

Community College of Philadelphia

The Path to Possibilities™

Topic: Board of Trustees Meeting - June 4, 2020
Time: Jun 4, 2020 03:00 PM Eastern Time (US and Canada)

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MEETING OF THE BOARD OF TRUSTEES

Thursday, June 4, 2020 – 3:00 p.m.

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MEETING OF THE BOARD OF TRUSTEES

AGENDA

Thursday, June 4, 2020 – 3:00 p.m.

- (1) Meeting Called to Order
- (2) Public Comment
- (3) Report of the Executive Committee
- (4) Report of the Business Affairs Committee
- (5) Report of the Student Outcomes Committee
- (6) Consent Agenda
 - (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of May 7, 2020
 - (b) Gifts and Grants
 - (c) Academic Program Review: English AA
- (7) Report of the Chair
- (8) Foundation Report
- (9) Report of the President
 - (a) Transition Plan
- (10) New Business
- (11) Next Meeting: Thursday, September 3, 2020 – 3:00 p.m.
- (12) Executive Session

Future Committee Meetings:

Business Affairs: Wednesday, June 24 and August 19, 2020
9:00 a.m.

Student Outcomes: Thursday, September 3, 2020
1:00 p.m.

Audit Committee: Wednesday, June 10, 2020
12:00 noon

Upcoming Events

Association of Community College
Trustees (ACCT) Leadership Congress September 30 - October 3, 2020
Hyatt Regency Chicago
Chicago, IL

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, May 7, 2020 – 3:00 p.m.

Present: Mr. White, presiding: Mr. Bradley, Mr. Clancy, Mr. Dubow, Mr. Epps, Ms. Fulmore-Townsend, Ms. Gamble, Ms. Hernández Vélez, Mr. Herzog, Ms. Ireland, Ms. Jean-Baptiste, Ms. McPherson, Ms. Posoff, Representative Roebuck, Mr. Soileau, Dr. Generals, Ms. Rooney, Mr. Eapen, Ms. DiGregorio, Ms. de Fries, Dr. Hirsch, Dr. Gay, Ms. Sessoms, Ms. Zellers, Dr. Waller, and Mr. Spiewak

(1) Meeting Called to Order

Mr. White called the meeting to order stating that he hoped everyone was doing well.

Representative Roebuck stated that he is part of meetings at the State level and asked that Board members inform him of any issues that are important and need assistance so that he could integrate in terms of policy at the State level.

(2) Public Comment

There were no requests for Public Comment.

(3) Report of the Business Affairs Committee

Ms. Hernández Vélez reported that the Committee met on May 5, 2020. She stated that the Committee discussed and approved the following items that are part of the Consent Agenda:

- Approval Not to Charge the \$4 per Credit in College Fees for Summer I and II – Ms. Hernández Vélez stated that the College is offering distance learning for Summer I and II. Since the students are not able to avail student activities and athletics during summer, the Business

Affairs Committee was recommending not to charge the \$4 per credit in College fees;

- Change Order in the Amount of \$25,349 Bringing the Total Library Cisco RFP to \$139,349 – Ms. Hernández Vélez stated that the Library Cisco RFP was approved on April 2, 2020 in the amount of \$114,00. Upon receipt of equipment, it was determined that an incorrect part was bid and required replacement. The resulting change will increase the procurement cost by \$25,349 bringing the total RFP to \$139,349;
- Recommendation to Pass a Resolution to Amend the Community College of Philadelphia’s Healthcare Plan and Disability and Life Insurance Plan to Cover Employees on Furlough Status – Ms. Hernández Vélez stated that due to COVID-19, summer 2020 and fall 2020 enrollments have decreased significantly causing severe budget constraints. She stated that the College may be required to place employees on furlough, a temporary unpaid lay-off, to address budget constraints and lack of work. To protect employees’ eligibility to maintain their benefits during furlough status, the College is requesting approval of a Resolution (**Attachment A**) to amend the Plans to provide that employees who are classified in temporary unpaid lay off status may continue to participate in the Plans during the furlough; and
- Approval of Voluntary Furlough Option – Ms. Hernández Vélez stated that COVID-19 and the transition to online and remote learning has caused budget constraints and a lack of work in certain positions. As a first step, the College is recommending offering voluntary furloughs to employees that lack work. The voluntary furloughs would be from May 18, 2020 through July 31, 2020 before considering mandatory furloughs.

Ms. Hernández Vélez stated that the Committee had also discussed the College’s budget. She stated that a detailed discussion of the budget will take place in Executive Session.

Mr. Eapen updated the Board on the College's construction projects. He stated that the College received a waiver allowing construction to resume at the Hamilton. Construction of the Library and Learning Commons, the Bonnell Building, and Mint roof have resumed. Mr. Eapen stated that the Automotive Technology Program is being moved to the Center for Business and Industry.

(4) Report of the Student Outcomes Committee

Ms. Fulmore-Townsend reported that at the April Board meeting she had updated the Board on the transition to online learning and the support being provided to students. She stated that the transition has been made and that the College is continuing to provide support services to students remotely.

(4a) Promotions

Ms. Fulmore-Townsend stated that the Student Outcomes Committee at its meeting prior to the Board meeting, had reviewed a slate of recommendations for faculty promotion. The Student Outcomes Committee discussed the faculty being recommended. She stated that the individuals were very active in their field and involved in the life of the College and the community. Ms. Fulmore-Townsend stated that the recommended faculty enhanced the College by the awards and accolades that they received. She stated that the Committee had also discussed the candidates for promotion with Dr. Hirsch, Vice President for Academic and Student Success.

Ms. Fulmore-Townsend stated that five candidates were recommended for promotion; four from assistant professor to associate professor and one from associate professor to full professor.

After discussion, Ms. Fulmore-Townsend moved, with Mr. Herzog seconding, that the Board approve the promotions. The motion carried unanimously.

(4b) Dual Enrollment Presentation

Ms. Fulmore-Townsend stated that she was happy to resume the sharing of presentations with the Board. She stated that Dr. David Thomas, Associate Vice President, Strategic Initiatives and Dean, Access and Community Engagement, will

make a presentation on the College's dual enrollment efforts so that the Board can fully understand what the College is doing in terms of dual enrollment and opportunities for continued growth.

Dr. Thomas presented a detailed presentation on dual enrollment at the College (**Attachment B**).

Mr. White asked if there were any challenges which the Board should be aware in transitioning to the online environment.

Ms. Fulmore-Townsend stated that the College has some limited data on interaction with some students. She indicated that the College has just completed the spring semester and will be reviewing data which will be shared with the Board.

Dr. Hirsch stated that the online environment has been a disruption to the student experience, their lives, and the educational process. Dr. Hirsch noted that modalities have changed and that students are coping with the online environment in addition to their own personal lives. Dr. Hirsch stated that the College is launching a laptop loaner program. He stated that students, through their instructors, can inform the College if they need a laptop for the course. Faculty are accommodating students by using a variety of outreach and instructional methods.

In response to a question regarding the use of other technology options, Dr. Hirsch stated that the College wanted to ensure that the equipment that the College is lending to students is robust and up-to-date so that it would be helpful to students. Dr. Hirsch noted that Chromebooks have limitations.

Dr. Thomas noted that the School District of Philadelphia is aware that Chromebooks are a problem. He stated that he is working with students to help them through the issues.

In response to a question regarding the impact of COVID-19 on workforce development, Ms. de Fries provided an overview of the impact to face-to-face programs as well as the impact on continued students' participation in online programs.

(5) Consent Agenda

Mr. White requested approval of the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of April 2, 2020
- (b) Gifts and Grants
- (c) Approval Not to Charge \$4 per Credit in College Fees for Summer I & II
- (d) Approval for a Change Order in the Amount of \$25,349 Bringing the
Total Library Cisco RFP to \$139,349
- (e) Resolution to Amend the Community College of Philadelphia's
Healthcare Plan and Disability and Life Insurance Plan
- (f) Approval of a Voluntary Furlough Option

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

(6) Report of the Chair

Mr. White reported that he had spoken to Ms. Gamble and Mr. Bradley, newly-appointed members of the Board. He stated that he was appointing Ms. Gamble to the Foundation Board. Mr. White stated that Mr. Bradley may be helpful to the College in conversations regarding the Career and Advanced Technology project since he has an engineering background.

(6a) Nominating Committee for Board Officers

Mr. White appointed the following Nominating Committee for Board Officers:

Mr. Steve Herzog	Chair
Ms. Sharon Jean-Baptiste	
Ms. Rosalyn McPherson	

Mr. White stated that Board members interested in any of the positions should contact the Nominating Committee.

(7) Foundation Report

Mr. Eapen reported that the College had received the following gifts and grants:

- \$225,000 from The Pew Foundation to support Single Stop and its on-going operations for three years from 2020 through 2023;
- \$50,000 from The Philadelphia Foundation in support of PHL-COVID-19; and
- \$20,000 from the Leo & Peggy Pierce Family Foundation in support of Single Stop.

Dr. Waller welcomed Ms. Gamble to the Foundation Board. She stated that the Foundation has been fortunate to have Mr. Soileau as a Board member. Dr. Waller stated that as we go through this difficult time, it was important to think about how difficult it is for our students. She stated that she was happy to report that while the Black and Gold Gala has been cancelled, sponsors deferred their sponsorship until next year.

Mr. Soileau stated that a total of \$82,600 in donations have been pledged or received for this year's Gala. He stated that it is incumbent upon the Board of Trustees to fulfill its commitment of \$20,000 in support of the Gala. Mr. Soileau stated that the original goal was \$350,000 with the net being \$250,000. The goal is now \$250,000.

(8) Report of the President

Dr. Generals welcomed Ms. Gamble to the Board.

(8a) Meetings/Events

Dr. Generals reported that he had participated in the following virtual meetings/activities:

- Graduation for the Northwest Regional Center Power Up Program on April 29, 2020. There were 25 graduates. Councilwoman Cherelle Parker participated in the event;
- Celebration of the Nursing Class of 2020 on May 1, 2020. There were 95 graduates;
- Interview with Josh Greenberg, Executive Director, Capital Analytics, on May 5, 2020. The interview will be featured in the *Invest: Philadelphia 2021* publication;
- Interview with Nick Santilli, Senior Director for Learning Strategy, Society of College and University Planning, on May 6, 2020. The interview focused on the College's response to COVID-19; and
- University of Pennsylvania's Graduate School of Education roundtable entitled, "Inside Leaders' Minds: Planning for the Uncertain Future," on May 6, 2020. Dr. Julie Wollman, president of Widener University and Father Scott Pillars, president of the University of Scranton, also participated. The roundtable is part of the University of Pennsylvania's Visiting College Leaders Series.

(8b) COVID-19 Update

Dr. Generals reported that the College is engaged in work on a return to campus through seven workgroups coordinated by Dr. Gay and Ms. Sessoms. He stated that the situation is fluid and that the plan is meant to be organic and not necessarily linear. Dr. Generals stated that ultimately the College cannot just turn on a switch and open the Campus. He stated that the workgroups will consider all possible scenarios keeping in mind the safety of faculty, staff and students.

At the request of Dr. Generals, Ms. Sessoms gave a brief introduction of the workgroups and the work that has happened to date. Each group lead then provided a brief presentation of their charge (**Attachment C**).

Dr. Gay reviewed the timeline for the plan (**Attachment D**). She indicated that a draft of the plan will be ready by May 18, 2020 for review by the President

and the Cabinet. The plan will be shared with the Board at the June 4, 2020 Board meeting.

Dr. Gay provided an update on the Catto Scholarship (**Attachment E**).

Dr. Hirsch provided an update on the CARES Act funding distribution (**Attachment F**).

(9) New Business

There was no new business discussed.

(10) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, June 4, 2020 at 3:00 p.m.

The meeting adjourned at 4:45 p.m.

The Board reconvened in Executive Session. The Executive Session was devoted to a discussion of personnel, labor and legal matters.

ATTACHMENT A

RESOLUTION TO AMEND THE COMMUNITY COLLEGE OF PHILADELPHIA'S HEALTHCARE PLAN AND DISABILITY AND LIFE INSURANCE PLAN

Whereas the 2019 novel coronavirus (COVID-19) has become a global pandemic and a national, commonwealth and local emergency (“COVID-19 Emergency”);

Whereas the COVID-19 Emergency required the College to close its physical Main Campus and Regional Centers effective March 14, 2020 and move all instruction and most student services to online and other remote alternative delivery methods through at least the end of Summer II 2020 creating a lack of work in certain positions;

Whereas Summer 2020 and Fall 2020 enrollment has decreased significantly causing severe budget constraints;

Whereas to alleviate these budget constraints, the College may be required to place employees on furlough, a temporary unpaid lay off status, to address budget constraints and lack of work;

Whereas the College sponsors and maintains a group health, disability, and life insurance plan for the benefit of certain eligible employees, retirees, and their eligible dependents and beneficiaries (collectively, the “Plans”);

Whereas, the College desires to amend the Plans at this time to provide that employees who are classified in a temporary unpaid lay off status (“Furlough Status”) shall continue to participate in the Plans during their furlough;

Whereas, the College desires to pay the cost of employee required contributions for Personal Choice medical coverage for full-time employees with a Furlough Status;

Now therefore, on this 7th day of May, 2020, the Board of Trustees for the Community College of Philadelphia hereby resolves to amend the Plans as follows:

1. Full-time employees and part-time classified employees who are moved to a Furlough Status, at any time between May 11, 2020 and December 31, 2020 may continue their current medical, prescription, and dental coverage for themselves and their eligible dependents through December 31, 2020 at the same employee required contribution rates; except that during the period of Furlough Status, full-time employee contributions toward the cost of Personal Choice medical insurance will be suspended.
2. Full-time employees and part-time classified employees who are moved to a Furlough Status may continue their current disability and life insurance coverage through December 31, 2020.

3. All other provisions of the Plans shall remain the same.
4. This Amendment shall automatically terminate and cease to be effective on December 31, 2020.

IN WITNESS WHEREOF, the duly authorized Chairman of the Board of Trustees for Community College of Philadelphia named below has caused this Amendment to the Community College of Philadelphia's Healthcare Plan and Disability and Life Insurance Plans to be executed on the date indicated below.

**COMMUNITY COLLEGE OF
PHILADELPHIA**



Date: May 7, 2020

By: _____
Jeremiah White, Chairman of the
Board of Trustees



ATTACHMENT B

Dual Enrollment at Community College of Philadelphia

Board of Trustees Meeting

May 7, 2020

Dr. David Thomas

Definitions...

Dual enrollment: a program in which a student is enrolled in both high school and college concurrently and taking college-level courses.

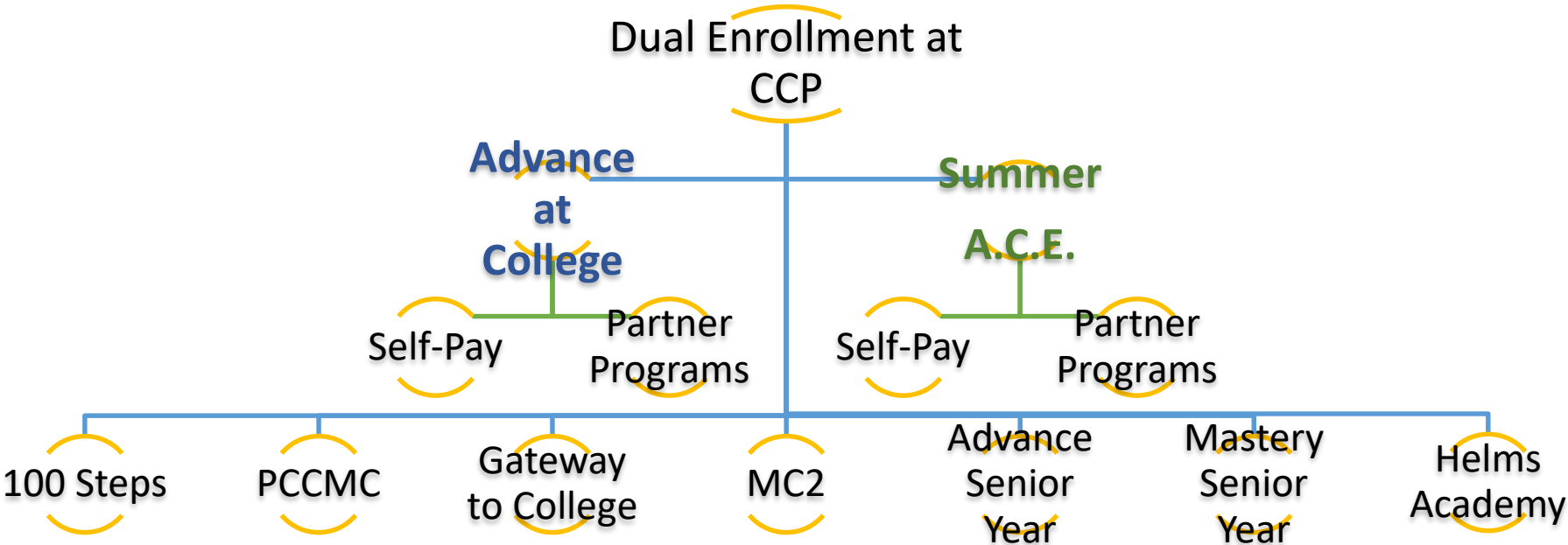
Dual credit: the credits earned by a student in a college-level course that count towards both the high school diploma and the college credential.

Overarching Dual Enrollment Program Goals

Goal 1: Provide motivated & talented high school students a supported opportunity to begin college early & accelerate credential attainment.

Goal 2: Provide underprepared high school students a supported opportunity to experience college early & earn credits to enhance their chances for enrollment & retention.

Our Dual Enrollment Model



What is Advance at College?

Advance at College provides eligible Philadelphia 11th & 12th grade students and students actively pursuing a high school equivalency the opportunity to enroll in college-level & developmental courses. Students have access to the College's support services as well as services provided by their attending high school.

Commonly Taken Courses

FNMT 118, Math 161, Math 162

Arabic, Spanish, Japanese

English 101, English 102

Environmental Conservation

Introduction to Psychology

What is **Advanced College Experience (A.C.E.)**?

A.C.E. allows motivated rising 9th - 12th grade students & students age 21 & under actively pursuing a high school equivalency to take college courses in the summer. Students earning a C or higher, gain college credit. Those earning less than a C, gain non-credit experience but no failing grade, providing a non-punitive “first chance” at college academics.

Sample Course Offerings

Introduction to Automotive Technology

Introduction to Business

Introduction to Law

Introduction to Sound Recording & Music Technology

Introduction to Video Production

Program Supports for Students

- ✓ **Division of Access and Community Engagement (D.A.C.E.)**
 - Direct, sustained and meaningful support by division staff
 - Monitoring of attendance and performance
 - Communication with faculty, partner schools/program officials
 - Course and academic program selection guidance

- ✓ **Access to Academic Support Services & College Activities**
 - Learning Commons, SACC, Student Activities, Center On Disability, etc.

- ✓ **Significantly Reduced Costs**
 - Discounted tuition
 - Standard student fees waived
 - One transcript provided to students

Dual Enrollment Programs Aligned to Goal 1

Parkway Center City Middle College (PCCMC): In partnership with the School District of Philadelphia, students beginning the summer before 9th grade, take a blend of high school & college courses, earning their high school diploma & associate degree in liberal arts upon completion of 12th grade.

Advance Senior Year (ASY): In partnership with the School District of Philadelphia, up to 60 students enroll in a maximum of 30 credits, completing their entire 12th grade year at CCP.

MC2: MaST Community Charter Schools enroll a maximum of 25 students in courses at NERC, earning their high school diploma & associate degree in either business or healthcare studies.

Mastery Senior Year Program: Mastery Charters enroll up to 60 students in a maximum of 30 credits, completing their entire 12th grade year at CCP.

Dual Enrollment Programs Aligned to Goal 2

Gateway to College: In partnership with the School District of Philadelphia, up to 130 opportunity youth (ages 16 to 21, over-aged and under-credited) take a combination of college classes and online high school classes to complete their high school diploma and earn college credits. Students receive full case management & wrap-around services from dedicated Gateway staff.

The Helms Academy Adult High School: In partnership with Goodwill Industries & Drexel University's Dornsife Center, adults returning to school to earn their Commonwealth high school diploma take college courses offered on-site at the Dornsife Center while receiving case management, wrap-around & job readiness services.

Dual Enrollment Data

Enrollment

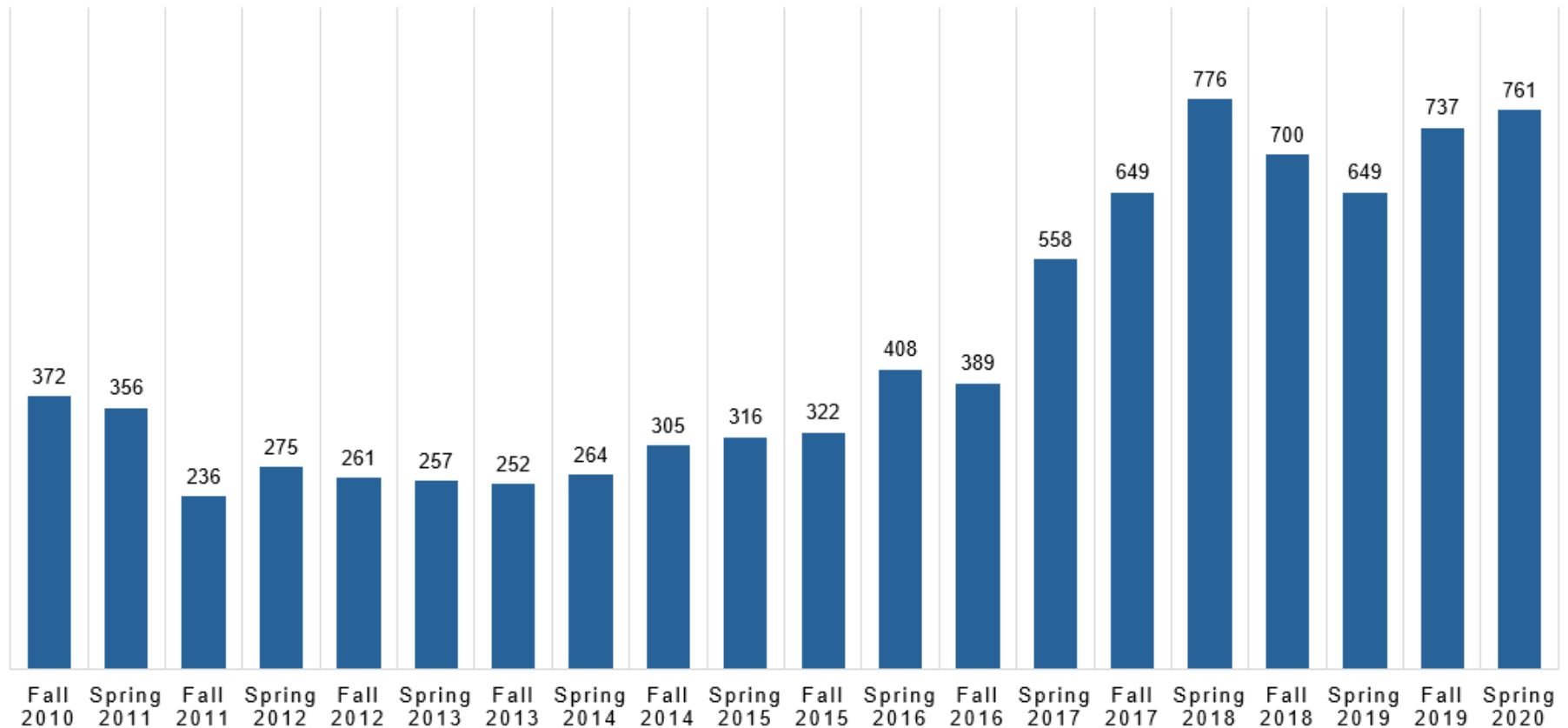
Enrollment by Race/Ethnicity & Gender

Course Success

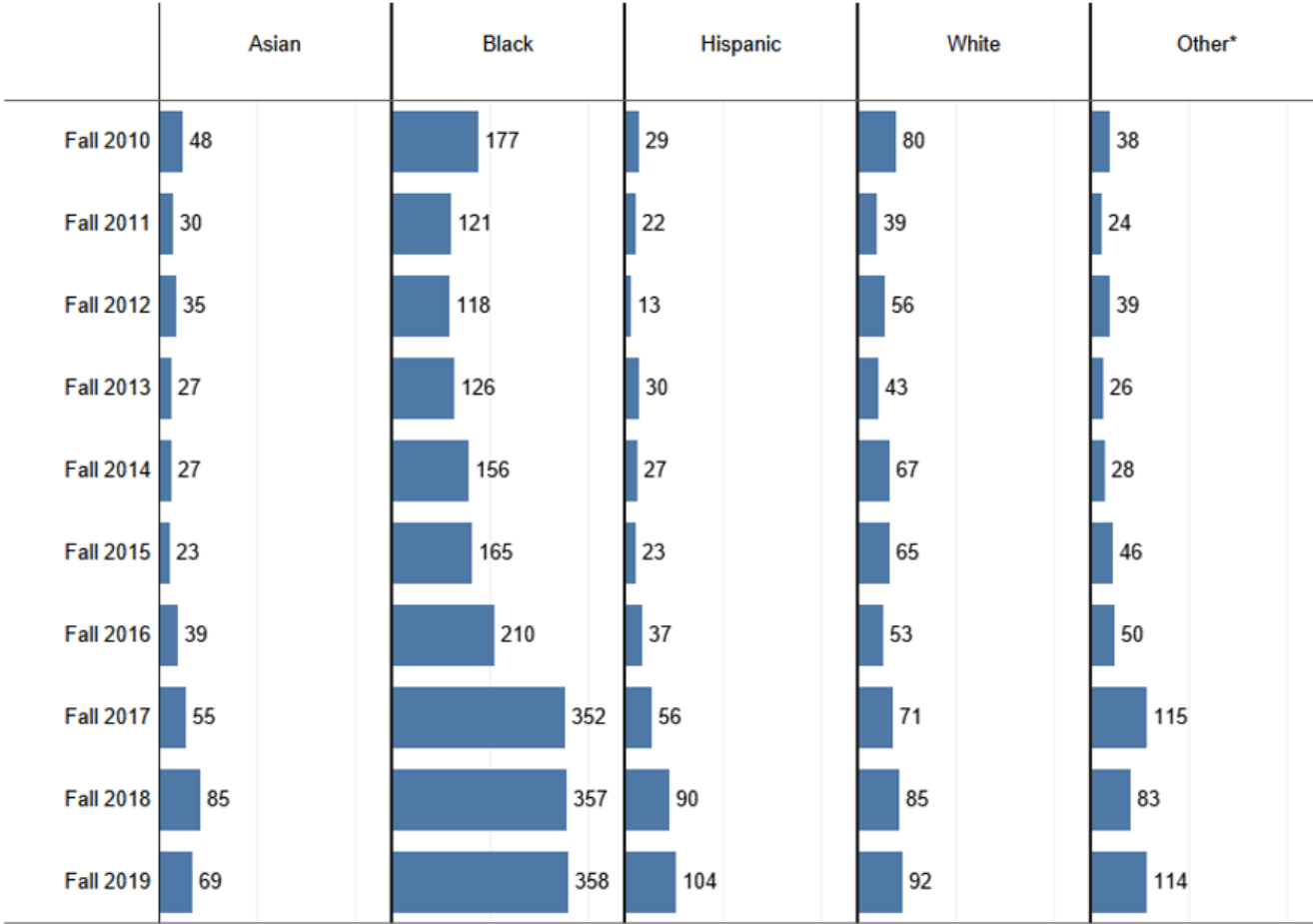
Graduates

Transfer

Dual Enrollment Totals by Term

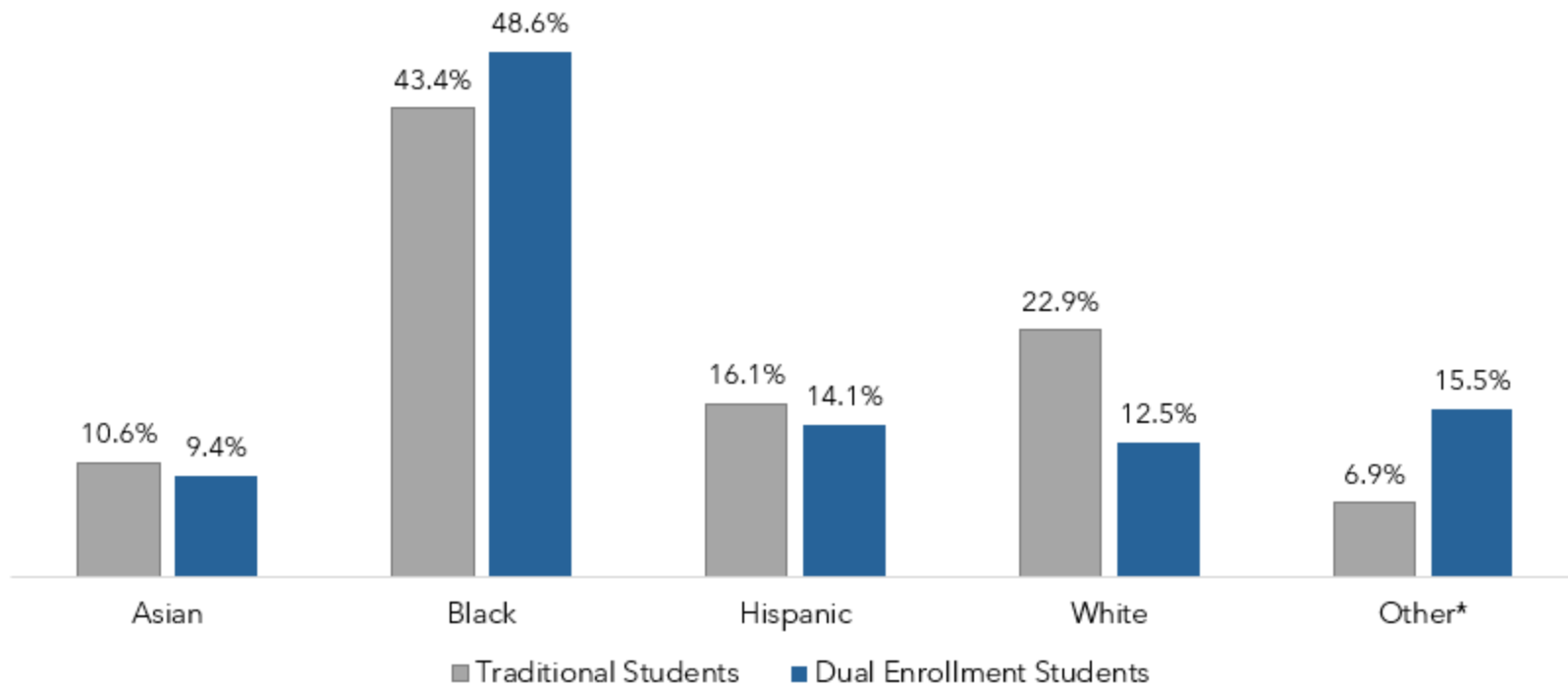


Fall Term Dual Enrollments by Race/Ethnicity



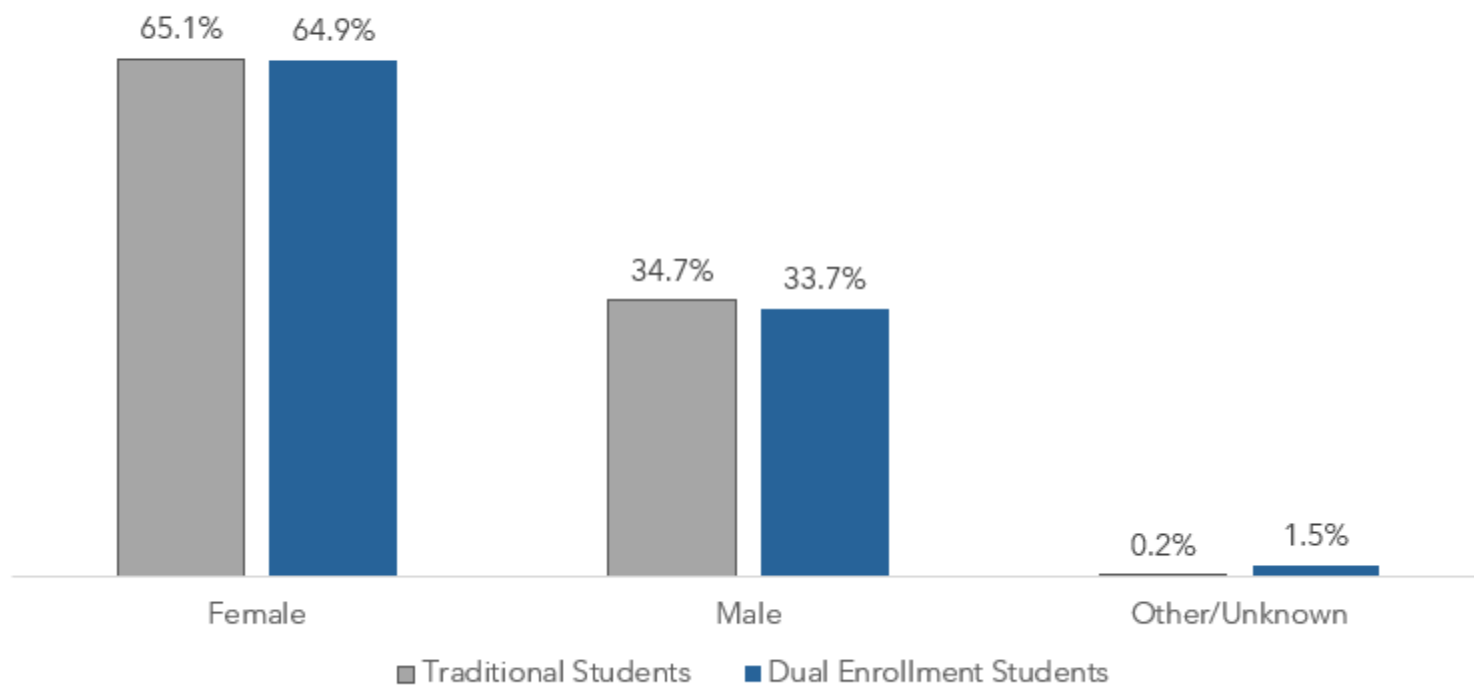
*Other includes Multi-Racial, American Indian, Alaska Native & Pacific Islander, and Unknown

Fall 2019 Dual Enrollment & Traditional Students by Race/Ethnicity



*Other includes Multi-Racial, American Indian, Alaska Native & Pacific Islander, and Unknown

Fall 2019 Dual Enrollment & Traditional Students by Gender



Success of Dual Enrollment Students in College Courses

	Dual Enrollment		Traditional	
	Avg. Course Success Rate	Total Number of Students	Avg. Course Success Rate	Total Number of Students
Fall 2017	84.5%	649	75.8%	16,647
Spring 2018	79.8%	776	75.5%	15,727
Fall 2018	87.2%	700	76.4%	15,971
Spring 2019	84.3%	649	76.6%	14,895
Fall 2019	90.6%	737	77.7%	15,259

*Course Success Rate is total hours passed divided by total hours attempted within a term
Hours attempted and hours passed includes both developmental and college level courses*

Success of Dual Enrollment Students in Introductory College Courses

Note: The success rate for all other CCP students in the same terms were, on average 68.5% for ENGL 101, 58.1% for FNMT 118, and 58.4% for MATH 161.

ENGL 101 (English Composition)
Course Success

	Avg. Course Success Rate	Total Number of Students
Fall 2017	73.4%	94
Fall 2018	87.0%	177
Fall 2019	91.0%	278

FNMT 118 (Intermediate Algebra)
Course Success

	Avg. Course Success Rate	Total Number of Students
Fall 2017	78.5%	93
Fall 2018	82.8%	122
Fall 2019	78.9%	204

MATH 161 (Precalculus I)
Course Success

	Avg. Course Success Rate	Total Number of Students
Fall 2017	83.6%	55
Fall 2018	89.2%	65
Fall 2019	78.7%	61

Course Success is the percent of students with an A, B or C as final grade in the course. Unsuccessful grades include D, F, FS, and W. Students auditing the course are excluded.

Dual Enrollment Graduates in a Calendar Year and Award Earned

Graduation Calendar Year	Total Graduates	Total Awards		
		Associates	Certificate	Grand Total
2010	32	31	4	35
2011	52	51	4	55
2012	50	51	1	52
2013	56	53	10	63
2014	70	69	6	75
2015	64	63	6	69
2016	62	61	4	65
2017	79	69	19	88
2018	70	64	8	72
2019	78	76	5	81

Please note the year corresponds to the year of the date the award was conferred

Dual Enrollment Transfer Activity

Note: Only includes dual enrollment students registered in any term between Fall 2013 and Spring 2017. Hierarchy is applied to transfer history - first searched for 4-year institution then 2-year institution.

Transfer Activity of Dual Enrollment Students Enrolled Fall 2013 through Spring 2017		
	Total Number	Percent of Total
Transferred to a 4-Year institution as of Spring 2020	1,382	58.9%
Transferred to another 2-Year institution as of Spring 2020	179	7.6%
No transfer history found	786	33.5%
Grand Total	2,347	100.0%

Top Dual Enrollment Transfer Schools by Category

Top 10 Four-Year Transfer Institutions			Top 5 HBCU's (10.3% of overall Four-Year Transfer Institutions)		
	Total Number	Percent of Total		Total Number	Percent of Total
TEMPLE UNIVERSITY	239	17.3%	LINCOLN UNIVERSITY	40	2.9%
PENNSYLVANIA STATE UNIVERSITY	152	11.0%	DELAWARE STATE UNIVERSITY	22	1.6%
DREXEL UNIVERSITY	88	6.4%	CHEYNEY UNIVERSITY OF PENNSYLVANIA	11	0.8%
UNIVERSITY OF PENNSYLVANIA	74	5.4%	HOWARD UNIVERSITY	10	0.7%
WEST CHESTER UNIVERSITY	60	4.3%	MORGAN STATE UNIVERSITY	10	0.7%
LA SALLE UNIVERSITY	47	3.4%			
PEIRCE COLLEGE	41	3.0%	Ivy-League Institutions (6.4% of overall Four-Year Transfer Institutions)		
LINCOLN UNIVERSITY	40	2.9%	Total Number	Percent of Total	
INDIANA UNIVERSITY OF PENNSYLVANIA	36	2.6%	UNIVERSITY OF PENNSYLVANIA	74	5.4%
EAST STROUDSBURG UNIVERSITY	35	2.5%	YALE UNIVERSITY	5	0.4%
			HARVARD UNIVERSITY	4	0.3%
			COLUMBIA UNIVERSITY	3	0.2%
			CORNELL UNIVERSITY	2	0.1%
			PRINCETON UNIVERSITY	1	0.1%

What Students Say about Their Experiences



Student Quotes

“Summer class was hard but helpful. The things my professor talked about are true & I was more prepared because of it. I'm glad I knew what it was going to be like before I started full-time.” - Sharnise Miller

“I had fun in my computer class. Now that I'm taking other classes, I see that college is hard but it's still easier because I know my way around. I am doing my best to get good grades.” - Alex Nguyen

“I loved it! It was great & even though Spanish was hard & my professor was tough, I'm happy I went through it because I am doing well now. It's different than high school, but I knew that because of the summer experience & knew where to go for help.” – Amika Miller

“My experience was wonderful. It helped prepare me for my future at CCP. I was more comfortable going into my first semester. I wasn't as nervous as I would have been without the bridge program.” - Chandell Marshall

Future Dual Enrollment Plans

- Expand opportunities through City & District allocations (CTE high schools, homeschoolers, opportunity youth, neighborhood high schools)
- Work with IA and Government Relations to secure additional funding
- Establish Office of K-16 Partnerships hubs at Regional Centers
- Create new early/middle college partnerships (Universal Audenried, String Theory, P-TECH)
- Expand the list of approved dual credit courses
- Streamline the enrollment process (virtual orientation, paperless application)
- Expand advising for students (major selection, transfer & career)
- Continue regular professional development sessions for faculty on pedagogy & research-based instructional strategies (RBIS)

- **Goal:** Return to on-campus operations in a manner consistent with public health and government guidelines
- **Coordination:** Jasmine Sessoms and Judith Gay

Future Work Group

- **Seven Work Groups and Leads:**
 - Health and Safety: Jessica Hurst
 - Students: Dr. Joan Bush
 - Academic: Dr. Chae Sweet
 - Remote Work: Lisa Hutcherson
 - Facilities: Michael Fohner
 - Stakeholders: Dr. David Thomas
 - Marketing & Communications: Kris Henk

Health and Safety Work Group Charge

- The Health and Safety Work Group will establish the health and safety guidelines with which the College needs to comply in order to safely re-open for business (on a limited basis or on a larger scale). These guidelines will address ways to both mitigate and respond to incidents of COVID-19 exposure on campus.

Student Work Group Charge

- The Student Work Group will identify challenges encountered by students inhabiting the College's virtual environment and opportunities for improvement. In addition, the Student Work Group will establish a holistic overview of student needs as they navigate through the various phases of reopening the College's main campus and regional centers and how the College can best address those needs.

Academic Work Group Charge

- The Academic Work Group will develop an innovative and practical plan to offer courses in the Fall semester, while positioning the College for both the future and unknown circumstances. The work group will analyze the strengths, weaknesses, opportunities, and threats of various scenarios to determine what is feasible for the College and its students.

Remote Work Group Charge

- The Remote Work committee will focus on the design and implementation of policies, guidelines, procedures and outcomes needed to maintain the efficiency and effectiveness of College operations in a remote working environment.

Facilities Work Group Charge

- The Facilities Work Group will present options that will encompass College re-opening scenarios under various faculty, staff, and student loading, in a safe and seamless process.

Stakeholder Work Group Charge

- The Stakeholder Work Group will focus on maintaining and communicating with our internal and external stakeholders. The goal is to have a continuum of service as we transition back to an on campus operation. Our Stakeholders include: Students, employers, donors, K-12 partners, Non Profit Partners, Civic Organizations, and Government at all levels.

Marketing & Comms Work Group Charge

- The Marketing and Communications Work Group will have a focus on marketing to current and potential students to help increase enrollment. The group will work closely with all groups to ensure that we are communicating sound, timely and factual information to internal and external stakeholders, with an emphasis on safety first. We will help the College with its voice and messaging. The work group will also focus on media relations and crisis communications.

- 4/24 – Identify work groups and leads
- 4/27 – Announcement to College
- 5/1 – Work Group teams finalized
- 5/18 – Plan draft to Cabinet
- 6/4 – Plan shared with Board of Trustees

- **Eligibility**

- Philadelphia resident for at least 12 months
- High school grad (or equivalent)
- First-time, full-time
- EFC =/ \leq \$8,000
- Maintain 2.0 GPA



Catto Scholarship

- **Benefits**
 - Last-dollar tuition
 - Basic needs support to cover: books, transportation, food
- **Support Programs**
 - Fall bridge in year one, summer bridge after
 - Tutoring, enhanced services
- **Dual Enrollment**
 - 140 slots

Catto Scholarship

- **Funding:** \$4.8 million
- Estimated to benefit **4,488** students over five years
- **First cohort:** Spring 2021



Overview

- One Year \$8,051,216 Allocation
- Eligible Student Expenses: Food, Housing, Course Materials, Technology, Healthcare, Childcare, and other Related Expenses

Student Eligibility

- Eligible to Receive Title IV Financial Aid
- Enrolled as of March 13, 2020 in at Least One In-Person Course
- Current Eligible Population – 9,223 Students (roughly 65%)
- Minimum Award \$500; Maximum Award \$6,195

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, May 7, 2020 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. White, presiding: Mr. Bradley, Mr. Clancy, Mr. Dubow, Mr. Epps, Ms. Fulmore-Townsend, Ms. Gamble, Ms. Hernández Vélez, Mr. Herzog, Ms. Ireland, Ms. Jean-Baptiste, Ms. McPherson, Ms. Posoff, Representative Roebuck, Mr. Soileau, Dr. General, Ms. Rooney, Mr. Eapen, Ms. DiGregorio, Ms. de Fries, Dr. Hirsch, Dr. Gay, Ms. Sessoms, Ms. Zellers, Dr. Waller, and Mr. Spiewak

(1) Meeting Called to Order

Mr. White called the meeting to order stating that he hoped everyone was doing well.

(2) Public Comment

There were no requests for Public Comment.

(3) Report of the Business Affairs Committee

The Business Affairs Committee met on May 5, 2020 and approved items which are part of the Consent Agenda:

(4) Report of the Student Outcomes Committee

(4a) Promotions

The Board approved the promotion of five faculty: four from assistant professor to associate professor, and one from associate professor to full professor.

(4b) Dual Enrollment Presentation

The Board was provided with a report on dual enrollment.

(5) Consent Agenda

Mr. White requested approval of the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of April 2, 2020
- (b) Gifts and Grants
- (c) Approval Not to Charge \$4 per Credit in College Fees for Summer I & II
- (d) Approval for a Change Order in the Amount of \$25,349 Bringing the
Total Library Cisco RFP to \$139,349
- (e) Resolution to Amend the Community College of Philadelphia's
Healthcare Plan and Disability and Life Insurance Plan
- (f) Approval of a Voluntary Furlough Option

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

(6) Report of the Chair

Mr. White reported on conversations with Ms. Gamble and Mr. Bradley, newly-appointed members of the Board.

(6a) Nominating Committee for Board Officers

The following Board members were appointed to the Nominating Committee for Board Officers:

Mr. Steve Herzog	Chair
Ms. Sharon Jean-Baptiste	
Ms. Rosalyn McPherson	

(7) Foundation Report

The College received the following gifts and grants:

- \$225,000 from The Pew Foundation to support Single Stop and its on-going operations for three years from 2020 through 2023;
- \$50,000 from The Philadelphia Foundation in support of PHL-COVID-19; and
- \$20,000 from the Leo & Peggy Pierce Family Foundation in support of Single Stop.

(8) Report of the President

Dr. Generals welcomed Ms. Gamble to the Board.

(8a) Meetings/Events

Dr. Generals participated in the following virtual meetings/activities:

- Graduation for the Northwest Regional Center Power Up Program on April 29, 2020;
- Celebration of the Nursing Class of 2020 on May 1, 2020;
- Interview with Josh Greenberg, Executive Director, Capital Analytics, on May 5, 2020;
- Interview with Nick Santilli, Senior Director for Learning Strategy, Society of College and University Planning, on May 6, 2020; and
- University of Pennsylvania's Graduate School of Education roundtable entitled, "Inside Leaders' Minds: Planning for the Uncertain Future," on May 6, 2020.

(8b) COVID-19 Update

The College is engaged in work on a return to campus plan. The plan will be shared with the Board at the June 4, 2020 Board meeting.

(9) New Business

There was no new business discussed.

(10) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, June 4, 2020 at 3:00 p.m.

The meeting adjourned at 4:45 p.m.

The Board reconvened in Executive Session. The Executive Session was devoted to a discussion of personnel, labor and legal matters.

**Community College of Philadelphia
Office of Institutional Advancement
Record of Grants and Gifts
June 2020 Meeting of the Board of Trustees**

GRANTS

Summary by Grant Type:

	4/28/20 – 5/26/20	2020 FY Year-to-Date
Government/Public Grants		
Federal	\$ -	\$ 443,362
State	\$ -	\$ 2,202,226
Local	\$ -	\$ -
Private Grants		
Corporation	\$ -	\$ -
Foundation	\$ -	\$ 1,857,971
Organization	\$ -	\$ -
Grant Total	\$ -	\$ 4,503,559

GIFTS

Summary by Gift Type:

Gifts to the Foundation (\$5,000+)	Amount	Purpose
The Philadelphia Foundation	\$ 50,000	Program - Restricted
Independence Blue Cross	\$ 25,000	Event Sponsorship
Private Donor Advised Fund	\$ 5,000	Unrestricted
Private Donor Advised Fund	\$ 5,000	Program - Restricted
Private Donor Advised Fund	\$ 5,000	Event Sponsorship
Pincus Family Fund	\$ 5,000	Scholarships - Restricted
Gifts In-Kind (estimated value \$200+)		

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

MINUTES

Thursday, May 7, 2020

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

Members: Mr. Clancy, Ms. Ireland, Ms. Jean-Baptiste, Ms. McPherson, Ms. Posoff

College

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

Guests: Mr. Coleman, Ms. Frizell, Dr. Moudry, Dr. Morris-Skeiker, Dr. Sweet,
Dr. Thomas

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of February 6, 2020

The minutes were approved unanimously.

(b) English AA Academic Program Review

Dr. Sweet, Dean of Liberal Studies, noted that the program has existed for approximately five years; this is its first academic program review. Dr. Moudry, curriculum coordinator for the program, provided additional information and echoed Dr. Sweet's comments that although the program is small, it has a strong sense of community and very committed faculty. He noted that the program holds several events each year, such as a hooding ceremony (to be virtual this year), a literary studies conference, a poets-and-writers series, and talks by awarding-winning writers. Another activity is a mixer where students can meet faculty, alumni and transfer partners; this includes a panel session with former English majors to talk about career opportunities. One of the English faculty produces "Drop the Mic," which has won awards. Students and faculty are also connected via Canvas pages.

The cornerstones of the program are a focus on critical thinking and on text analysis. The program is primarily a transfer program. Students transfer to a variety of places, including Temple, and go on to a variety of majors (education, social work, etc.). Feedback from students who transfer highlights the strong sense of community they had at the College. Dr. Morris-Skeiker, department head for English, commented that they offer students an opportunity that is something like a small liberal arts degree, with high-level experience in analyzing literature and being exposed to different writing situations. Dr. Moudry added that most of the faculty are full-time faculty with Ph.D.s; Dr. Sweet noted this may contribute to the cost of the program.

Ms. Frizell, from the Office of Academic Assessment, explained that the recommendations are focused on next steps. These include outreach and retention strategies to meet enrollment benchmarks; tracking curricular changes on graduation and transfer rates; determining how to track graduates' further studies and careers; and investigating the cost of the program.

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

(c) Dual Enrollment Presentation

Dr. Thomas, in his role as Dean of Access & Community Engagement, presented on the College's dual enrollment programs; a powerpoint presentation was provided (see attached). Dual enrollment has two overarching goals: 1) provide motivated and talented high school students a supporting opportunity to begin college early and accelerate credential attainment; and 2) provide underprepared high school students a supporting opportunity to experience college early and earn credits to enhance their chances for enrollment and retention. The College has two models. Advance at College is a traditional dual enrollment program with students in the 11th and 12th grades taking college courses. The Summer ACE program is for rising 9th through 12th grade students. The College has several partner programs: Parkway Center City Middle College (PCCMC), Gateway to College, 100 Steps, MC², Advance Senior Year, Mastery Senior Year, and Helms Academy.

Further details on the various programs, outcomes, and future plans are in the attached powerpoint document.

(d) Faculty Promotions

Dr. Hirsch provided an overview of the promotion process, for which faculty develop portfolios with supporting documentation. For this year, it is recommended that four faculty be promoted from assistant to associate professor, with an additional faculty member to be promoted from associate to full professor. Dr. Hirsch noted that these five faculty go above expectations; all of them are student oriented, perform

assessments, are engaged in the College's diversity efforts, and support their colleagues

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees approve the promotions for the five faculty.

(e) **Updates**

Student Resources

Dr. Hirsch described how units in the Division of Academic and Student Success that support students and provide student resources have adjusted to the online environment and provided numbers from March to date. Information on Counseling, Advising, the Library, the Learning Lab, and Single Stop, along with several other units, is included. Dr. Hirsch highlighted how placement has changed with the current situation. The College had been wanting to transition to using high school transcripts for placement more often; the pandemic simply made it happen faster. The College looked at over 5,000 student records from the past five years to see how students could be placed based on their high school transcript. The number of English levels has been reduced from 6 to 3, making placement easier to understand. For students whose high school GPA is below 2.74, the College is doing interviews with these students and using a rubric to evaluate their proficiency. An evaluation plan is in place to review the new placement process. For the resources in general, it is difficult to compare the number of interactions during this time with the "normal" schedule as many services are cyclical. With the semester over, comparisons to previous years will be made and the disruption will be taken into account.

Workforce and Economic Innovation

Ms. de Fries highlighted the work that the Division of Workforce and Economic Innovation has been doing. Corporate Solutions identified online programs, quickly updated their website, and has been doing more targeted advertising for those programs. The current situation has exposed the need to diversify the online offerings and to consider how to provide online contract training to employers. Some online training is continuing, with PGW and JEVS. Power Up was able to transition the existing class's remaining modules to online and were thus able to finish and hold a virtual ceremony; all 25 in the class returned to the online format. The new Power Up class was to begin May 7, with 28 people enrolled. Ms. de Fries noted that applications for this new class were generally more established business than usual, which speaks to the level of businesses that normally might think they do not need help.

For 10,000 Small Businesses, they are still in the process of completing the cohort that was disrupted and has shifted to an online format. The national division of 10KSB made the decision to suspend the summer cohort, even though the College

had recruited and interviewed applicants. With 31 of the 45 applicants accepted, they have a good number of acceptances for the fall. With both Power Up and 10KSB, the division provided assistance with resources and working with clients via webinars, workshops, etc. to help them improve their chances of getting access to resources. The division is reviewing a survey done to see how successful clients have been in getting access to resources (such as PPP loans).

Career Connections has seen increased activity since the move to an online environment. The unit has always hosted a wide variety of in-person workshops with usually 10 or fewer students attending. With the online format, more students have been taking part, with up to 40 students in a workshop session. The increase in participants could be because the unit is not centrally located on campus and because online workshops might be better for students' schedules. For employer sessions, offerings do fluctuate based on employers taking part. The unit will continue with online/remote workshops and job information sessions.

(f) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for June 4, 2020 at 1:00 p.m. via Zoom.

Attachments:

Minutes of February 6, 2020

Academic Program Review: English AA Executive Summary

Student Resources Update

Workforce and Economic Innovation Update

Dual Enrollment at Community College of Philadelphia

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

MINUTES

**Thursday, February 6, 2020
1:00 p.m. Conference
Room M2-34**

Presiding: Ms. Fulmore-Townsend

Committee

Members: Ms. Hernández Vélez, Ms. Jean-Baptiste, Ms. Posoff

College

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

Guests: Ms. Frizell, Dr. Madison, Dr. Saia, Mr. Saxton, Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of January 23, 2020

The minutes were approved unanimously.

(b) Culinary Arts AAS Academic Program Review

Ms. Frizell, from the Office of Academic Assessment, referred the committee to the enrollment chart for the Culinary Arts program. Dr. Madison noted that the program is projecting enrollment growth with a plan to increase the percent of students who persist. The program leadership has already done an analysis of the curriculum and made changes to increase graduation. The program focus has been on customer service, providing opportunities to students, and student engagement.

While the enrollment total declined, the graduation percentage increased from 5% to 16%. Placement in developmental English and math was impeding graduation for many students. To counter this, placement requirements were reduced so that students can begin to take content courses while in their developmental English and/or math course. Since faculty are involved with advising, they are aware of students' needs and abilities. The program provides a student showcase, inviting chefs from outside to the event in order to increase the pipelines for careers. The College has transfer

agreements for Culinary Arts with Cheney University of Pennsylvania and Drexel University. The program's students are more female and younger than the College average. They have students who are single mothers and who work, both of which are taken into consideration when scheduling classes. The program partnered with Single Stop last year so that food from lunches produced by students was available to students in general.

The program has outreach efforts to increase opportunities for students: it has an advisory board, which includes representation from the American Culinary Federation; the school district has offered internship opportunities; and Dr. Madison attends many meetings, has joined various associations, and contacted companies such as Aramark. Faculty also work with non-profit and area community organizations. Dr. Madison invited the Board to the Wednesday lunches provided by students.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review with approval for five years with a mid-term report on the program's progress on benchmarks and recommendations.

(c) Follow-Up to Education Programs Academic Program Review

Dr. Sweet, Dean of the Liberal Studies division, gave an overview of the follow-up to the Spring 2018 academic program review of the Education programs. There are four education programs: birth to 4th grade (the largest of the programs), middle school, and two secondary options. She listed the four recommendations from the academic program review: evaluate changes from the Education B-4th Grade sub-grant; develop an engagement strategy; evaluate the need for the Education programs and create a recruitment plan for remaining programs; and assessment practices. Dr. Saia, Curriculum Coordinator for the Education programs, explained that the Early Childhood Education program (birth-4th grade) has experienced a lot of growth since the academic program review and now includes a certificate. There are between 510-520 students who are predominately part-time and in the workforce. She also noted the importance of the program receiving accreditation from the National Association for the Education of Young Children; this is currently in process with a peer review in March. This will provide national recognition for the program and stamp of approval across the nation (several PA community colleges have this accreditation).

The program is taking part in several projects. It is participating in a PA pilot program for apprenticeships, in addition to the apprenticeship program funded through 1199C and The William Penn Foundation. The program has created a cohort for English Language Learner students on University of Pennsylvania's campus. Another project is the Philadelphia Regional Noyce Partnership, a \$1.5 million grant from the National Science Foundation. The focus is to recruit and retain students to be trained

as STEM secondary teachers. Dr. Sweet added that the College joined that partnership in 2018 and will continue with the five-year grant through 2022.

Regarding the multiple education programs, Dr. Saia described how they have created the opportunity to collapse the three middle/secondary programs into one program. The Education program is partnering with the Education Institute for Early Intervention to support a new special education focus. The program currently has many students working in supportive roles for special education classrooms. They are trying to build a certification and pathway around this, which would help with both the workforce pipeline and transfer to four-year partners.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review with approval for five years from 2018.

(d) 2020 Committee Calendar

Dr. Hirsch provided a draft of topics for the 2020 calendar. Included are anticipated program reviews; report updates (such as Workforce and Economic Innovation); updates to the Dashboard; additional updates (such as to the CCRC's key performance indicators data), and an update on Dual Enrollment/collaborations with high schools. There are about 15 academic program reviews each year. While proficiency certificates were part of the academic program reviews for associate degrees, it was decided instead to review PCs by academic pathway. It was suggested that a review of the calendar be added, in addition to the specific metrics on the Dashboard to be discussed at designated meetings.

(e) Developmental Education presentation.

Dr. Hirsch provided an overview of recent outcomes in developmental education at the College. Baseline data is from 2014-15: 75% of entering students placed into developmental education with 26% in one course, 28.6% in two courses, and 21.8% in three courses. We know that students who place into developmental education courses cannot start college-level courses right away so therefore might take courses not in their major, use financial aid funds when having to repeat a course, and have lower fall-to-fall retention rates. Students in developmental education courses are also less likely to attain a credential. The College has already made progress on retention and completion, although there are still gaps.

Dr. Hirsch discussed the current context for developmental education at the College and recent innovations. Developmental education really starts with placement and entering the College. The College has changed its placement exam and recalibrated cut-off scores; more students are starting content courses sooner. Another significant change is using high school transcripts for placement. The College consistently assesses the effectiveness of such changes. Outcomes have been positive regarding

placement based on high school transcripts: success in college-level courses has been the same or higher for students placed based on high school transcripts.

Another major shift within the English department has been the Accelerated Learning Program (ALP). The ALP model has students who place one level below college-level English (ENGL 098) take both ENGL 098 and the college-level English composition course (ENGL 101) in the same semester as linked courses with the same instructor. The ALP ENGL 098 sections have a smaller class size than traditional developmental education courses (13 compared to 20), but the ALP model pays for itself with increased retention. Faculty who teach ALP sections must go through training. Outcomes show that ALP students had similar or higher pass rates in ENGL 101 than those who placed directly into ENGL 101. Moreover, credit accumulation increases because ALP students can start their college-level courses in their first semester. ALP was piloted in 2017, went to scale in 2018, and further increased in 2019. The English faculty are now looking at possible options for lower levels of developmental English.

Developmental math has also seen progress in the development of new course offerings. The College has piloted offering arithmetic and algebra in 7-week sessions so that both courses can be completed in one semester. This led to a new course combining both into one course, which will be offered starting in Fall 2020. The College recently approved a math course contextualized for the Fashion Merchandising and Marketing program, allowing for an applied approach. Other colleges are also developing contextualized math courses, often called “math pathways.” There are more contextualized math courses in the pipeline.

The Board Dashboard also contains data on developmental education. One goal is to decrease the percentage of students who are placed into developmental courses. In 2014-15, about 55% placed into developmental English; this decreased to 25% in Fall 2019. This decrease did not result because students are better prepared, but because of the new ALP model and using high school transcripts for placement. This improvement exceeds the 5-year goal the College set of a 7 percentage point decrease. Math has not seen the same results, but we hope to see some changes based on accelerated and contextualized math courses. Regarding the achievement gap data, all groups are progressing, but we are not closing the gap enough; this still remains a challenge.

In summary, more students are placing into college-level courses, are being retained at a higher rate, and can begin accumulating college-level credit from the beginning of their studies. Regarding credit momentum, the trend since Fall 2014 has been an increase.

(f) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for April 2, 2020 at 1:00 p.m. in Conference Room M2-34.

Attachments:

Minutes of January 23, 2020

Academic Program Review: Culinary Arts AAS Executive Summary

Follow-Up to Education Programs Academic Program Review

Student Outcomes Committee Calendar (2020)

Community College *of* Philadelphia

Academic Program Review: English

Authors:

Teresa Frizell, Myla Morris-Skeiker, Ph.D, Nick Moudry, Ph.D.

Spring 2020

1. Executive Summary

A. Key Findings for the period Fall 2015-Fall 2019

Enrollment

1. Enrollment in the program decreased from a high of 195 in Fall 2016 to 139 in Fall 2019.
2. Program enrollment averaged 34% full-time and 65.9% part-time students.

Demographics

3. At 19%, the Program enrolled 12 percentage points fewer Black Females than the College overall.
4. Despite this lower enrollment, 26% of Program graduates were Black Females.

Retention

5. The percentage of students who returned to the program from Fall Semester to Spring was within one point of the College's rate.
6. The percentage of students who returned to the program from Fall semester to the following Fall Semester was within one point of the College's rate.
7. The Program employs research-based retention techniques appropriate to their diverse population.

Graduation

8. In the period studied 82 students graduated with an AA in English.

Internal and external relations

9. In response to changes in curriculum at transfer partners, the program revised its curriculum to allow students to create more specialized tracks effective Fall 2019.
10. Alumni, representatives from transfer institutions, and people from local industries attend an annual student mixer and hooding ceremony to speak to students about transfer and career opportunities.
11. All 12 respondents to the Current Student Program Survey described the Program faculty as an "excellent experience or aspect" of the English Program.

Transfer

12. 49 English majors have transferred since 2014. 8 students transferred to Temple.
13. The program meets Pennsylvania Department of Education Transfer and Articulation Oversight Committee (TOAC) requirements.

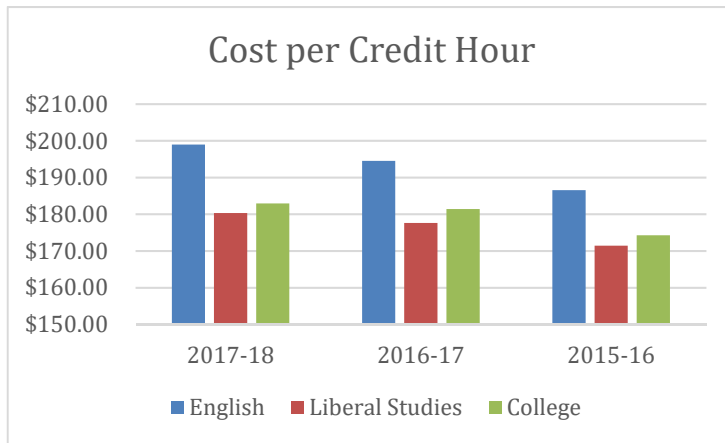
Assessment

13. Program Learning Outcomes are assessed on a two-year cycle according to the curriculum map.
14. The benchmark for each PLO is set at either 75% or 80% of students meeting or exceeding expectations on the assessment instrument.
15. During the 2015-2016 assessment cycle, the program failed to meet the benchmark in Program Learning Outcome #3 ("Analyze a work of literature in its cultural and historical context").

16. The faculty created and implemented research-based professional development to address these results. The Program met this and all benchmarks in the 2018-2019 assessment cycle.
17. In their response to the Current Student Program Survey 10 out of 12 respondents agreed that the Program's courses were high quality, they feel recognized as individuals by the program, and they understand what the Program's learning objectives are.

Cost

18. The Program's costs have increased more than Liberal Studies and the College's since 2018.



B. Prior Audit

This is the first review of the English Program.

C. Action Items

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

Enrollment and Demographics

1. Utilize research-based outreach and retention strategies to meet enrollment benchmarks by 2023.

	Fall 2018		Fall 2023	
Headcount	165		190	
Returned to Same Program	55	33.1%	73	38%
Returned to Different Program	15	9%	15	8%
Graduated	24	14.5%	32	17%
Did Not Persist	72	43.4%	70	37%

Graduation

2. Track and assess the effect of the curricular changes on graduation rates.

Internal and external relations

3. Poll students on effective ways to track post-graduation careers.

Transfer

4. Track and assess the effect of curricular changes on transfer rates.

Cost

5. Investigate reason for the higher cost increase relative to other Programs.

D. Narrative

Students in the English program want to be writers, teachers, editors, psychologists, social workers, community activists, and much more. Numerous recent reports have shown that employers today are looking less for students with specific majors and more for students with a broad knowledge and so-called “soft skills”: oral and written communication skills, analytical and problem-solving skills, ethical judgment and integrity, the ability to work with people from diverse backgrounds, and demonstrated capacity for professional development and lifelong learning. These skills are the backbone of literary study and an English degree. As a primarily transfer-oriented program, students are set up for success at local 4-year institutions. The program employs a diverse and award-winning faculty with strong connections at Temple University, the most common transfer institution, and the broader Philadelphia literary community.

The English Program contributes to the College community in many ways. Faculty leverage their expertise and local, national, and international networks to provide students with diverse curriculum, experiences, and connections. For example, *Drop the Mic*, a collaboration between CCPTV and English faculty member Michelle Meyers was nominated for an Emmy and has won numerous awards. The Program organized CCP’s Poets & Writers Series, which ran for 27 years. This annual event frequently paired with the One Book, One Philadelphia program at the Free Library of Philadelphia, and the National Book Foundation to bring a diverse mix of both local and nationally renowned authors that included several National Book Award winners. The event also showcased faculty and student writers.

The program has also made substantive changes to pedagogy stemming from assessment data. During a previous assessment cycle, the program failed to meet the benchmark in Program Learning Outcome #3 (“Analyze a work of literature in its cultural and historical context”). Faculty in the program took this to heart, and professional development in this area became the focus of an entire year’s worth of faculty meetings. The next time this PLO was assessed, the program met the benchmark, and cultural studies continues to be a strength of the program today.

Student Resources Updates since March 30, 2020

- Counselors meet with students via Zoom and phone, refer students to recorded workshops, and are converting sessions to live or short recorded clips. Staff contact students on academic probation for them to contact their assigned counselors. There have been 1,964 interactions with students.
- Center for Male Engagement (CME) support coaches send weekly check-in emails with updates and text messages to students. A CME Cares Survey was given which led to targeted interventions (e.g., laptop and WIFI accessibility, food insecurity, academic preparation, etc.). Coaches facilitate weekly Zoom sessions to cover both technical issues and more community-building sessions. On average, each week about 95 students receive direct services.
- Office of Collegiate Recovery has had 97 contacts with students via email and phone, in addition to outreach to 25 new students. There have been 2 Fellowship Support Meetings via Zoom. The Academic Mentor talked with 11 students individually via Zoom or on the phone to provide assistance with stress and accessing resources.
- Student success staff has had contact with 906 students identified as needing support, 387 scholarship students, and 109 for general support. Collaboration across student success staff included 473 interactions regarding call campaigns, referring students, new procedures, etc.
- Work is taking place on multiple projects for the online environment, including commencement contingency plans, virtual Student Leadership Awards Ceremony plans, updates to Online Orientation, Welcome Weeks, and weekly online club officer workshops. Communications continues with student athletes on student success and eligibility and transfer concerns.
- Academic Advising has worked with 1,067 students. They meet with students via Zoom and phone. They are contacting new students who complete the New Student Online Orientation and providing them educational plans, in place of in-person registration events.
- For placement for new students entering in the Summer and Fall 2020 semesters, the majority will be placed into English and Math utilizing the high school grade point average. Students who have GPA of 2.74 or below will be required to take the ACCUPLACER test (proctored via Zoom). To date, 1,673 students have been placed with their high school GPA.
- The Library rolled out Ask a Librarian – a virtual reference service platform, which offers real-time chat services (during operating hours), email reference services, and a FAQ database. 494 reference interactions have gone through this platform. All librarians can be scheduled for in-depth research consultations. There have been 3 synchronous information literacy instruction sessions and librarians are embedded in 11 sections of ENGL 101 or ENGL 102. The Library website has had 10,569 views.
- The Learning Lab has converted all of its support services to an online format, including tutoring, facilitating ESL supports via Zoom, and writing workshops. Almost all tutoring sessions have occurred synchronously via Zoom. An online tutoring service (tutor.com) will be in place for the Summer 1 session.

- Center on Disability has been addressing issues such as accommodations within the online teaching and learning environment, accommodations with testing, and academic concerns. The majority of contacts are via email and ZOOM for a total of 435 student contacts.
- Single Stop has been providing referrals via multiple communication streams. 701 students have been served, i.e., were contacted; provided information, connected with resources, etc. 147 students were screened for benefits and 48 received tax preparation assistance. Single Stop has been referring students to various local resources for help with benefits, utilities, employment, food insecurity, housing, transportation, child-related needs, and emergency funds.

2020 Summer Session

- All courses will be delivered online.
- 395 of face-to-face or hybrid course sections were converted to online.

Workforce & Economic Innovation
Update to the Board
3/13/20 - 4/28/20

Corporate Solutions

- Identified new online offerings from partners UGotClass, MindEdge, Ed2Go to feature and promote for the Summer; proceeding with a special advertising to Chamber of Commerce members for the Summer.
- Online instruction for Massage Therapy and Dental Assisting Classes completed; in-class skills portions pending; will support students through WorkKeys and free online course offerings.
- Identified online workforce programs to offer with Philadelphia Works and for our Fall Corporate Solutions catalog.
- New contracts for online training with JEVS and PGW.
- Developed Proposal for Dealer School with Philly Live! In discussions with Philadelphia Works to support training.

Power UP

- Daily and Weekly communication of COVID19 Business Resources to Power Up Alumni; referrals to organizations with grants and loans; support with applications.
- Disrupted Northwest Regional Center Cohort 11 resumed online; all 25 businesses returned; Virtual Graduation featuring Dr. Generals and Councilwoman Parker on 4/29/20.
- Workshops Resumed Online:
 - 5 workshops held in April (Accessing Financial Resources During Crisis and After; Benefits of Purchasing vs. Leasing; How to Build Lasting Online Business Relationships In Times of Crisis; How to Up Your Business Through Covid-19; Philadelphia City Compliance);
 - 2 Workshops Scheduled for May (Adapting Your Business Model to COVID19: Business Challenges & Opportunities; Strategies to Survive COVID19 Crisis – Incorporating E-Commerce into Your Business Model).
- Recruitment for summer online cohort completed; over 30 businesses applied; new cohort begins May 5th; 32 finalists will be interviewed and final class size determined May 1.
- Conversion of curriculum into Russian & Mandarin; ongoing planning to run All Spanish Cohorts with Finanta in the Fall.
- Additional business coaching offered to Alumni during current crisis.
- Business Survey distributed to alumni to determine pain points, and help to focus new workshop offerings for the Summer and Fall.

Goldman Sachs Ten Thousand Small Businesses

- Coordination with Babson College to adapt the curriculum for remote learning for Modules 6 through 9; faculty re-trained for on-line delivery.
- Class resumed online instruction 3/30; only 1 scholar withdrew.
- Conducted interviews for 45 applicants for Cohort 22; this summer session was deferred to the Fall; the application process remains open.
- Instituted the process for making BA's, ESD and the Outreach Director/Mod 7 faculty available for alumni calls, reporting on each contact.
- Weekly online meetings with Alumni to bring resources to the table to assist them with their businesses.
- Coordination with Goldman Sachs on SBA PPP application, including providing a special process created by Goldman Sachs nationally for 10KSB alumni; locally, coordinating with Commerce and PIDC on the GS/Lendistry application process announced by the Mayor.
- Creation of Business Resource Clinics to be offered to 10KSB businesses;
- Outreach staff are revamping the outreach strategy in light of COVID restrictions.
- First Quarter Grant Report submitted; new grant application due mid-June.

Career Connections

- All student and faculty services available remotely since March 23rd.
- Over 2000 employers contacted to assess their hiring needs, status, and interest in working with the College; 47 employers in our database that are actively hiring; added 99 new jobs to our database.
- 16 career readiness Zoom Sessions offered to date to assist students with remote job recruitment, job search and interviewing techniques.
- Hot Job Alert Sessions with employers hosted twice a week on Instagram – 10 sessions held to date with 8 employers hiring, 159 Students have participated to date; Employers Featured: CVS Health, Apple Incorporated, Open Health Systems, Bisanz Agencies; Lowes Home Improvement; JEVS Human Services; Merakey; Dietz and Watson
- 3 Classroom presentations conducted for faculty.
- Identified Virtual Job Fair Software and Cost; Planning for Summer events online.



Dual Enrollment at Community College of Philadelphia

Board of Trustees Meeting
May 7, 2020
Dr. David Thomas

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Definitions...

Dual enrollment: a program in which a student is enrolled in both high school and college concurrently and taking college-level courses.

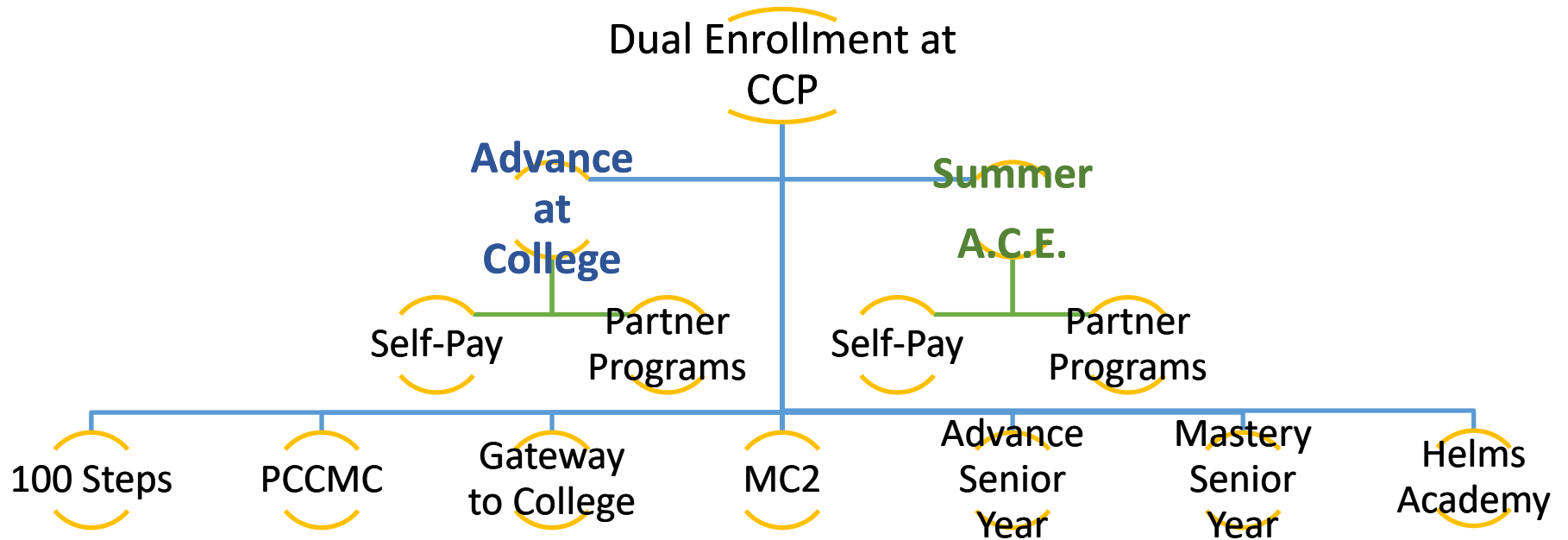
Dual credit: the credits earned by a student in a college-level course that count towards both the high school diploma and the college credential.

Overarching Dual Enrollment Program Goals

Goal 1: Provide motivated & talented high school students a supported opportunity to begin college early & accelerate credential attainment.

Goal 2: Provide underprepared high school students a supported opportunity to experience college early & earn credits to enhance their chances for enrollment & retention.

Our Dual Enrollment Model



What is Advance at College?

Advance at College provides eligible Philadelphia 11th & 12th grade students and students actively pursuing a high school equivalency the opportunity to enroll in college-level & developmental courses. Students have access to the College's support services as well as services provided by their attending high school.

Commonly Taken Courses

FNMT 118, Math 161, Math 162

Arabic, Spanish, Japanese

English 101, English 102

Environmental Conservation

Introduction to Psychology

What is Advanced College Experience (A.C.E.)?

A.C.E. allows motivated rising 9th - 12th grade students & students age 21 & under actively pursuing a high school equivalency to take college courses in the summer. Students earning a C or higher, gain college credit. Those earning less than a C, gain non-credit experience but no failing grade, providing a non-punitive “first chance” at college academics.

Sample Course Offerings

Introduction to Automotive Technology

Introduction to Business

Introduction to Law

Introduction to Sound Recording & Music Technology

Introduction to Video Production

Program Supports for Students

- ✓ **Division of Access and Community Engagement (D.A.C.E.)**
 - Direct, sustained and meaningful support by division staff
 - Monitoring of attendance and performance
 - Communication with faculty, partner schools/program officials
 - Course and academic program selection guidance

- ✓ **Access to Academic Support Services & College Activities**
 - Learning Commons, SACC, Student Activities, Center On Disability, etc.

- ✓ **Significantly Reduced Costs**
 - Discounted tuition
 - Standard student fees waived
 - One transcript provided to students

Dual Enrollment Programs Aligned to Goal 1

Parkway Center City Middle College (PCCMC): In partnership with the School District of Philadelphia, students beginning the summer before 9th grade, take a blend of high school & college courses, earning their high school diploma & associate degree in liberal arts upon completion of 12th grade.

Advance Senior Year (ASY): In partnership with the School District of Philadelphia, up to 60 students enroll in a maximum of 30 credits, completing their entire 12th grade year at CCP.

MC2: MaST Community Charter Schools enroll a maximum of 25 students in courses at NERC, earning their high school diploma & associate degree in either business or healthcare studies.

Mastery Senior Year Program: Mastery Charters enroll up to 60 students in a maximum of 30 credits, completing their entire 12th grade year at CCP.

Dual Enrollment Programs Aligned to Goal 2

Gateway to College: In partnership with the School District of Philadelphia, up to 130 opportunity youth (ages 16 to 21, over-aged and under-credited) take a combination of college classes and online high school classes to complete their high school diploma and earn college credits. Students receive full case management & wrap-around services from dedicated Gateway staff.

The Helms Academy Adult High School: In partnership with Goodwill Industries & Drexel University's Dornsife Center, adults returning to school to earn their Commonwealth high school diploma take college courses offered on-site at the Dornsife Center while receiving case management, wrap-around & job readiness services.

Dual Enrollment Data

Enrollment

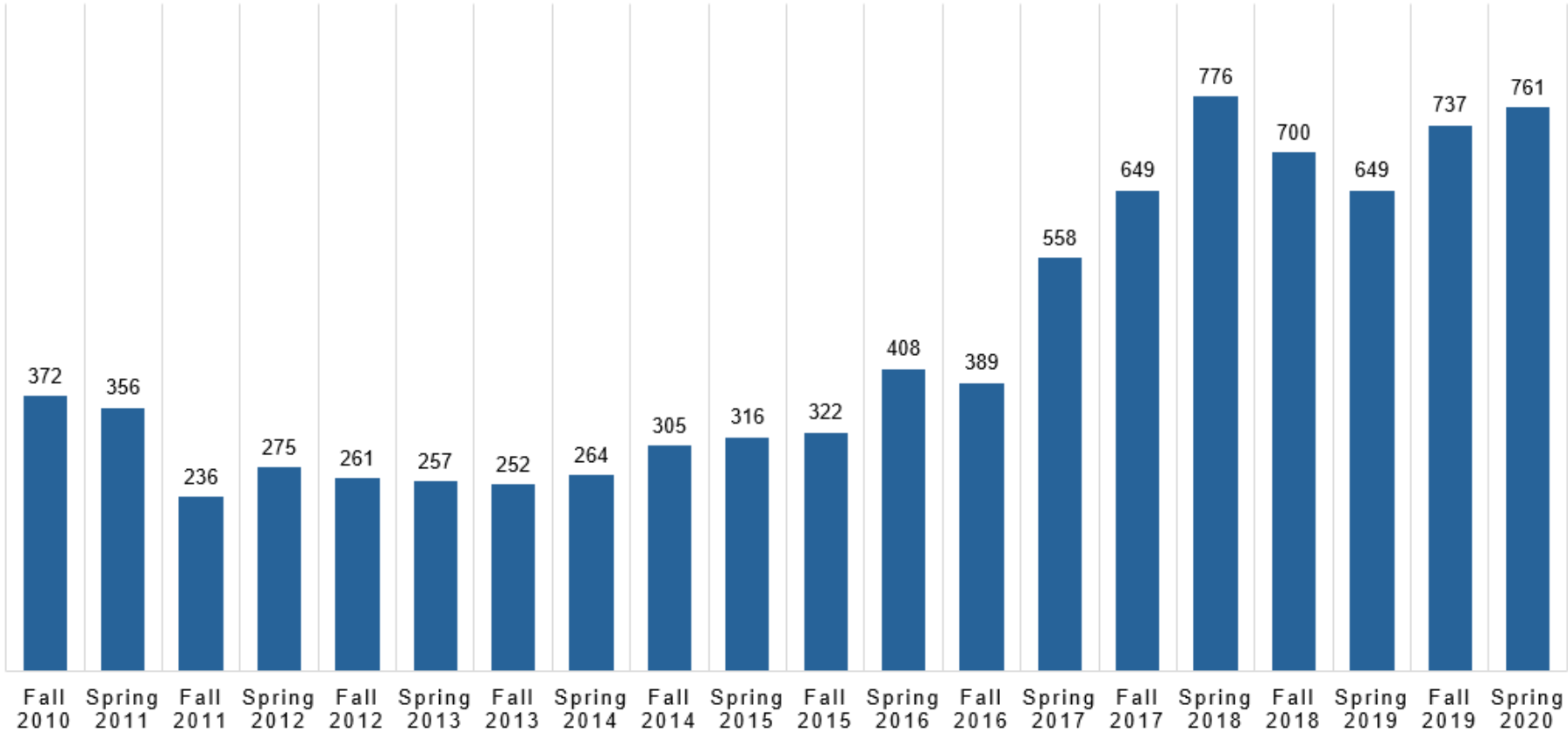
Enrollment by Race/Ethnicity & Gender

Course Success

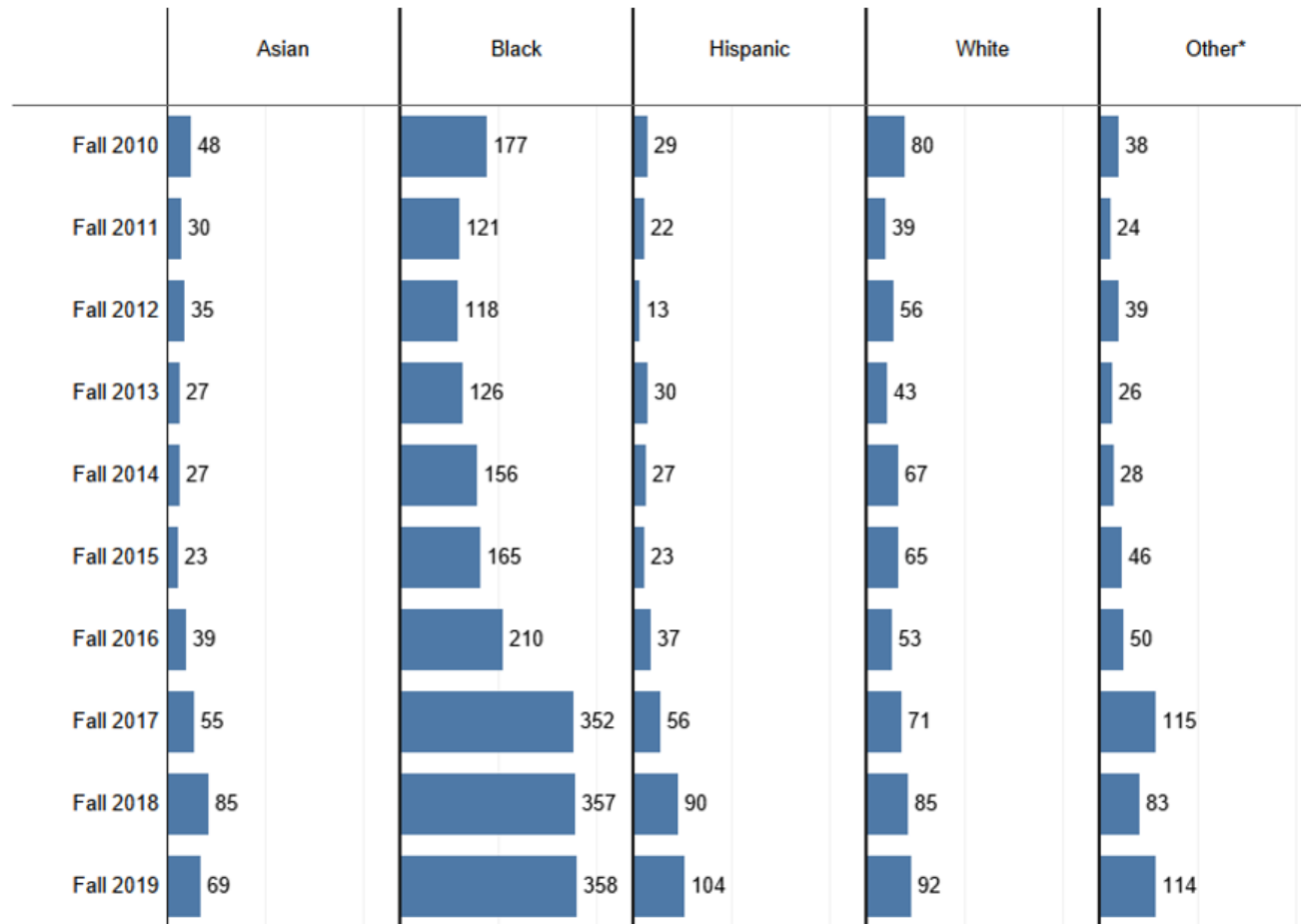
Graduates

Transfer

Dual Enrollment Totals by Term

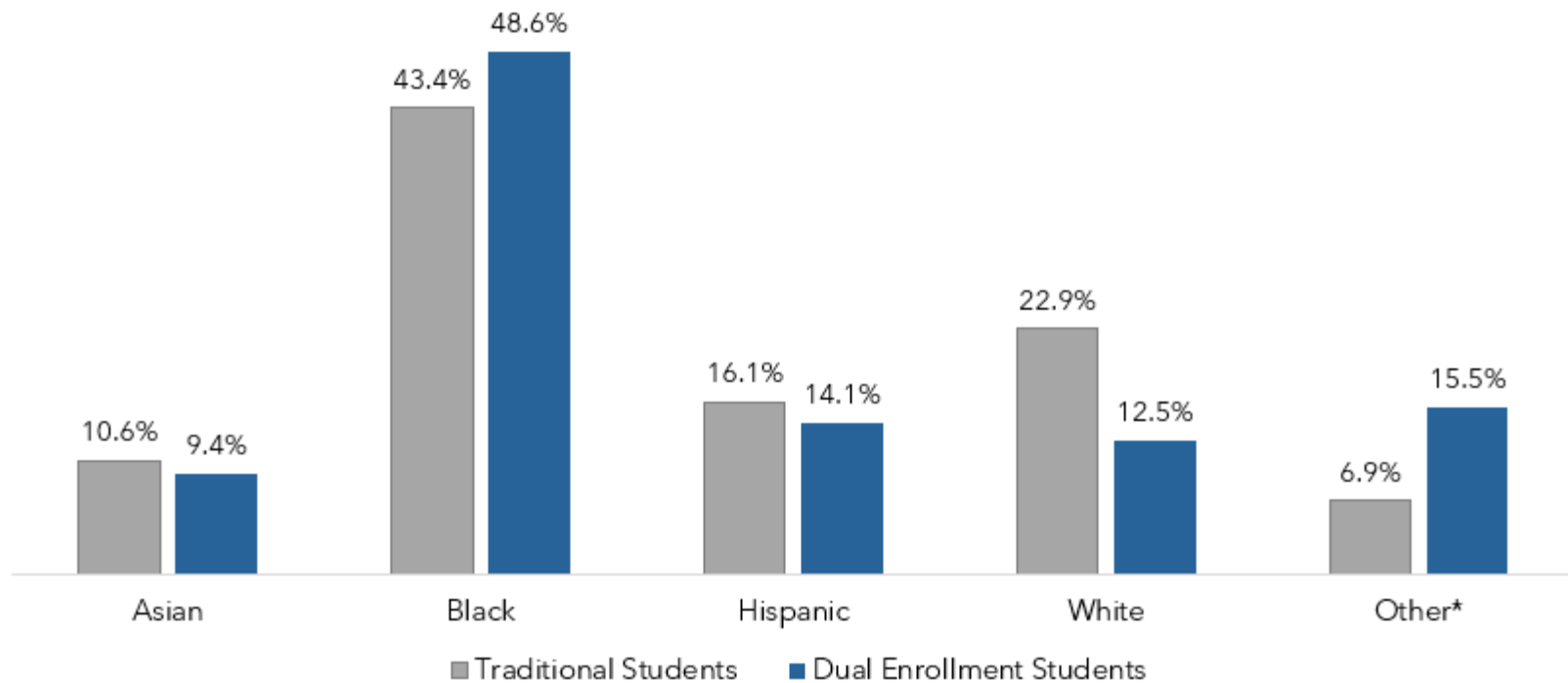


Fall Term Dual Enrollments by Race/Ethnicity



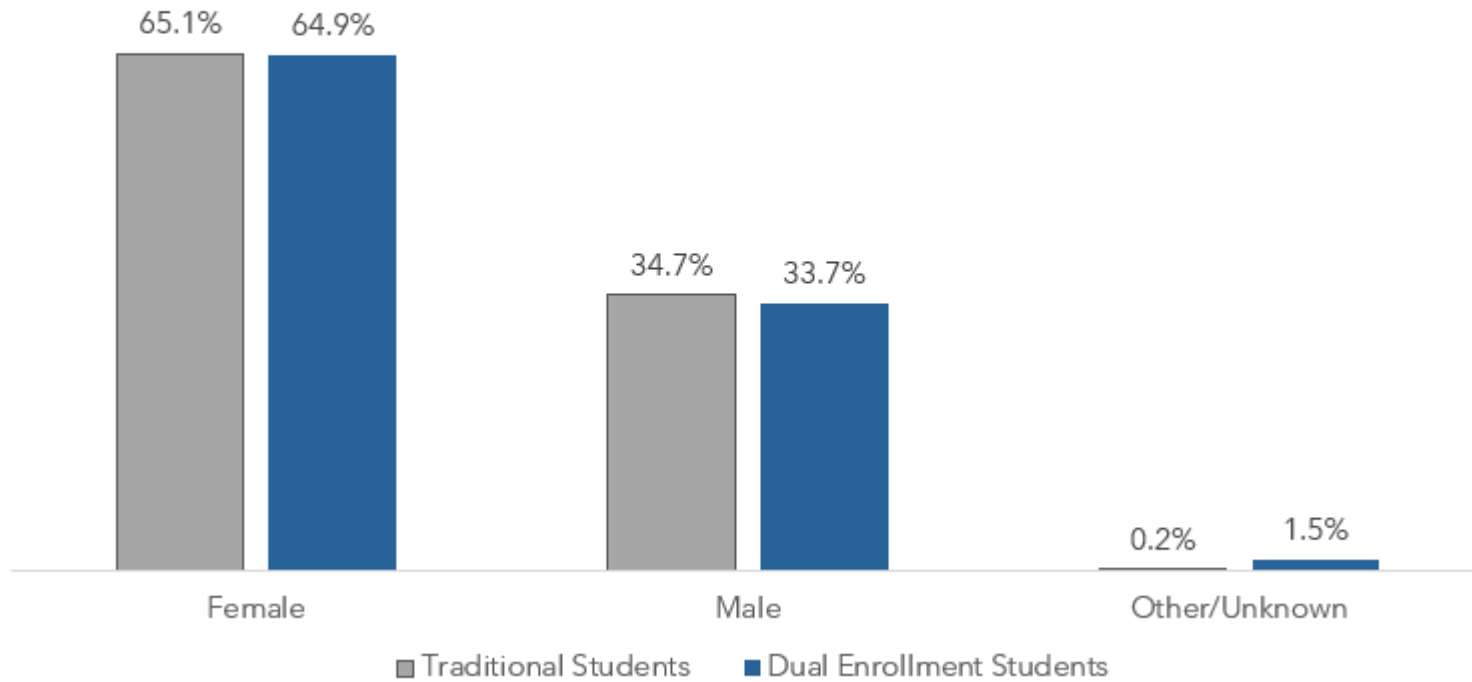
*Other includes Multi-Racial, American Indian, Alaska Native & Pacific Islander, and Unknown

Fall 2019 Dual Enrollment & Traditional Students by Race/Ethnicity



*Other includes Multi-Racial, American Indian, Alaska Native & Pacific Islander, and Unknown

Fall 2019 Dual Enrollment & Traditional Students by Gender



Success of Dual Enrollment Students in College Courses

	Dual Enrollment		Traditional	
	Avg. Course Success Rate	Total Number of Students	Avg. Course Success Rate	Total Number of Students
Fall 2017	84.5%	649	75.8%	16,647
Spring 2018	79.8%	776	75.5%	15,727
Fall 2018	87.2%	700	76.4%	15,971
Spring 2019	84.3%	649	76.6%	14,895
Fall 2019	90.6%	737	77.7%	15,259

*Course Success Rate is total hours passed divided by total hours attempted within a term
Hours attempted and hours passed includes both developmental and college level courses*

Success of Dual Enrollment Students in Introductory College Courses

Note: The success rate for all other CCP students in the same terms were, on average 68.5% for ENGL 101, 58.1% for FNMT 118, and 58.4% for MATH 161.

ENGL 101 (English Composition) Course Success			FNMT 118 (Intermediate Algebra) Course Success			MATH 161 (Precalculus I) Course Success		
	Avg. Course Success Rate	Total Number of Students		Avg. Course Success Rate	Total Number of Students		Avg. Course Success Rate	Total Number of Students
Fall 2017	73.4%	94	Fall 2017	78.5%	93	Fall 2017	83.6%	55
Fall 2018	87.0%	177	Fall 2018	82.8%	122	Fall 2018	89.2%	65
Fall 2019	91.0%	278	Fall 2019	78.9%	204	Fall 2019	78.7%	61

Course Success is the percent of students with an A, B or C as final grade in the course. Unsuccessful grades include D, F, FS, and W. Students auditing the course are excluded.

Dual Enrollment Graduates in a Calendar Year and Award Earned

Graduation Calendar Year	Total Graduates	Total Awards		
		Associates	Certificate	Grand Total
2010	32	31	4	35
2011	52	51	4	55
2012	50	51	1	52
2013	56	53	10	63
2014	70	69	6	75
2015	64	63	6	69
2016	62	61	4	65
2017	79	69	19	88
2018	70	64	8	72
2019	78	76	5	81

Please note the year corresponds to the year of the date the award was conferred

Dual Enrollment Transfer Activity

Note: Only includes dual enrollment students registered in any term between Fall 2013 and Spring 2017. Hierarchy is applied to transfer history - first searched for 4-year institution then 2-year institution.

Transfer Activity of Dual Enrollment Students Enrolled Fall 2013 through Spring 2017		
	Total Number	Percent of Total
Transferred to a 4-Year institution as of Spring 2020	1,382	58.9%
Transferred to another 2-Year institution as of Spring 2020	179	7.6%
No transfer history found	786	33.5%
Grand Total	2,347	100.0%

Top Dual Enrollment Transfer Schools by Category

Top 10 Four-Year Transfer Institutions		
	Total Number	Percent of Total
TEMPLE UNIVERSITY	239	17.3%
PENNSYLVANIA STATE UNIVERSITY	152	11.0%
DREXEL UNIVERSITY	88	6.4%
UNIVERSITY OF PENNSYLVANIA	74	5.4%
WEST CHESTER UNIVERSITY	60	4.3%
LA SALLE UNIVERSITY	47	3.4%
PEIRCE COLLEGE	41	3.0%
LINCOLN UNIVERSITY	40	2.9%
INDIANA UNIVERSITY OF PENNSYLVANIA	36	2.6%
EAST STROUDSBURG UNIVERSITY	35	2.5%

Top 5 HBCU's (10.3% of overall Four-Year Transfer Institutions)		
	Total Number	Percent of Total
LINCOLN UNIVERSITY	40	2.9%
DELAWARE STATE UNIVERSITY	22	1.6%
CHEYNEY UNIVERSITY OF PENNSYLVANIA	11	0.8%
HOWARD UNIVERSITY	10	0.7%
MORGAN STATE UNIVERSITY	10	0.7%

Ivy-League Institutions (6.4% of overall Four-Year Transfer Institutions)		
	Total Number	Percent of Total
UNIVERSITY OF PENNSYLVANIA	74	5.4%
YALE UNIVERSITY	5	0.4%
HARVARD UNIVERSITY	4	0.3%
COLUMBIA UNIVERSITY	3	0.2%
CORNELL UNIVERSITY	2	0.1%
PRINCETON UNIVERSITY	1	0.1%

What Students Say about Their Experiences



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Student Quotes

“Summer class was hard but helpful. The things my professor talked about are true & I was more prepared because of it. I'm glad I knew what it was going to be like before I started full-time.” - Sharnise Miller

“I had fun in my computer class. Now that I'm taking other classes, I see that college is hard but it's still easier because I know my way around. I am doing my best to get good grades.” - Alex Nguyen

“I loved it! It was great & even though Spanish was hard & my professor was tough, I'm happy I went through it because I am doing well now. It's different than high school, but I knew that because of the summer experience & knew where to go for help.” – Amika Miller

“My experience was wonderful. It helped prepare me for my future at CCP. I was more comfortable going into my first semester. I wasn't as nervous as I would have been without the bridge program.” - Chandell Marshall

Future Dual Enrollment Plans

- Expand opportunities through City & District allocations (CTE high schools, homeschoolers, opportunity youth, neighborhood high schools)
- Work with IA and Government Relations to secure additional funding
- Establish Office of K-16 Partnerships hubs at Regional Centers
- Create new early/middle college partnerships (Universal Audenried, String Theory, P-TECH)
- Expand the list of approved dual credit courses
- Streamline the enrollment process (virtual orientation, paperless application)
- Expand advising for students (major selection, transfer & career)
- Continue regular professional development sessions for faculty on pedagogy & research-based instructional strategies (RBIS)

**ZOOM MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Tuesday, May 26, 2020 – 2:00 P.M.**

**Join Zoom Meeting
<https://ccp.zoom.us/j/98267245716>
Meeting ID: 982 6724 5716**

Present: Lydia Hernández Vélez, Esq. (Chair), Mr. Rob Dubow, Mr. Steve Herzog, Mr. Harold Epps, Mr. Michael Soileau, Mr. Jeremiah J. White, Jr., Dr. Donald Guy Generals, Mr. Jacob Eapen, Mr. Gim Lim, Mr. Derrick Sawyer, Mr. James P. Spiewak, Victoria L. Zellers, Esq., and Ms. Sabrina Maynard (Guest)

AGENDA – EXECUTIVE SESSION

AGENDA – PUBLIC SESSION

(1) Proposed Future Business Affairs Committee Meeting Dates (Information Item):

Mr. Eapen stated that dates have been established for Committee meetings through August 2020. Staff is proposing meeting dates through June 2021 as shown below. The Committee meetings will be on a 3rd or 4th Wednesday in a month depending on the number of weeks in a month (4 or 5) and holidays. Proposed meeting dates are as follows:

2020

Wednesday, June 24, 2020 – 9:00 A.M. (Date was rescheduled to June 24th following the meeting.)

No meeting in July

Wednesday, August 19, 2020 – 9:00 A.M.

Wednesday, September 23, 2020 – 9:00 A.M.

Wednesday, October 21, 2020 – 9:00 A.M.

Wednesday, November 18, 2020 – 9:00 A.M.

No meeting in December

2021

Wednesday, January 20, 2021 – 9:00 A.M.

Wednesday, February 17, 2021 – 9:00 A.M.

Wednesday, March 24, 2021 – 9:00 A.M.

Wednesday, April 21, 2021 – 9:00 A.M.

Wednesday, May 19, 2021 – 9:00 A.M.

Wednesday, June 23, 2021 – 9:00 A.M.

It was noted that the June 17, 2020 date may be delayed to later in the month based upon the availability of receiving College funding information from both the City and the State. It was also discussed that once the full Board completed its deliberations on the Committee of the Whole, the dates might need to be revised.

Please Note: The tentative date of June 17th was rescheduled to Wednesday, June 24th at 9:00 A.M. following the Committee meeting.

(2) Next Meeting Date:

The next meeting date **is scheduled for Wednesday, June 24th at 9:00 A.M.**

JE/lm