### 2 NO VIOLATION OF LAW

The Institution has full power and authority to contribute the Assets to participate in one or more Fund(s) designated by it; such contribution does not and will not contravene any law or restriction applicable to investment of the Assets.

#### 3 FEES

A current schedule of the fees is printed in *Information for Members*.

#### 4 ELIGIBILITY

The Institution must select the description that pertains to it under *both* sections (A) and (B) below.

(A) THE INSTITUTION IS EITHER:

- (i)  An organization that is tax exempt under Section 501(c)(3) of the Code; **or**
- (ii)  An agency or instrumentality of Commonwealth of Pennsylvania (please fill in space: must indicate a state, territory or possession of the United States, or a political subdivision of one of the foregoing), organized and operated exclusively for public purposes, the income of which is exempt from taxation under Section 115 of the Code.

(B) THE INSTITUTION IS EITHER:

- (i)  A university, college, school or other educational institution of the type described in section 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986 (the "Code"); **or**
- (ii)  An organization of the type described in Section 170(b)(1)(A)(iv) of the Code

(continued)

*Instructions*

(1) *Providing Copy Of Your Exemption Ruling.* You must provide a copy of your Institution's tax exemption ruling(s) under (a) Section 501(c)(3) of the Code **and** (b) either Section 170(b)(1)(A)(ii) or Section 170(b)(1)(A)(iv) of the Code, unless:

—Your Institution is a state agency or instrumentality that checked box (A)(ii) above—please proceed to instruction (2); or

—Your Institution is a church-affiliated educational organization—please contact your Commonfund Relationship Officer concerning alternative methods of providing proof of tax-exempt status under Section 170(b)(1)(A)(ii) of the Code.

(2) *State Educational Organizations.* If your Institution checked box (A)(ii) above, because it is an agency or instrumentality of a state (or other governmental entity described in (A)(ii)), you must provide a copy of your tax exemption ruling under Section 115 of the Code. If your Institution does not have such a ruling, please contact your Commonfund Relationship Officer concerning alternative methods of providing proof of tax-exempt status. In determining whether your Institution is an educational institution "of the type described in Code Section 170(b)(1)(A)(ii)" for purposes of responding to question (B)(i) above, it is not necessary that your Institution have received a tax exemption ruling or other official determination under that Code section. The Institution may itself certify whether it is a university, college, school or other educational institution of the type described in Section 170(b)(1)(A)(ii). To assist you in making that certification, we have provided below an excerpt from the regulation issued by the Internal Revenue Service under Code Section 170(b)(1)(A)(ii), which focuses on whether the

"...primary function [of the qualifying educational organization] is the presentation of formal instruction and it normally maintains a regular faculty and curriculum and normally has a regularly enrolled body of pupils or students in attendance at the place where its educational activities are regularly carried on. The term [educational organization] includes institutions such as primary, secondary, preparatory, or high schools, and colleges and universities. It includes Federal, State, and other public-supported schools which otherwise come within the definition. It does not include organizations engaged in both educational and noneducational activities unless the latter are merely incidental to the educational activities." —Treasury Regulation 170A-9(b)(1).

**5 AUTHORITY****November 7, 2019**

At a meeting held on \_\_\_\_\_

DATE

the Board of Trustees or Governing Body of the Institution adopted the following resolution or the substantive equivalent thereof which is in full force and effect on the date hereof:

- (i) The Institution shall become a Member of The Common Fund for Nonprofit Organizations ("Commonfund"), a New York Membership corporation, pursuant to the Constitution, By-laws and Rules of Commonfund, thereby becoming entitled to invest in the various investment funds established and maintained or sponsored by Commonfund.

*(continued)*

(ii) Representatives holding the following offices in the Institution (insert title(s) of one or more officers; the person signing this Membership Application and Certification must be listed here) each referred to herein as an Authorized Representative is hereby authorized to act on behalf of and in the name of the Institution in matters relating to Commonfund and, in particular, to specify to Commonfund the investment fund(s) of Commonfund in which Assets of the Institution should be invested or to which they should be transferred, to specify the distribution options or options applicable to such investment, to withdraw all or any portion of the Assets from any one or more of the investment fund(s) for deposit for the account of the Institution, to make representations and warranties and to extend covenants binding upon the Institution, and generally to conduct affairs with Commonfund on behalf of the Institution.

**Authorized Officers**

**Jim Lim Assistant Vice President for Accounting & Controller**

NAME *Print* OFFICE/TITLE

**Jacob Eapen Vice President for Business & Finance**

NAME *Print* OFFICE/TITLE

NAME *Print* OFFICE/TITLE

- (iii) Each of the officers authorized in paragraph (ii) is hereby authorized (a) to designate one or more additional persons who may or may not be officers of the Institution, to act for and on behalf of the Institution as if directly authorized pursuant to paragraph (ii) hereof and (b) to certify to Commonfund the identity and the authenticity of the signatures of the persons so designated.
- (iv) This resolution shall supercede prior resolutions concerning the subject matter hereof to the extent inconsistent herewith and shall continue in full force and effect until written notice of any amendment or rescission hereof has been received by Commonfund.
- (v) The Secretary of the Institution or any one of the Authorized Representatives designated herein or pursuant hereto may certify to Commonfund and to any affiliate thereof, as to the adoption of this resolution and the text hereof and as to the identity and authenticity of the signatures of each Authorized Representative in paragraph (ii). Commonfund shall be entitled as against the Institution or presume conclusively that the persons so certified shall continue to be authorized to act on behalf of the Institution until otherwise notified in writing by an Authorized Representative.

**Signature**

The undersigned hereby executes and delivers this instrument on behalf of the Institution identified below, intending that it be bound hereby.

SIGNATURE *Must be an Authorized Officer specified in paragraph (ii) above*

DATE

**Chekemma Townsend**

**Secretary of the Board of Trustees**

NAME *Print*

OFFICE/TITLE

**Community College of Philadelphia**

NAME OF INSTITUTION

For Business Affairs Committee to Review and Recommend to full Board:

Commonfund Authorized Officers Resolution:

Whereas the Community College of Philadelphia is a member of the Commonfund for Nonprofit Organizations (“Commonfund”), a New York corporation, thereby entitling the College to invest in various investment funds established and maintained or sponsored by the Commonfund;

Whereas the Board of Trustees for the College previously authorized then Controller, Todd Murphy, to be an Authorized Officer to act on behalf of the College;

Whereas Mr. Murphy is no longer employed by the College, and Gim Lim is currently serving as the Assistant Vice President of Accounting and Controller and the College desires to substitute Gim Lim as an Authorized Officer to act on behalf of the College,

Now, therefore, on this 7<sup>th</sup> day of November 2019, the Board of Trustees of Community College of Philadelphia adopts the following resolution as set forth in Section 5 of the attached Membership Application and Certification and as set forth below:

- (i) The Institution shall continue its status as a Member of the Commonfund for Nonprofit Organizations (“Commonfund”), a New Membership corporation, pursuant to the Constitution, By-laws and Rules of Commonfund, thereby becoming entitled to invest in the various investment funds established and maintained or sponsored by Commonfund.
- (ii) Representatives holding the following offices in the Institution (Jacob Eapen, Vice President Business & Finance & Treasurer, Gim Lim, Vice President, Accounting and Controller) each referred to herein as an Authorized Representative is hereby authorized to act on behalf of and in the name of the Institution in matters relating to Commonfund and, in particular, to specify to Commonfund the investment fund(s) of Commonfund in which Assets of the Institution should be invested or to which they should be transferred, to specify the distribution options or options applicable to such investment, to withdraw all or any portion of the Assets from any one or more of the investment fund(s) for deposit for the account of the Institution, to make representations and warranties and to extend covenants binding upon the Institution, and general to conduct affairs with Commonfund on behalf of the Institution.

**Authorized Officers:**

Jacob Eapen, Vice President Business & Finance and Treasurer  
Gim Lim, Assistant Vice President, Accounting & Controller

- (iii) Each of the officers authorized in paragraph (ii) is hereby authorized (a) to designate one or more additional persons who may or may not be officers of the Institution, to act for and on behalf of the Institution as if directly authorized pursuant to paragraph (ii) hereof and (b) to certify to Commonfund the identity and the authenticity of the signatures of the persons so designated.
- (iv) This resolution shall supersede prior resolutions concerning the subject matter hereof to the extent inconsistent herewith and shall continue in full force and effect until written notice of any amendment or rescission hereof has been received by Commonfund
- (v) The Secretary of the Institution or any one of the Authorized Representatives designated herein or pursuant hereto may certify to Commonfund and to any affiliate thereof, as to the adoption of this resolution and the text hereof and as to the identify and authenticity of the signatures of each Authorized Representative in paragraph (ii). Commonfund shall be entitled as against the Institution or presume conclusively that the persons so certified shall continue to be authorized to act on behalf of the Institution until otherwise notified in writing by an Authorized Representative.

## **ATTACHMENT E**

### **Naming Rights for the Library & Learning Commons**

# NAMING POLICY

## Naming Policy #315

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Effective March 2, 2017

### 1. GENERAL

Community College of Philadelphia seeks to recognize individuals, corporations or foundations who have supported the College or the Foundation through substantial financial contributions or through distinguished service by naming facilities and funds in their honor. This policy governs the procedure for such naming. Facilities and Funds encompassed by the Naming Policy include:

- Buildings or parts of buildings, such as wings, where the identification focuses on the external feature;
- Parts of buildings, such as laboratories or classrooms, where the identification deals with an internal feature;
- Other facilities as recommended for naming; and
- Endowments (endowed chairs and scholarships).

For purposes of this policy, the benefactor is defined as any individual, corporation, foundation, or other entity who has made a substantial financial or other contribution to the College.

When recognition is the result of a financial donation, the facility may be named directly after the benefactor, or it may retain or be given a functional title, and the benefactor will be recorded as its sponsor. In the case of distinguished service, the facility may be named directly after the honoree.

College assets and facilities may be named after exceptional individuals, living or deceased; corporations; foundations; or any other entity, provided due regard is given to the College's identity and philosophy. The College's Board of Trustees has the right to deny a request for naming if the request is deemed inappropriate, i.e., if the mission and vision of the benefactor is not consistent with the mission and vision of the College, or if such naming could be construed as promoting a particular political, economic, or moral issue inconsistent with the College's mission. Likewise, the College may rescind the use of a name awarded hereunder in the event that circumstances cause the College to reasonably believe that continued use of such name is inappropriate.

## **2. GUIDELINES FOR NAMING**

### **2.1 Buildings**

The College will consider the naming of new buildings in recognition of individuals, corporations, or foundations according to the following guidelines:

- The benefactor contributes 50 percent or more of the capital cost of the building; or
- The benefactor supports the College, faculty or other divisions through the establishment of a gift exceeding \$10 million.

The College will consider naming existing structures or parts of existing structures according to the following guidelines:

- An existing building may be named for a gift or endowment equal to a minimum of 20% of the current market value of the structure, with additional considerations taken into account (e.g., prominence of the building, historical profile of the structure, etc.) that might increase the value of the naming opportunity. The Board of Trustees will make the final determination.

### **2.2 Classrooms, Auditoriums, Laboratories**

The College will consider naming parts of buildings in recognition of a benefactor who contributes the following amounts:

Classroom

\$50,000 to \$200,000



Computer Class/Lab	\$250,000 to \$1,000,000
Small Auditorium	\$300,000 to \$500,000
Large Auditorium	\$500,000 to \$1,000,000
Gymnasium	\$1,000,000 to \$2,500,000
Library	\$1,000,000 to \$2,500,000

### **2.3 Capital Campaign Naming Opportunities**

In the event of a capital campaign, additional naming opportunities may become available. These additional opportunities will follow the same approval process identified in Section 3. Buildings and parts of a building will be “valued” as a naming opportunity on the “base value of each unit of space.” Typically, this is accomplished by dividing the campaign fundraising goal by the total square feet available for naming. The base value may be increased or decreased depending on the following: location and physical prominence (visibility) of the space; utilization and function of space; and unusual costs for space (i.e., interior design finishes, outfitting, etc.). Using the above criteria, naming opportunities will be identified and minimum levels of contributions for the naming right for each space established.

### **2.4 Regional Center, Departments and Other Units**

The College will consider naming a regional center, department or unit in recognition of a gift if the gift enables transformational change to take place in the unit, meaning the gift allows the unit to undertake a well-defined set of program improvements that will elevate the unit within its group of peer institutions. Any proposal for naming should be consonant with the reputation and aspirations of the unit. The background, character and reputation of the namesake benefactor should be consistent with the reputation of the College.

### **2.5 Endowments (endowed chairs and scholarships)**

The College will consider the naming of chairs or scholarships after a benefactor who contributes the following amounts:

Endowment (Scholarship)	\$10,000 (minimum)
Endowment (Chair)	\$1,000,000 - \$5,000,000

## 2.6 Honoring of an Individual for Distinguished Service

- In exceptional cases, the College may seek to recognize individuals who have supported Community College of Philadelphia through distinguished service by naming facilities or endowments in their honor.
- Naming a building in honor of a person who has given extraordinary service to the College will not normally be considered until after that individual's substantive formal relationship with the College has concluded.

## 2.7 General Guidelines

- Naming rights will not be considered binding until at least 50 percent of the benefactor's pledge has been paid.
- Naming rights for benefactors will normally remain in place for the life of the building, classroom, auditorium, laboratory, etc.
- In the event that ongoing payments on a pledged donation cease before the agreed dollar amount is achieved, the Board of Trustees may discontinue the use of the benefactor's name for an endowment, scholarship, chair, etc.
- Nothing herein shall be deemed to prevent the College from improving, renovating or replacing any structure named hereunder in the normal course of its business. Naming rights shall not survive the replacement of any such structure and shall not be deemed to prevent naming any new structure resulting from any such improvement (e.g., naming an addition to the original structure).

## 3. PROCESS

- Negotiations with a benefactor or other interested party for the naming rights for a particular facility may be initiated by the Office of Institutional Advancement or by the President.
- Proposals for naming facilities should be submitted to the Office of Institutional Advancement and should contain specific information in support of naming. Proposals will be forwarded to the College President for endorsement. If endorsed by the President, the proposal will be forwarded to the College's Board of Trustees, which will make the final determination for approval. When a proposal involves the use of the name of a living person, the Board of Trustees' approval is contingent on the agreement of that person or that person's legal representative.
- When a proposal involves the use of the name of a deceased person, the Board of Trustees' approval is contingent on the agreement of that person's legal representative.
- If an individual or organization, after whom a facility has been named, comes into disrepute in the College or in the community-at-large, the Board of Trustees may discontinue the use of the name as set forth in section 1.
- The formal and final authority to name assets and facilities (and discontinue the use of a name for assets and facilities) resides with the College's Board of Trustees.
- The College's Board of Trustees shall use this Naming Policy as a guide but may, in its discretion, make exceptions to any provision contained in this policy.

Approved by Board of Trustees (May 1, 2003)

Revision Approved by Board of Trustees (December 4, 2008)

Revisions submitted to CCP Foundation's Finance & Investment Committee (January 6, 2016)

Submitted to CCP Foundation Board for comment (January 14, 2016)

Submitted to CCP Business Affairs Committee for approval (January 20, 2016)

Approved by Board of Trustees (March 2, 2017)

# DRAFT

## COMMUNITY COLLEGE OF PHILADELPHIA LIBRARY AND LEARNING COMMONS

This document serves as a draft of suggested giving levels for the Library and Learning Commons. The suggested giving levels were determined by considering 50% of the cost of the space and a subjective assessment of how appealing each space might be for a donor and based on the College's prospect pool. The cost listed is rounded for ease of reading.

SPACE	AREA (SF)	COST	GIFT LEVEL
<b>LIBRARY AND LEARNING COMMONS</b>		<b>\$16,517,382</b>	<b>\$2,500,000 - \$3,000,000</b>
LEARNING LAB	5,704	\$2,100,000	\$500,000
CENTRAL HUB	2,855	\$1,000,000	\$500,000
CAFE	2,396	\$900,000	\$400,000
OPEN STUDY	3,376	\$1,200,000	\$400,000
ART GALLERY	1,603	\$600,000	\$300,000
LEARNING LAB	1,915	\$720,000	\$275,000
QUIET STUDY ROOM	2,038	\$770,000	\$250,000
REFERENCE	1,257	\$474,000	\$200,000
LEARNING LAB	1,492	\$563,000	\$200,000
ENTRY LOBBY	705	\$266,000	\$150,000
OPEN STUDY	806	\$300,000	\$150,000
LIBRARY CLASSROOM	1,173	\$440,000	\$150,000
COURTYARD	2,322	\$205,000	\$100,000
LEARNING LAB CLASSROOM (2)	760	\$290,000	\$100,000
LIBRARY CLASSROOM	746	\$280,000	\$100,000
LEARNING LAB CLASSROOM	828	\$310,000	\$100,000
OPEN STUDY	639	\$240,000	\$100,000
MAIN STACKS	5,022	\$1,800,000	\$100,000
RECEPTION	373	\$140,000	\$100,000
CONFERENCE	404	\$150,000	\$75,000
STUDY CARRELS	402	\$150,000	\$75,000
MAKER SPACE	188	\$70,000	\$50,000
CAFÉ STAIR		\$160,000	\$50,000
ATRIUM STAIR		\$240,000	\$50,000
STUDY ALCOVE	211	\$80,000	\$40,000
GROUP STUDY	227	\$85,000	\$40,000
ONE BUTTON STUDIO	206	\$80,000	\$40,000
GROUP STUDY	162	\$60,000	\$30,000
STUDY CARRELS AREA	153	\$60,000	\$30,000
GROUP STUDY (7)	97 - 117	\$36,000 - \$44,000	\$25,000
COURTYARD BENCHES (tbd)			\$2,000
NAMES ETCHED IN WALL (MANY)			\$500
INDIVIDUAL STACKS (76)			\$250

***Community College of Philadelphia  
Board of Trustees  
2020 Meeting Dates***

February 6, 2020  
April 2, 2020  
May 7, 2020  
June 4, 2020  
September 3, 2020  
October 1, 2020  
November 5, 2020

Time: 3:00 P.M.

Location: Main Campus, 1700 Spring Garden Street  
Mint Building, Isadore A. Shrager Boardroom, M2-1

# Community College of Philadelphia

## 2019-20 Important Dates

<b>Event</b>	<b>Date and Time</b>	<b>Location</b>	<b>Board Representative</b>
<b>Reception and Tour, Library Commons/Library</b>	Thursday, November 14, 2019 5:30 p.m.	Bonnell Building - Library Bridge	
<b>Board of Trustees Retreat</b>	Saturday, November 16, 2019 8:00 a.m. – 3:00 p.m.	Center for Business and Industry Building, C2-5	
<b>Holiday Celebration</b>	Wednesday, December 11, 2019	11:00 a.m. – 1:00 p.m. Winnet Student Life Building, Great Hall, S2-19	
<b>Winter Recess – College Closed</b>	December 24, 2019, 12:00 p.m.- January 1, 2020		
<b>Philadelphia Martin Luther King, Jr. Association for Non-Violence, Inc. Awards and Benefit Luncheon</b>	Monday, January 20, 2020	12:00 p.m. Philadelphia 201 Hotel 17 <sup>th</sup> & Race Street, Liberty Ballroom	
<b>AACC/ACCT Community College National Legislative Summit</b>	February 9-12, 2020	Marriott Marquis Washington, DC	
<b>Spring Break - College Closed</b>	March 2-7, 2020		
<b>College's Budget Hearing Before City Council</b>	April 2020, TBD	City Hall, City Council Chambers, Room 400	
<b>PA Commission for Community Colleges Annual Meeting and All-PA Academic Awards</b>	April 6-7, 2020	Hilton Harrisburg, 1 North 2 <sup>nd</sup> Street, Harrisburg	
<b>Lobby Day</b>	Tuesday, April 7, 2020	Capitol - Harrisburg	
<b>Retirees Program &amp; Reception</b>	Thursday, April 23, 2020	3:00 p.m. - 5:00 p.m. Program Pavilion Building, Klein Cube, P2-3 5:00 p.m. - 6:30 p.m. Dinner- Offsite	
<b>Nurses Pinning Ceremony</b>	Friday, May 1, 2020 10:00 a.m. - 12:00 p.m.	Gymnasium	
<b>Academic Awards &amp; Reception</b>	Friday, May 1, 2020 4:00 p.m. - 6:00 p.m.	Bonnell Building, Large Auditorium, BG-20	
<b>Commencement</b>	Saturday, May 2, 2020 10:00 a.m. - 1:00 p.m.	Temple University, Liacouras Center, 1776 North Broad Street	
<b>Classified/Confidential Awards Luncheon</b>	Wednesday, May 6, 2020 12:00 p.m. - 2:00 p.m.	Winnet Student Life Building, Great Hall, Room, S2-19	
<b>Foundation's Black and Gold Gala</b>	Wednesday, June 10, 2020 6:00 p.m.	Crystal Tea Room The Wanamaker Building 100 E. Penn Square, #9B	
<b>Association of Community College Trustees (ACCT) Leadership Congress</b>	September 30 - October 3, 2020	Hyatt Regency Chicago Chicago, IL	

## November 2019 Calendar of Events

### **Faculty Arts Exhibition**

*Department of Art and Design*

**November 1-30, Mint Building Rotunda**

### **Diversity Fellows Program**

*Office of Diversity & Equity*

**November 1, Center for Business & Industry Building, C2-28, 9:00 am – 1:00 pm**

### **Faith-Based Leaders Breakfast**

*Office of the President*

**November 4, 10:00 am – 12:00 pm**

### **Nutrition & Chronic Illnesses Workshop**

*Office of Human Resources*

**November 4, Winnet Student Life Building, Great Hall, 12:30 pm – 1:30 pm**

### **Election Day**

*Main Campus and Northwest Regional Center*

**November 5, 7:00 am – 8:00 pm**

### **Student Success Initiatives Information Session**

*Student Outreach and Recruitment*

**November 5, Center for Business & Industry Building, C3-05, 9:00 am – 1:00 pm**

### **BLAS the Yard Celebration**

*Center for Male Engagement*

**November 5, Pavilion Building, The Klein Cube, 10:00 am – 2:00 pm**

### **Dean Speakers Series welcomes Susan Jin Davis**

*Business and Technology Department*

**November 7, Center for Business & Industry Building, C2-28, 12:30 pm – 2:30 pm**

### **Fall Open House 2019**

*West Philadelphia Regional Center*

**November 7, West Regional Center, Room 111, 4:00 pm – 7:00 pm**

### **Name Change Clinic**

*Paralegal Studies*

**November 9, Center for Business & Industry Building, C2-05, 8:00 am – 5:00 pm**

### **Veterans Day Ceremony**

*Office of Veterans Affairs*

**November 11, Bonnell Building, Lobby, 10:00 am – 11:00 am**

**President's Town Hall Meeting**

*Office of the President*

**November 11, Bonnell Building, Large Auditorium, 3:00 pm – 4:00 pm**

**Phi Theta Kappa 2019/2020 Inductions**

*Office of Student Life*

**November 12, Winnet Student Life Building, Great Hall, 5:00 pm – 8:00 pm**

**50<sup>th</sup> Anniversary Scholars Event**

*Academic and Student Success Operations*

**November 13, Winnet Student Life Building, Lobby, 4:00 pm – 8:00 pm**

**Junior Achievement Workshop**

*Division Access Community Engagement*

**November 14, Winnet Student Life Building, The Great Hall 8:00 am – 2:00 pm**

**Scholarship Night for Philadelphia High School Students**

*Office of Admissions*

**November 14, Center for Business & Industry Building, C2-28, 5:00 pm – 7:00 pm**

**World Cultures and Language Awareness Day**

*International Student Services*

**November 18, Bonnell Building, Lobby, 10:30 am – 1:30 pm**

**Women in Motion Mentee Orientation**

*Career Connections*

**November 18, Center for Business & Industry Building, C2-05, 4:30 pm – 6:00 pm**

**Fall Health Expo**

*Women's Outreach & Advocacy Center*

**November 20, Bonnell Building, Lobby, 10:00 am – 2:00 pm**

**Video Game Conference**

*Psychology, Education/Human Services*

**November 20, Center for Business & Industry Building, C2-28, 8:00 am – 5:00 pm**

**Hospitality & Tourism Day**

*Office of Admissions*

**November 21, Pavilion Building, The Klein Cube, 9:00 am – 2:00 pm**

**Thanksgiving Luncheon**

*Office of Student Life*

**November 25, Winnet Student Life Building, Great Hall, 12:00 pm – 2:00 pm**