

MEETING OF THE BOARD OF TRUSTEES
Thursday, January 7, 2021- 3:00 p.m.

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**MEETING OF THE BOARD OF TRUSTEES
Thursday, January 7, 2021– 3:00 p.m.
Zoom Meeting**

AGENDA

In addition to attending to regular matters, the goals for the meeting are:

- Update Board members on winter session and spring 2021 enrollment including for the Catto Scholarship; and
- Provide data that illustrate the student experience at the College.

- (1) Meeting Called to Order
- (2) Public Comment
- (3) Mayor James Kenney
- (4) Report of the Executive Committee
- (5) President's Report
 - (a) Student Experience
 - (b) Student Success
 - (c) Foundation Report
- (6) Report of the Business Affairs Committee
- (7) Report of the Workforce Subcommittee
- (8) Report of the Student Outcomes Committee
- (9) Consent Agenda

- (a) Proceedings and Minutes of Decisions and Resolutions Meeting of November 5, 2020
- (b) Gifts and Grants
- (c) Appointment of Board of Directors and Officers for CCP Career and Advanced Technology Center, Inc.
- (d) Migration of Oracle Internet Application Server from a Campus License to a Processor-based License
- (e) Contract with Atlas Electrostatic Refinishing Inc. for Auditorium Seating Project

(10) Report of the Chair

(11) New Business

(12) Next Meeting: Committee of the Whole

The “Committee of the Whole” at Community College of Philadelphia refers to the scheduling of the Board of Trustees’ standing committee meetings on one or two days to make it possible for any trustee to participate in the standing committee discussions. The Committee of the Whole is not a separate committee; rather, it is a structure that provides a means for promoting board member engagement and awareness of standing committee discussions on a frequent basis.

Wednesday, February 3, 2021

4:00 p.m. – 5:15 p.m. - Executive Committee of the Board (if needed)

5:30 p.m. – 7:00 p.m. - Dinner on your own (meal allowance of \$50 for Board members) and Presentation

Thursday February 4, 2021

9:00 a.m. – 10:30 a.m. Business Affairs Committee

11:00 noon – 12:30 p.m. Workforce Subcommittee

12:30 p.m. – 1:00 p.m. Lunch Break

1:00 p.m. – 2:30 p.m. Student Outcomes Committee

3:00 p.m. – 5:00 p.m. Board of Trustees Meeting

(13) Executive Session

Future Committee Meetings:

Business Affairs	Wednesday, January 6 and Wednesday, January 20, 2021 - 9:00 a.m.
Workforce Subcommittee	Monday, January 25, 2021 10:00 a.m.
Student Outcomes	Thursday, February 4, 2021 1:00 p.m.
Audit Committee	Tuesday, March 23, 2021 10:00 a.m.

Upcoming Events

College Winter Break	December 23, 2020– January 4, 2021
Professional Development Week	January 11-15, 2021
Association of Community College Trustees Virtual Legislative Summit	February 8-10, 2021

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, November 5, 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. McPherson, Ms. Posoff, Representative Roebuck, Mr. Soileau, Dr. Generals, Mr. Eapen, Ms. DiGregorio, Ms. de Fries, Dr. Hirsch, Dr. Gay, Ms. Rooney, Ms. Zellers, Dr. Zanjani, and Dr. Waller

(1) Meeting Called to Order

Mr. White called the meeting to order.

Mr. White reviewed the goals for the meeting. He noted that this is the first meeting of the Committee of the Whole. Mr. White stated that the Board had a productive discussion the evening of November 4, 2020. He stated that the Board discussed the Aspen Prize presentations, and was provided with an overview of the Middle States Accreditation process by the College's Self-Study Co-Chairs and the role of the Board in the process.

(2) Public Comment

There were no public comments at the meeting.

(3) President's Report

Dr. Generals provided a presentation (see **Attachment A**) to tie in on one aspect of the conversations that the Board has had about the Aspen Prize with Mr. Josh Wyner and Dr. Davis Jenkins regarding the qualities that community colleges must demonstrate to be considered for the Aspen Prize. Dr. Generals also provided an overview of the kind of activities for changes that the College has made to align with the Aspen Institute outcomes.

(3a) Events/Activities

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

- Participated as a panelist on the Free Library of Philadelphia's Pepper Forum on October 21, 2020. Other panelists were: Cynthia Figueroa, Deputy Mayor, Office of Children and Families; William Hite, Superintendent of the School District of Philadelphia; Farah Jimenez, President and CEO, Philadelphia Education Fund; and Darcy Walker-Krause, Executive Director, Uplift Center for Grieving Children. Kristen Graham, Education Writer, *Philadelphia Inquirer*, was the moderator for the session. The discussion focused on education and learning in the era of COVID-19;
- Participated in the Dual Admissions Agreement Signing Ceremony event with Shippensburg University on October 26, 2020. Several staff members also participated;
- Participated as a panelist for the Graduate!Philadelphia Ed Talks: *A Showcase of Learning and Innovation in the Era of COVID-19* on October 27, 2020. Other panelists were: Jameel Rush, Vice President of Diversity and Inclusion at Aramark; and Gwyneth Gaul, Senior Director of Strategic Partnerships & Community Impact, Comcast NBCUniversal;
- Participated in the Catto Scholarship Media Roundtable with City representatives on October 30, 2020. Several staff members also participated;
- Participated in a call of the Mayor's Steering Committee: Pathways to Reform, Transformation, and Reconciliation on October 29, 2020. Dr. Generals stated that everyone on the call expressed sadness about the social unrest and the upcoming election. Dr. Generals stated that members of the Committee felt optimistic about the City, and voiced their willingness to help move the City forward. Dr. Generals stated that Mayor Kenney is planning a listening tour of the City and that the College will be part of the tour.

(3b) Groundbreaking Ceremony

Dr. Generals reported that the Groundbreaking Ceremony for the Career and Advanced Technology Center will be held on Wednesday, November 18, 2020 at 2:00 p.m. Invitations will be sent to the Board of Trustees.

(3c) Foundation Report

At the request of Dr. Generals, Dr. Zanjani, provided the following Foundation Report:

- Public grants totaled \$6,259,290 for the periods of July 1 2020-October 25, 2020 and September 26-October 26, 2020;
- Food distribution raised a significant amount of money;
- The implementation of Blackbaud will be significant for the College as it will provide additional screenings of prospects and change in business processes;
- The Virtual Scholarship Ceremony will be held at 1:00 p.m. on November 17, 2020;
- December 1, 2020 is Giving Tuesday when a gift can be made to support student success and create possibilities for our students, our community, and the City; and
- The Foundation is planning a Trivia Night with Dr. Generals and Mayor Kenney as moderators. Additional details will follow.

Dr. Zanjani stated that the Capital Campaign is in the quiet phase. She noted that naming opportunities are available for the Library and Learning Commons as well as the Career and Advanced Technology Center. Dr. Zanjani stated that the Foundation is planning to retain a consultant to conduct a feasibility study for identifying donors and prospects. Dr. Zanjani noted that irrespective of the capital campaign, the yearly goal is to raise \$3 million in private gifts.

(4) Report of the Business Affairs Committee

Ms. Hernández Vélez reported that the Committee was provided with an update on Phase I of the Bond issue for the Career and Advanced Technology Center. She stated that the expected closing date is December 7 or 8, 2020.

Ms. Hernández Vélez reported that the Committee was also provided with an overview of the Marketing and Communications Division, as well as marketing updates and opportunities for future engagement.

Ms. Hernández Vélez reported that the Committee approved a Resolution in June to amend the Community College of Philadelphia's Healthcare Plan and Disability and Life Insurance Plan to cover the College's full-time employees and part-time classified employees who were on furlough due to COVID-19. She stated that the Resolution expires on December 31, 2020. Ms. Hernández Vélez stated that since the College will be online for the spring semester, and that there are some full-time faculty members and classified/confidential employees who are planning to stay on furlough, the Committee approved a Resolution (see **Attachment B**) to amend the Community College of Philadelphia's Healthcare Plan and Disability and Life Insurance Plan for employees who are on furlough in spring 2021.

Ms. Hernández Vélez moved, with Mr. Epps seconding, that the Board approve the Resolution. The motion carried unanimously.

Ms. Hernández Vélez stated that the Business Affairs Committee had discussed and approved a Resolution for stipends, in lieu of raises, for the Vice Presidents and General Counsel up to 3% of their base salaries (see **Attachment C**). She stated that the total amount of the stipends is not to exceed \$33,225.

Ms. Hernández Vélez moved, with Mr. Epps seconding, that the Board approve the Resolution. The motion carried unanimously.

Ms. Hernández Vélez stated that the Committee had also discussed and approved several items that are part of the Consent Agenda.

(5) Report of the Workforce Subcommittee

Mr. White reported that the Workforce Subcommittee held its organizational meeting earlier in the day. The Subcommittee reviewed the charge and membership, and ways in which the Board can be more supportive of this initiative.

After discussion of the charge and suggested changes, the Subcommittee agreed to meet monthly for the next several months. Mr. White noted that all members of the Board will be invited to attend.

(6) Report of the Student Outcomes Committee

Ms. Fulmore-Townsend reported that the Committee discussed academic program reviews for the Honors Program and Behavioral Health and Human Service Careers. She stated that the Committee discussed the decline of enrollment and outcomes for both programs, noting that enrollment is a global issue for the College.

Ms. Fulmore-Townsend stated that additional questions were raised by the Committee regarding transfer, assessment, equity, and connection with employers.

After discussion, the Committee requested staff to provide a follow-up report in three months in order to determine the future of the programs.

(7) Consent Agenda

- (a) Proceedings and Minutes of Decisions and Resolutions Meeting of October 8, 2020
- (b) Gifts and Grants
- (c) Purchase of 500 Dell Laptops
- (d) Approval of McGoldrick Change Order One for the the Library and Learning Commons Project
- (e) Approval of PT Mechanical Change Order One for the Library and Learning Commons Project
- (f) Approval of New Age Development Group Change Order

Three for the Library and Learning Commons Project

Ms. Hernández Vélez moved, with Mr. Bradley seconding, that the Board approve the Consent Agenda. The motion carried unanimously.

(8) Report of the Chair

Mr. White stated that the Committee of the Whole was inspiring and that good conversations had taken place.

Mr. White reported that the 2021 Community College National Legislative Virtual Summit is scheduled February 8-10, 2021.

Mr. White informed the Board that Ms. Ireland has been appointed as a member of the Board of Directors of the Association of Community College Trustees.

(9) New Business

There was no new business discussed.

(10) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, January 7, 2021 at 3:00 p.m.

At this point in the meeting, the Board convened in Executive Session.

The Board of Trustees reconvened in public session. Mr. White stated the Compensation Committee, consisting of himself, Mr. Epps, Ms. Hernández Vélez, and Ms. McPherson, were recommending that the Board of Trustees approve the compensation recommended by the Compensation Committee for Dr. General, the College's President. He therefore moved that the full Board accept the recommendation. Ms. Hernández Vélez seconded the motion. The motion carried unanimously.

The meeting adjourned at 4:30 p.m.

Impact 2025 >> Go ATTACHMENT A

A snapshot – 2020 to 2021

Graduation rate

= 26%

Start: [Click](#)

Enrollment

+ 20% \geq 30K

Start: [Click](#)

Career Programs

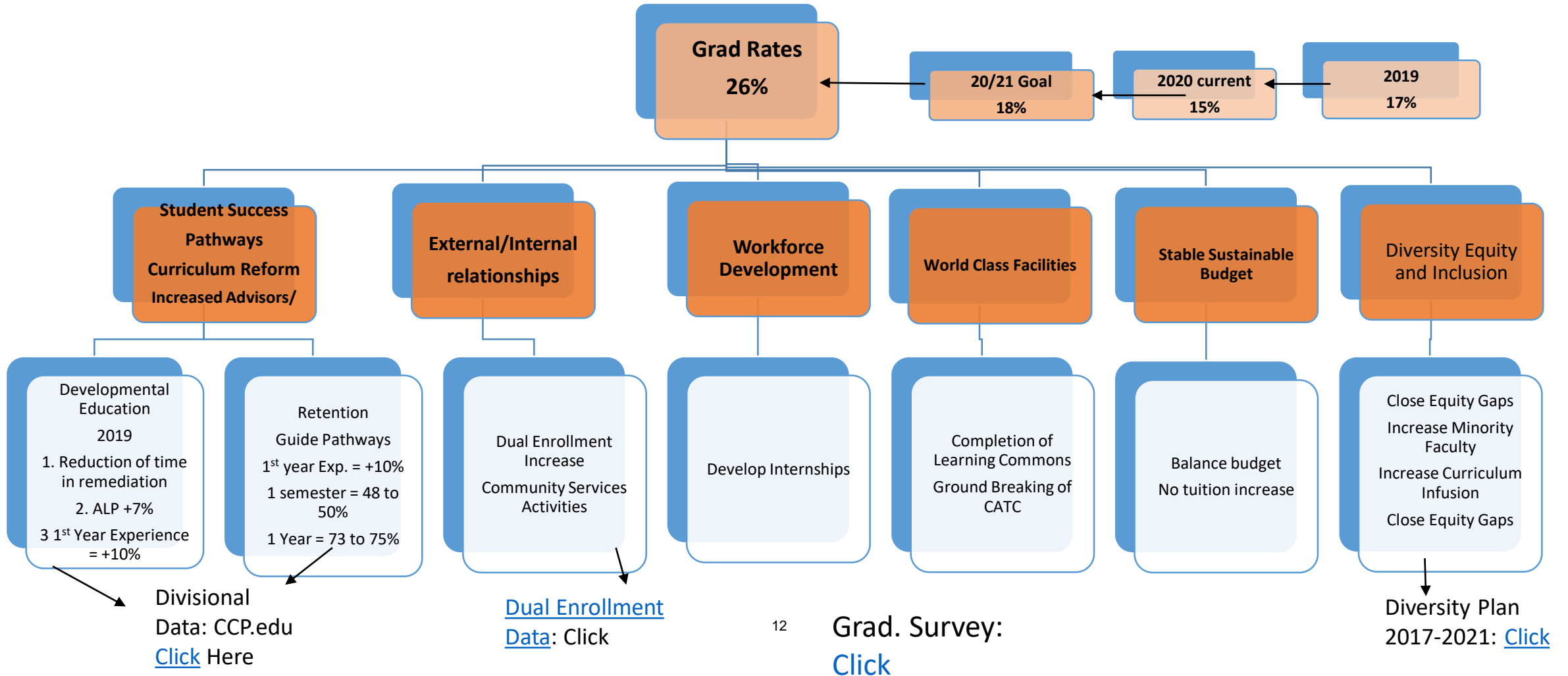
Double

N = 136

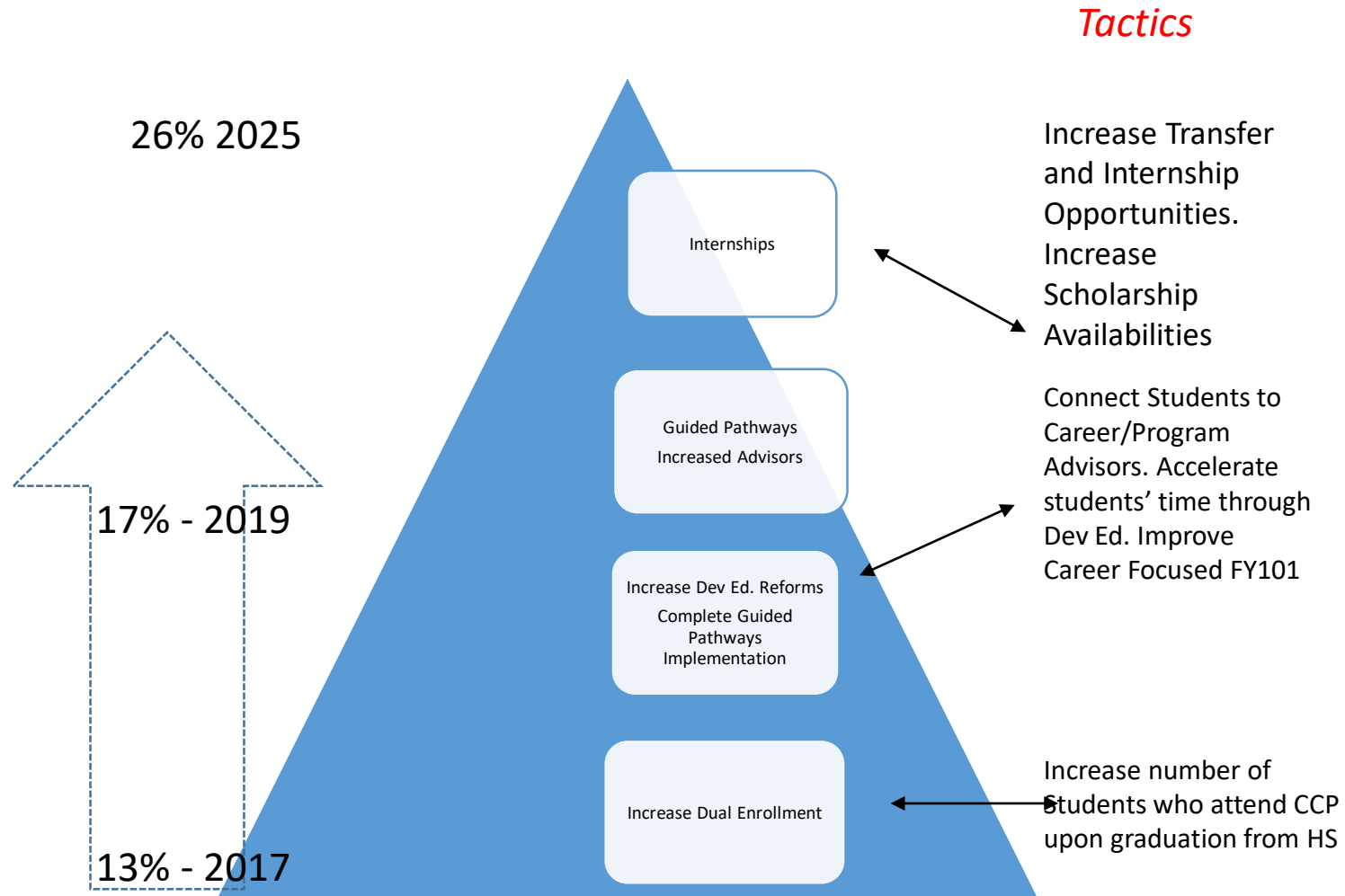
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[Click](#)

Impact 2025

20/21 update



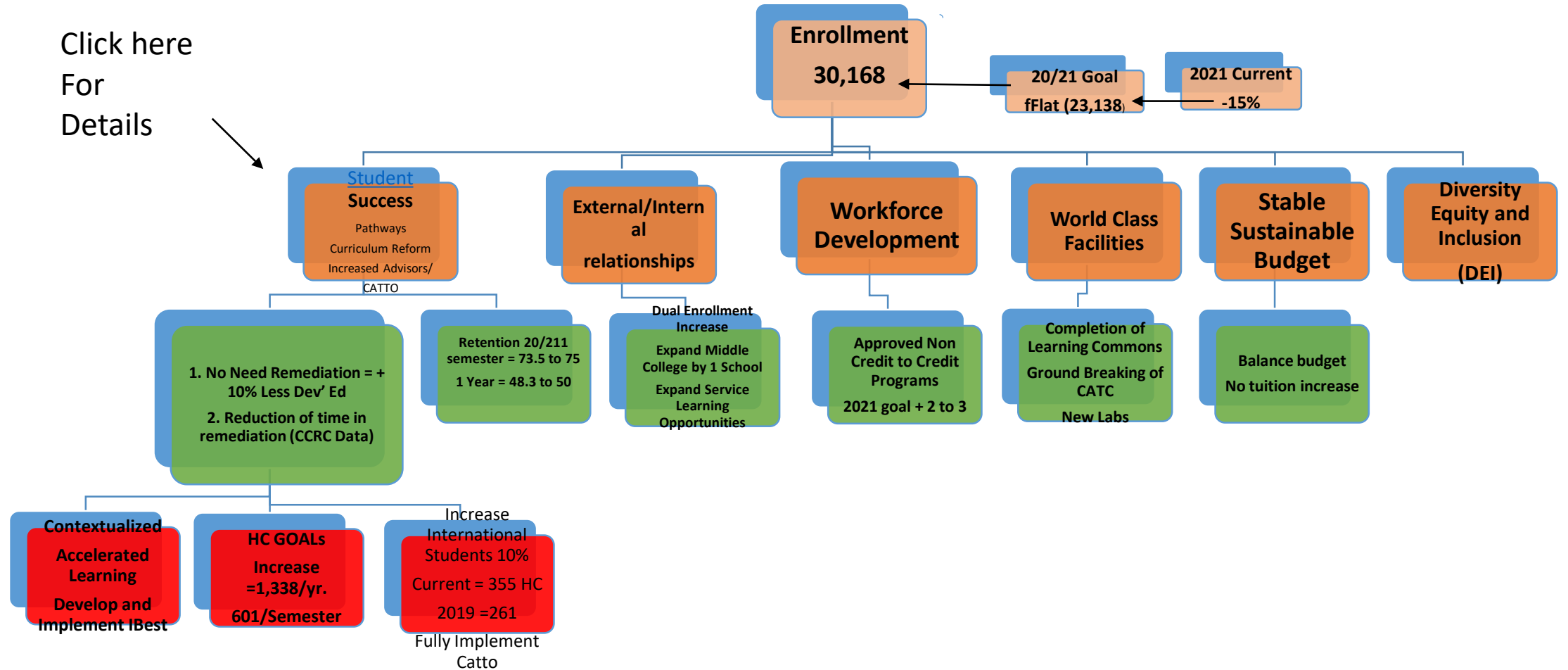
Graduation Rates



Impact 2025

20/21 update

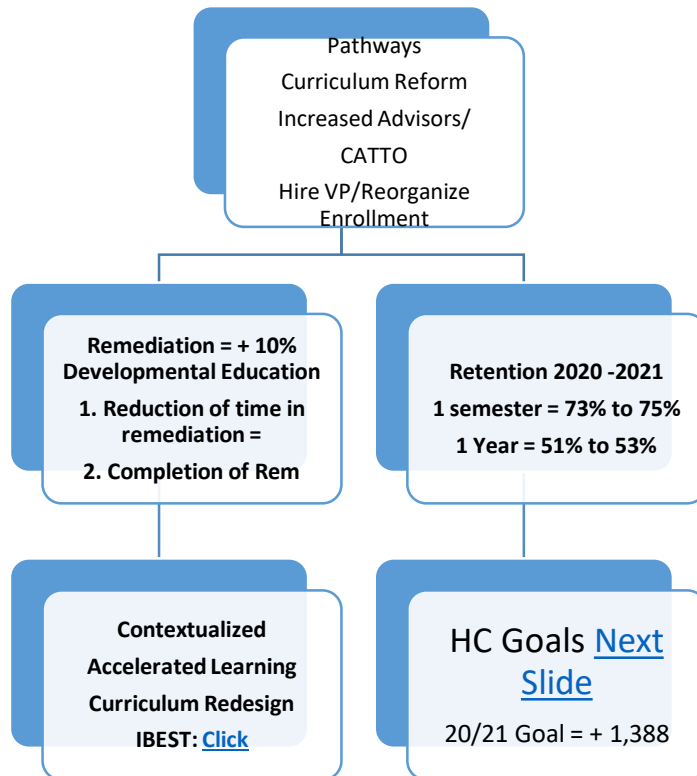
Click here
For
Details



Enrollment

Student Success Pillar

Program Strategies

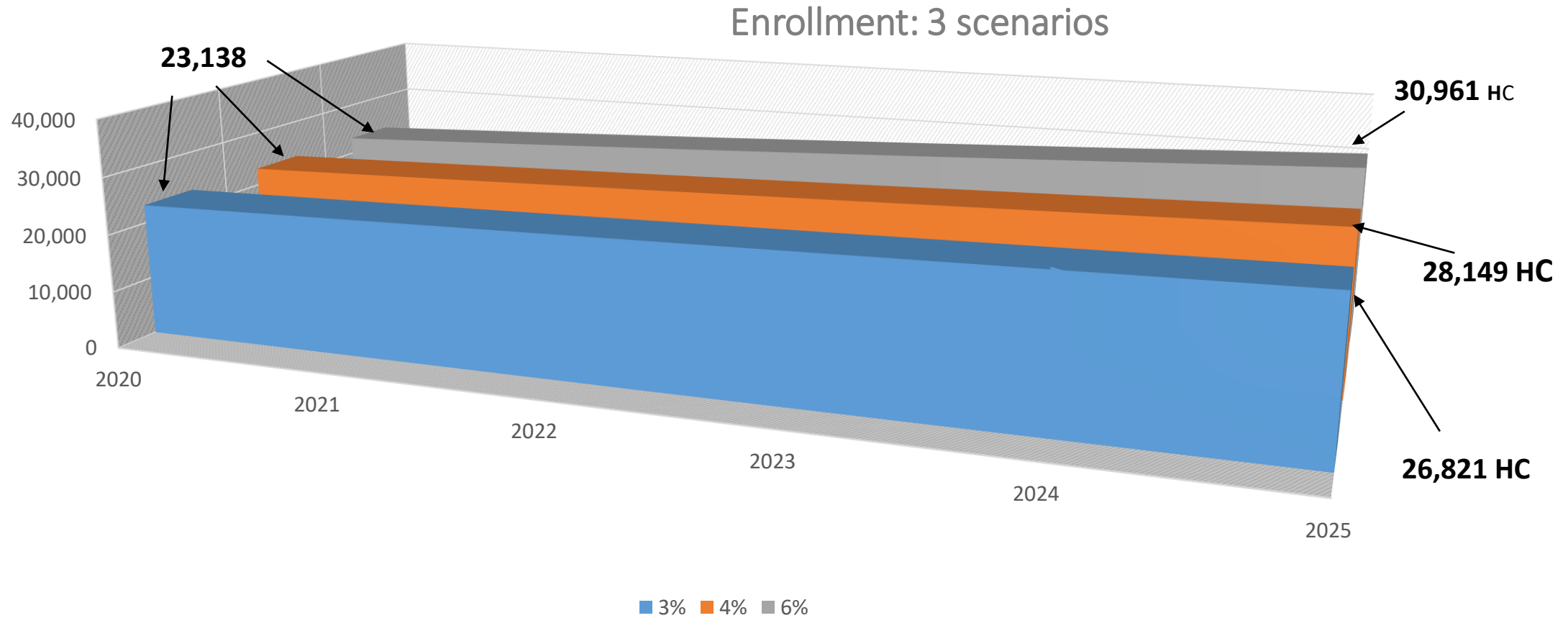


EQUITY: Completion (%) of College Math and English in one Year

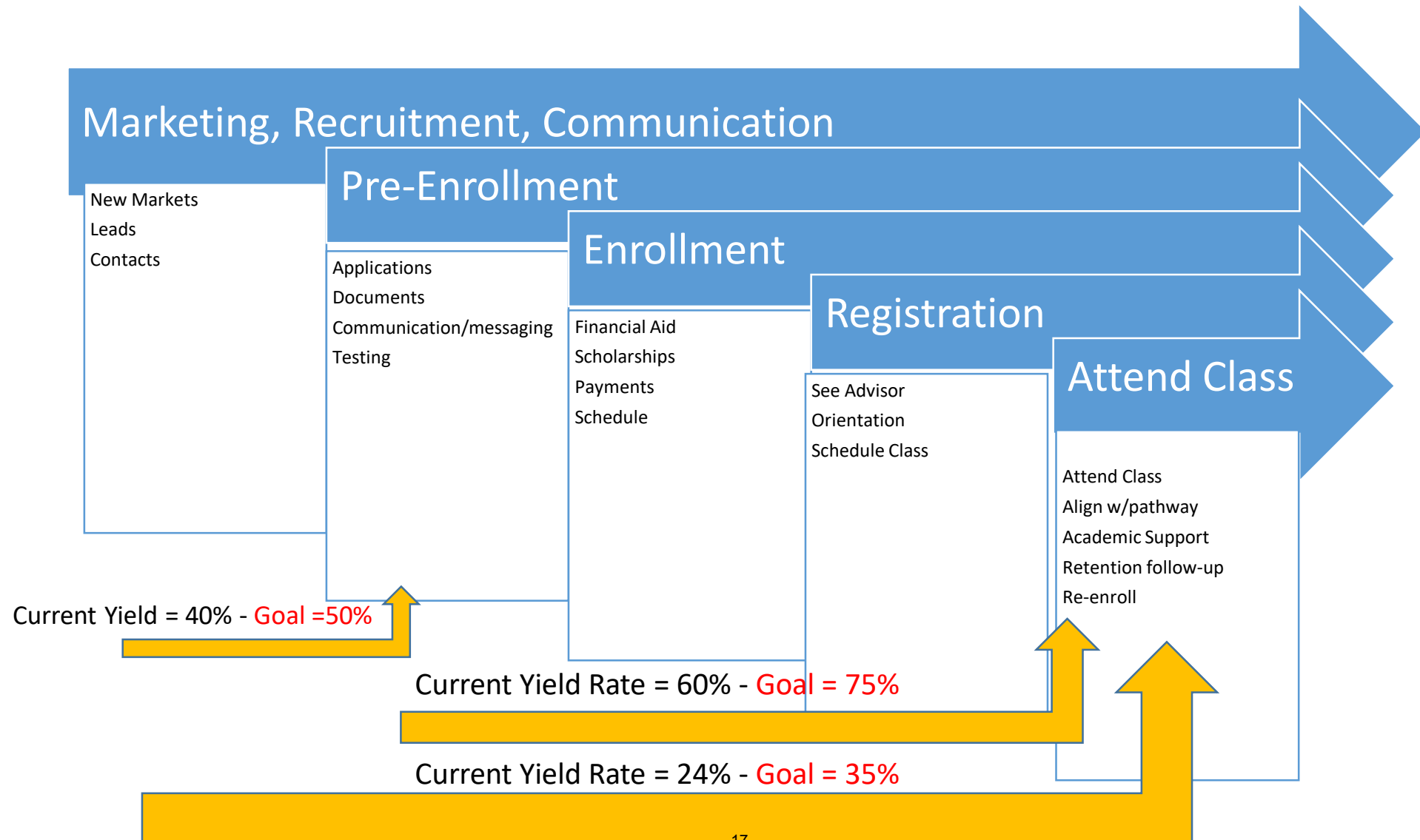
Year	2017	2018
• Total	18.8	21.1
• Black	13.4	14.1
• Hispanic	16.8	20.2
• White	28.6	31.5

CCRC 2018

Impact Enrollment 2025 Goals



Enrollment Life Cycle



Enrollment Action Plan: An Overview

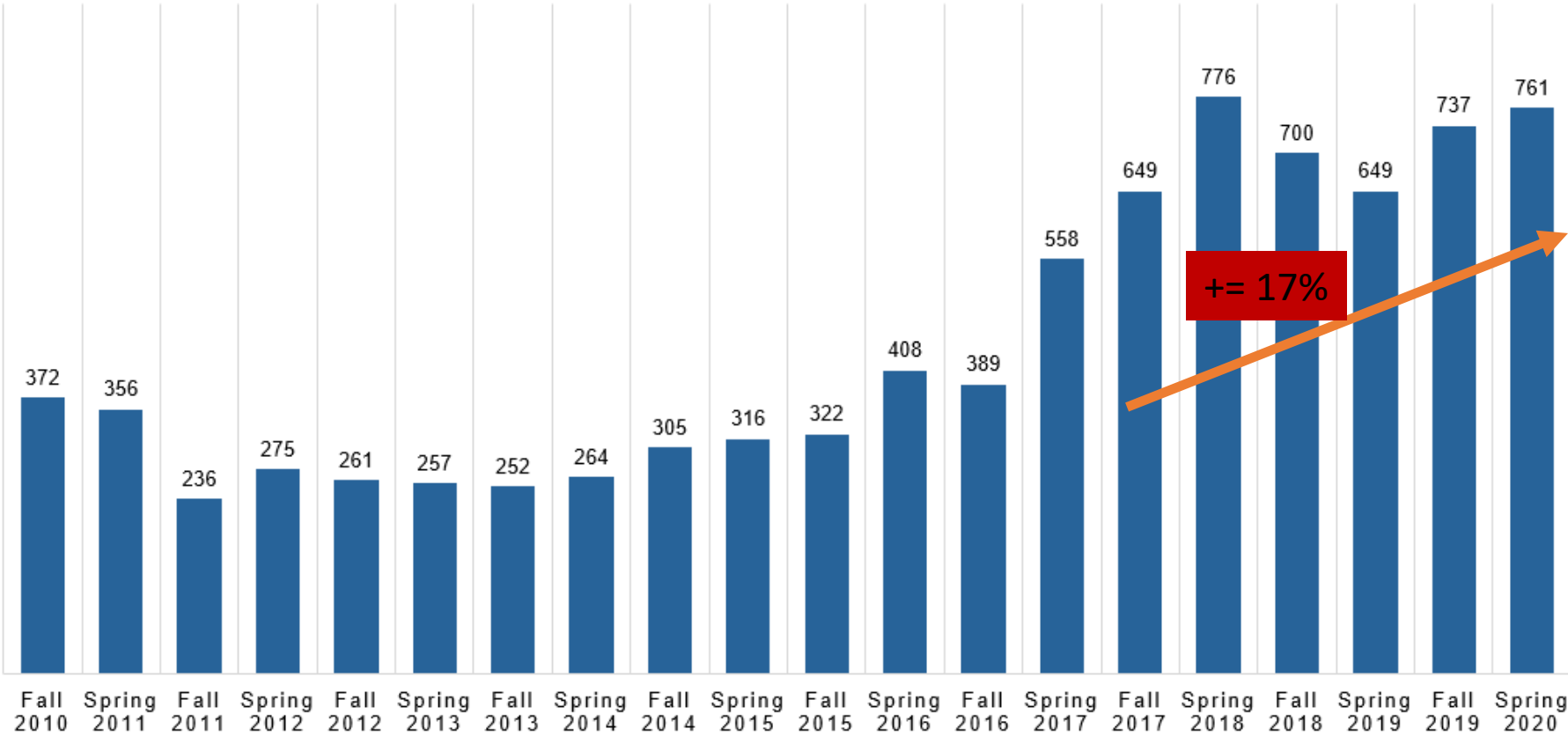
Strategy

- Develop Strategy and targeted Goals for Each point in enrollment Cycle
- Create niche strategy by location and programs
- Fully Implement Catto
- Improve Retention Rates
- Improve Student Satisfaction
- Improve Conversion Rates:
 - Leads >> Reg. & Paid.
 - Current = 24%
 - **Goal = 35%**
 - Leads >> Applicants
 - Current 40%
 - **Goal = 50%**
 - Applicants >> Registered & Paid
 - Current =60%
 - **Goal =75%**

Tactics

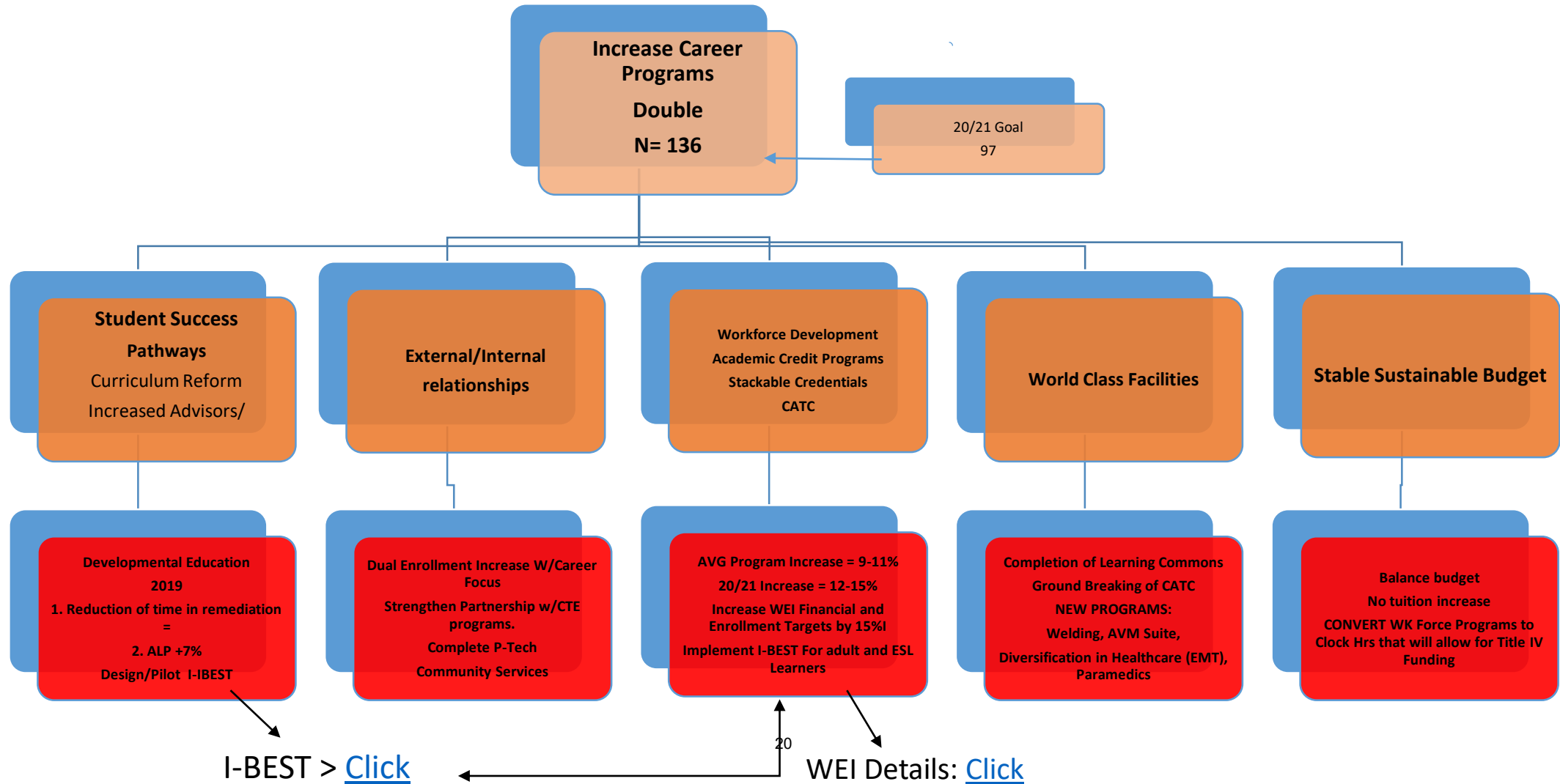
- Hire VP for Enrollment and Institutional Effectiveness
- Move IR under Enrollment Services
- Consolidate Financial Aid, Bursar, Scholarships into Tuition Planning Department
- Develop Plan that includes targeted goals and analysis of all lead indicators.
- Produce weekly data and analysis of enrollment progress
- Staff and Execute on Catto

Dual Enrollment Totals by Term



Impact 2025

20/21 update



ATTACHMENT B

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 Fall 2020 enrollment decreased causing budget constraints;

Whereas to alleviate these budget constraints, the College placed some employees on furlough, a temporary unpaid lay off status, to address budget constraints and lack of face-to-face working opportunities;

Whereas due to the ongoing COVID-19 Emergency, most of the College’s instruction and services will continue to remain online for the Spring 2021 semester and the College may continue some employees on furloughs for the Spring 2021 semester and/or may furlough additional employees for the Spring 2021 semester;

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 continue 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 5th day of November, 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 on a Furlough Status, at any time between January 1, 2021 and June 30, 2021 may continue their current medical, prescription, and dental coverage for themselves and their eligible dependents through June 30, 2021 (for non-Academic Year Faculty) and through August 31, 2021 (for Academic Year faculty) at the same employee required contribution rates; except that during the period of Furlough Status, full-

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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 June 30, 2021 (for non-Academic Year-faculty) and through August 31, 2021 (for Academic Year faculty).
3. All other provisions of the Plans shall remain the same.
4. This Amendment shall automatically terminate and cease to be effective on August 31, 2021.

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: November 5, 2020

DocuSigned by:
By: Jeremiah White
64CF9855663C436
Jeremiah White, Chairman of the
Board of Trustees

ATTACHMENT C

BOARD RESOLUTION NOVEMBER 5, 2020

Resolution for Wage Increases for

Whereas on November 5, 2020, the Business Affairs Committee of the Board of Trustees approved a motion recommending that the College's Board of Trustees approve a Resolution as outlined below:

Now, therefore, on this 5th day of November, 2020, the Board of Trustees approves the following:

- (1) Subject to evaluation and performance, the College's Vice Presidents and General Counsel are eligible to receive a stipend of up to 3% of their base salary, in lieu of a raise; provided however that the percentage of the stipend shall be pro-rated for any Vice President who was not employed for the preceding fiscal year in accordance with College practice. The total amount of stipends shall not exceed \$33,225.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, November 5, 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. McPherson, Ms. Posoff, Representative Roebuck, Mr. Soileau, Dr. Generals, Mr. Eapen, Ms. DiGregorio, Ms. de Fries, Dr. Hirsch, Dr. Gay, Ms. Rooney, Ms. Zellers, Dr. Zanjani, and Dr. Waller

(1) Meeting Called to Order

Mr. White called the meeting to order.

Mr. White reviewed the goals for the meeting, and noted that this is the first meeting of the Committee of the Whole.

(2) Public Comment

There were no public comments at the meeting.

(3) President's Report

The Board was provided with a presentation on the qualities that community colleges must demonstrate to be considered for the Aspen Prize.

(3a) Events/Activities

Dr. Generals participated in the following events/activities:

- Participated as a panelist on the Free Library of Philadelphia's Pepper Forum on October 21, 2020;

- Participated in the Dual Admissions Agreement Signing Ceremony event with Shippensburg University on October 26, 2020;
- Participated as a panelist for the Graduate!Philadelphia Ed Talks: *A Showcase of Learning and Innovation in the Era of COVID-19* on October 27, 2020;
- Participated in the Catto Scholarship Media Roundtable with City representatives on October 30, 2020; and
- Participated in a call of the Mayor's Steering Committee: Pathways to Reform, Transformation, and Reconciliation on October 29, 2020.

(3b) Groundbreaking Ceremony

The Groundbreaking Ceremony for the Career and Advanced Technology Center will be held on Wednesday, November 18, 2020 at 2:00 p.m.

(3c) Foundation Report

Dr. Zanjani provided the following Foundation Report:

- Public grants totaled \$6,259,290 for the periods of July 1 2020-October 25, 2020 and September 26-October 26, 2020;
- Food distribution raised a significant amount of money;
- The implementation of Blackbaud will be significant for the College as it will provide additional screenings of prospects and change in business processes;
- The Virtual Scholarship Ceremony will be held at 1:00 p.m. on November 17, 2020;
- December 1, 2020 is Giving Tuesday; and

- The Foundation is planning a Trivia Night with Dr. Generals and Mayor Kenney as moderators.

(4) Report of the Business Affairs Committee

The Committee met earlier in the day and was provided with an update on Phase I of the Bond issue for the Career and Advanced Technology Center, an overview of the Marketing and Communications Division, as well as marketing updates and opportunities for future engagement.

The Board approved a Resolution for stipends, in lieu of raises, for the Vice Presidents and General Counsel up to 3% of their base salaries, and that the total amount of the stipends is not to exceed \$33,225.

(5) Report of the Workforce Subcommittee

The Workforce Subcommittee held its organizational meeting earlier in the day and reviewed the charge and membership, and ways in which the Board can be more supportive of this initiative.

(6) Report of the Student Outcomes Committee

The Committee met earlier in the day and discussed academic program reviews for the Honors Program and Behavioral Health and Human Service Careers. She stated that the Committee discussed the decline of enrollment and outcomes for both programs. The Committee requested staff to provide a follow-up report in three months in order to determine the future of the programs.

(7) Consent Agenda

The Board approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions Meeting of October 8, 2020
- (b) Gifts and Grants
- (c) Purchase of 500 Dell Laptops
- (d) Approval of McGoldrick Change Order One for the

- the Library and Learning Commons Project
- (e) Approval of PT Mechanical Change Order One for the Library and Learning Commons Project
- (f) Approval of New Age Development Group Change Order Three for the Library and Learning Commons Project

(8) Report of the Chair

Mr. White stated that the Committee of the Whole was inspiring and that good conversations had taken place.

The 2021 Community College National Legislative Virtual Summit is scheduled February 8-10, 2021.

Ms. Ireland has been appointed as a member of the Board of Directors of the Association of Community College Trustees.

(9) New Business

There was no new business discussed.

(10) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, January 7, 2021 at 3:00 p.m.

At this point in the meeting, the Board convened in Executive Session.

The Board of Trustees reconvened in public session and approved the Compensation Committee's recommendation for Dr. General's compensation.

The meeting adjourned at 4:30 p.m.

**Community College of Philadelphia
Office of Institutional Advancement
Record of Grants and Major Gifts
January 7, 2020 Meeting of the Board of Trustees**

GRANTS and MAJOR GIFTS

Summary by Source:

Public Grants to College	FY 2021		FY2020
	10/26/20 - 12/14/20	7/1/20 - 12/14/20	7/1/19 - 12/14/19
Federal	\$ 28,866	\$ 3,021,185	\$ 414,475
State	\$ 963,525	\$ 4,200,696	\$ 2,183,004
Local	\$ -	\$ 29,800	\$ -
Public Total	\$ 992,391	\$ 7,251,681	\$ 2,597,479
Private Grants/Gifts to Foundation	10/26/20 - 12/14/20	7/1/20 - 12/14/20	7/1/19 - 12/14/19
Corporation	\$ -	\$ 90,000	\$ 10,000
Foundation	\$ 40,000	\$ 240,444	\$ 365,806
Individual	\$ -	\$ 30,000	\$ 268,000
Organization	\$ -	\$ -	\$ -
Private Total	\$ 40,000	\$ 360,444	\$ 643,806
TOTAL	\$ 1,032,391	\$ 7,612,125	\$ 3,241,285

• Major Gifts are donations of \$10,000 and above and are the only private gifts reported in the table.

FEDERAL GRANTS

National Science Foundation awarded \$28,866 to fund Phase II of *NNCI: Establishment of a Nanotechnology User Node at the University of Pennsylvania* from 9/1/2020 – 8/31/2021. As a subcontractor on this project, the College will develop an internship program targeting CCP students; build on the work done during Phase I by improvement of Additive Manufacturing 3D print course; Introduction to Nanotechnology Course; and implementing a Robotics course. Also, joint programming between the Singh Center for Nanotechnology and CCP will include lab experiences at the Singh Center for CCP students and activities to generate interest in the program.

STATE GRANTS

The Pennsylvania Department of Education awarded \$963,525 as part of the *CARES Act for Postsecondary School Governors Emergency Education Relief (GEER)* from 3/13/2020 – 9/30/2021.

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

MINUTES

Thursday, November 5, 2020

1:15 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

Members: Mr. Clancy, Ms. Ireland, Ms. McPherson, Ms. Posoff

Board

Participants: Mr. Dubow, Mr. Epps, Ms. Hernández Vélez, Mr. White

College

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

Cabinet

Members: Ms. Rooney, Ms. Witherspoon, Dr. Zanjani, Ms. Zellers

Guests: Mr. Acosta-Morales, Ms. Barber, Dr. DiRosa, Dr. Seymour, Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of October 8, 2020

The minutes were approved unanimously.

(b) Academic Program Review: Liberal Arts: Honors Option (A.A. Degree)

Dr. Gay highlighted points from the executive summary: the fall in enrollment, the increase in part-time students, in Black students and in female students, and the retention and graduation rates. Significant improvement is needed for assessment of student learning. While the program has been assessed at the course level, this has not been done at the program level, and the assessment methods have not been of high quality in terms of student learning outcomes. The program does have innovative partnerships, including with the Philadelphia Museum of Art. Recommendations in the academic program review relate to improving enrollment, increasing diversity, and improving assessments. Dr. Sweet, the division dean, concurred with the overall findings. The program has had innovative initiatives and projects to strengthen

outcomes in graduation and transfer rates, but has missed opportunities to assess and evaluate what the program has done and to improve on that. One example of this is the change to allow a new part-time block and its possible effect on enrollment and graduation. The program should also address equity and the notable differences in enrollment for Black and for female students.

In response to various questions from committee members, Mr. Acosta-Morales, the department chair, explained that the drop in enrollment was an intentional move on the part of program to provide more opportunities for part-time students by decreasing the number of full-time sections. In regards to diversity of students, Mr. Acosta-Morales explained that the program is addressing the lack of diversity in Honors faculty and described its recent efforts to counter this. The program has also taken steps to more directly support students of color, including collaborating with the Center for Male Engagement. Having an option for part-time students opens up the possibility for dual enrollment students to take Honors courses. Dr. Seymour, the program's curriculum coordinator, added that the program welcomes using data for improvements. Regarding strengthening assessments, Mr. Acosta-Morales said that the program has made progress in this area and continues to do so, including mapping learning outcomes from the course level to the program level and making the learning outcomes more specific.

Action: The Student Outcomes Committee unanimously recommends that no action take place until the following documented evidence in three categories is submitted by the designated due dates for the Committee to determine the future of the program:

- **Assessment**
 - **A fully developed systemic assessment plan – Due January 25, 2021**
 - **Perform full cycle of assessment based on assessment plan and report detailing cycle's results and next steps – Due June 7, 2021**
- **Program Development**
 - **Perform environmental scan, assessment of need and market analysis – Due February 26, 2021**
- **Develop program revision design – Due April 2, 2021**
- **Develop revised program – Due September 30, 2021**
- **Enrollment Growth Plan**
 - **Develop and launch enrollment growth plan with emphasis on recruitment, enrollment, retention, and completion based on analysis due in February and revision design – Due June 30, 2021**

(c) Academic Program Review: Behavioral Health and Human Services (A.A.S. Degree)

Dr. Gay stated that the Behavioral Health and Human Services (BHHS) program is a long-standing program at the College and while large, it has seen decreases in enrollment over time. It has a higher percentage of part-time students than the College

overall, but also a higher proportion of students with 24+ credits. It enrolls significantly more Black students than the College (70% vs. 46%) and more female students, which might reflect the field to some extent. The program has been able to retain and graduate students at rates comparable to the College; about 20% of A.A.S. degrees awarded in 2019 came from this program. Many students also transfer, even though this is a career program; the program has agreements with multiple four-year institutions. The advisory committee usually meets annually (though not this year with the pandemic). The program does need to improve its assessments; the focus has been too much on course level as opposed to the program level. It also needs to focus on documenting how they close the loop, per Middle States standards. Recommendations from the review include focusing on enrollment and the unique needs of its students, and on improving assessments. Dr. Sweet, the division dean, agrees with the points made by the audit, including the need for greater evaluation of student learning outcomes and increasing new students.

In response to questions from the committee, Ms. Barber (the program's curriculum coordinator) said there is growth in and demand for the field in the City and corresponding increases in salaries, especially when students earn their bachelor's degree. Dr. Gay noted that it is difficult to get data from students after they graduate, but the College is examining possible vendors and means to do so. Dr. DiRosa, the department chair, provided as an example addiction counselors, who can earn a certificate at the College, immediately enter the field, and move their way up with a four-year degree while in the workforce. Dr. Sweet explained there is a need for addiction specialists in the City and program staff have been examining how to prepare students for that field; the program is catching up on meeting demand. Ms. Barber described how the program's curriculum coordinator traditionally works with the Workforce unit of the College to foster outreach to the community, to offer BHHS courses at community sites, and to bring students into the BHHS program. The advisory committee and individual faculty active in the City also contribute to outreach efforts. Dr. DiRosa and Ms. Barber agreed that outreach needs to be expanded and it needs to be more intentional. The program has developed new courses and already has practicum courses which contribute to this. The program is also working with the Marketing department to better brand and promote itself.

Action: The Student Outcomes Committee unanimously recommends that no action take place until the following documented evidence in three categories is submitted by the designated due dates for the Committee to determine the future of the program:

- **Assessment**
 - **A fully developed systemic assessment plan – Due January 25, 2021**
 - **Perform full cycle of assessment based on assessment plan and report detailing cycle's results and next steps – Due June 7, 2021**
- **Program Development**
 - **Perform environmental scan, assessment of need and market analysis – Due February 26, 2021**

- **Develop program revision design – Due April 2, 2021**
- **Develop revised program – Due September 30, 2021**
- **Enrollment Growth Plan**
 - **Develop and launch enrollment growth plan with emphasis on recruitment, enrollment, retention, and completion based on analysis due in February and revision design – Due June 30, 2021**

Due to time constraint, remaining agenda items were deferred to future meetings.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for January 7, 2020 at 1:15 p.m. via Zoom.

Attachments:

Minutes of October 8, 2020

APR Executive Summary Liberal Arts Honors Option

APR Executive Summary for Behavioral Health and Human Services

PowerPoint Online 7 Week

Credit Momentum KPIs

Careers Programs Advisory Committee 2020

Career Connections Employers by Program Map

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

MINUTES

Thursday, October 8, 2020

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

Members: Mr. Clancy, Ms. McPherson, Ms. Posoff

College

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

Guests: Mr. Coleman, Ms. Frizell, Ms. Gordon

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of September 3, 2020

The minutes were approved unanimously.

(b) Workforce Development Discussion

Committee members had provided Ms. de Fries and Dr. Hirsch questions as items for discussion about workforce development and employer connections. Ms. de Fries noted that the first topic to discuss is employer engagement. Previously, the Workforce and Economic Innovation (WEI) division had developed a list of employers they wanted to engage; this list was provided to the Board of Trustees. Ms. de Fries enumerated the variety of ways the College works with employers in the region, including providing work-based learning experiences for students and to support their own employees' professional development. Employer Advisory Committees are another method.

Dr. Hirsch explained that all career programs have advisory committees with representatives from companies and employers. There are over 20 advisory committees with over 150 industry representatives across them. They provide

feedback on curriculum development efforts and help the College build pathways to employment for students. While the advisory committees meet once or twice a year, conversations take place throughout the year between programs and committee members regarding opportunities for students. Ms. de Fries added that WEI refers highly engaged employers to the deans to be on these advisory committees; these companies are included on the tiered employer partner list. For the partner list, employers are divided into various tiers depending on their level of engagement with programs and the College. For companies on tiers indicating lower levels of engagement, WEI can then prioritize developing connections with these companies.

WEI also works with the academic deans to prioritize which programs would benefit from increased employer engagement. Dr. Hirsch provided as an example of high employer engagement the Diagnostic Medical Imaging program. This program has robust conversations at advisory committee meetings attended by representatives from multiple hospitals and health organizations. Ms. Fulmore-Townsend asked about capacity in order to move more employers into top tiers on the partner list. Ms. de Fries explained that the Employer Engagement Manager and the Director of Career Connections are the main staff who work with employers, along with the Pathway Coordinators.

Ms. de Fries described Corporate College, which concentrates on engaging larger scale employers (500+ employees) or consortia of employers. With Corporate College, WEI can provide training at the employer's location or employees are able to take advantage of the employer's tuition reimbursement policy. Examples of such companies include Einstein Health Care Network, Penn Medicine, and UPS. For consortia of employers, the Early Childhood Education and the Behavioral Health/Human Services (BHHS) programs are popular. Work-based learning experiences are another connection with employers; these take place for both credit (Nursing and Allied Health programs, BHHS, and American Sign Language) and non-credit (Clinical Nursing Assistant, Dental Assisting) programs. Apprenticeships and Pre-Apprenticeships are likewise available for both credit and non-credit programs; one example is the 1199C program for Early Childhood Education. The College also collaborates with Philadelphia Works on such opportunities.

Further details are available in the attached pdf document.

(c) Academic Program Review (APR) Process

Ms. Gordon (Office of Assessment and Evaluation) provided a summary of the process of APRs before they are sent to the Student Outcomes Committee. This includes data and documentation review, collaboration with faculty, and at least two rounds of formal feedback and revisions. Reviews are sent to the Academic and Student Success Council, which also provides feedback that may require revisions before the report is sent to the committee. Programs are to undergo this process every five years. The process often starts at least three months before the projected deadline, although adjustments have been made for COVID and as needed. Attached

to the overview document is a description of the role of the Student Outcomes Committee in this process. Dr. Gay explained that this has been in place for several years, including the purpose of the APRs. The Student Outcomes Committee can approve the program for five years; can approve for fewer than five years; can request data to review before deciding on next steps; or can discontinue a program. The committee was also given the schedule for the APRs for informational purposes.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for November 5, 2020 at 1:15 p.m. via Zoom.

Attachments:

Minutes of September 3, 2020

Employer Partnerships Overview

Tiered Employer Partner List – Fall 2020

Workforce and Economic Innovation – January 2020 Update

Labor Market Information

Academic Performance Review (APR) – Collaborative Process Summary

Student Outcomes Committee – Role in APRs

APR – Key Indicators Guide

Five-Year APR Schedule of Obligations

NILOA – Program Review and Assessment for Continuous Improvement

Academic Pathways 2020-2021

Community College *of* Philadelphia

Academic Program Review:
Liberal Arts: Honors Option A.A.

Authors:

Dr. Brian Seymour, Teresa Frizell, Osvil Acosta-Morales, Elizabeth Gordon

Fall 2020

I. Executive Summary

A. Key Findings for the period Fall 2015-Spring 2020

Enrollment and Demographics

1. Honors enrollment decreased from 133 in Fall 2015 to 63 in Fall 2019. This is a 53% decrease in enrollment.
2. The Program composition shifted from 28% part-time students to 46% part-time.
3. In Spring 2020, 79% of Honors students had more than 24 credits. Across the College, 49% of students had more than 24 credits.
4. At 31.5%, Honors enrollment averaged 14 percentage points fewer students who identified as Black than the College average of 45.7%.
5. Honors enrollment averaged 9 percentage points lower enrollment of students who identified as Female (56.4%) than the College average (63.5%).

Retention

6. At 23%, the average proportion of Program students returning from one Fall to the next averaged 10 points lower than the College's average. The percent of students who did not return to the Program in the Fall was similar to the College's average, at 48%.
7. Students in the Program are matched with an Honors faculty mentor who serves as their academic advisor and central point of support, and who works in close collaboration on a weekly basis with the student's other Honors instructors.
8. Annually, Honors holds an Alumni Panel to facilitate mentoring between current students and alumni, and a social event to keep contact with former students and share in their success.

Success and Graduation

9. Since 2015, 76 students have graduated with an A.A. in Liberal Studies: Honors Option. Future degrees will be an A.A. in Liberal Studies: Honors.
10. At 14%, the Program's Fall to Fall graduation rate averaged 5% higher than the College's.
11. The number of degrees awarded annually halved in the period studied, from 22 in 2015 to 10 in 2019.

Transfer

12. Seventy-nine percent of Honors graduates transferred in the period studied. The College's overall graduate transfer rate is 65.6%.
13. Individual alumni as well as representatives from Swarthmore, Bryn Mawr, and Drexel made classroom visits to recruit students in 2019.

Assessment

14. The Program used students' final grades to assess Program Learning Outcomes in 2014-15 and 2015-16. This is an indirect method of assessment that is widely understood to not be best practice in assessment.

15. The benchmarks for PLOs state that 75 or 80% of students will show competence on the assessment instrument. Assessment reports do not indicate what constitutes “competence.”
16. According to the Program’s 2015-2016 Assessment Report, the Program reviewed curriculum and teaching methods for alignment in response to student’s grades in the course.
17. PLO 3 was last assessed in 2015, indirectly, using course grades. Because course grades are derived from many aspects of student performance other than direct demonstrations of learning or understanding, they cannot provide sufficient data about students’ efficacy or lack thereof in relation to PLO 3.
18. Most action plans were generic and provided no real indication of reflective action based on assessment results.
19. The new course sequence directs full-time students to take IDS 298: Seminar in the Humanities and Social Sciences - Modern during their first semester and then IDS 297: Seminar in the Humanities and Social Sciences – Ancient and Medieval in their second semester in the Program. The newly implemented curriculum map indicates that students are expected to master, and be assessed on, all three PLOs, during IDS 298 (their first semester), while simultaneously indicating that the same three outcomes are reinforced and assessed during IDS 297 (students’ second semester).

Internal and External Partnerships

20. The Program created and placed eight students in internship opportunities at the Presbyterian Historical Society and the Philadelphia Museum of Art.
21. The Program worked with the College to partner with Arcadia University to offer a 6-credit Study Abroad capstone course, IDS 299, for Honors students in London during the summer of 2018. The partnership included \$7500 in travel scholarships for students as well as use of facilities and site support abroad.

Cost

22. Liberal Arts, Honors costs \$4,887.45 per FTE compared to \$4,258.01 for Liberal Studies and \$4,525.35 for the College overall

B. Prior Audit

Liberal Arts: Honors was last reviewed in 2011. Below are the recommendations from that audit and the Program’s response.

The last program audit on file took place in 2011. Findings and recommendations of that audit included possible consideration in the Facilities Master Plan for improvements of classroom and study spaces for Program students on the Main Campus, expanding opportunities for students at the Regional Centers, refinement and implementation of an outcomes assessment plan, establishing articulation agreements with honors programs at transfer institutions, and improved mechanisms for ensuring and tracking student success beyond the immersive 2-semester experience that is central to the Program.

The Program’s primary response was to reduce the full-time sections and offer more part-time sections at Main Campus. The part-time courses broaden the appeal of the honors program by offering students who were already on an academic pathway and not willing or able to enroll in the 15-credit full-time program, which meets five days a week, to enroll in Honors courses. In addition, adding part-time options diversifies the course offerings to new disciplines, like sociology and political science, and engages new faculty. The Program also wrote and assessed Program Learning Outcomes.

C. Recommendations

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

Enrollment and Demographics

	Baseline Fall 2018		Fall 2020		Fall 2022		Fall 2024	
Headcount	53		50		75		75	
Returned to Same Program	14	26.4	30	50.0%	50	66.7%	50	66.7%
Returned to Different Program	3	5.7	8	13.3%	5	6.7%	5	6.7%
Graduated	11	20.8	7	11.7%	10	13.3%	13	17.3%
Did Not Persist	25	47.2	15	25.0%	10	13.3%	7	9.3%

1. Create a plan to meet Fall to Fall Growth and Retention Goals for the Liberal Arts: Honors Program, as planned in the table above.
2. Track the effect of changes to entry requirements on enrollment and demographics to assess whether the changes resulted in an equitable increase in enrollment.
3. Track the effect of offering more part-time courses on enrollment and demographics to assess whether the changes resulted in an equitable increase in enrollment.

Retention

4. Apply feedback from alumni networks to changes that may increase retention.
5. Interrogate curriculum material to uncover implicit biases and opportunities to diversify topics and materials, and track the effects of curricular changes to assess whether the changes resulted in an equitable increase in retention.

Assessment

6. The Program should make a plan to directly assess PLO 3 at the earliest opportunity.
7. Create and provide rubrics or other assessment instruments that define and articulate standards such as “competent,” “solid,” and “excellent.” Define benchmarks accordingly.
8. Program should make a plan to regularly review assessment data, articulate specific action plans, and documents the use of those data in continuous improvement at the Program level. Potential action plans could include reviewing assessment instruments in addition to pedagogy and curriculum. Documentation should articulate specific curricular, teaching

method, or assessment interventions being made in response to specific data, as well as a plan to reassess the outcome at a reasonable interval.

9. Research and implement assessment instruments (assignments, rubrics, scoring guides, or tests) and best practices (including disaggregating data) that capture data on diversity and equity.
10. Apply research from the field of Honors pedagogy on student success, retention, and equity within Honors programs to analyze assessment data for barriers to student success.
11. Evaluate course sequence and Curriculum Map for salience and PLO scaffolding.
12. Assess Program efforts to aid students in preparing for transfer by identifying the assignments or other activities which are most directly linked to students' transfer success, and creating a rubric or other assessment instrument to ensure that these activities remain effective and equitable.

Internal and External Partnerships

13. Program should build upon and expand previously successful external partnerships for advice and resourcing from outside of the College.

D. Narrative

Honors is an interdisciplinary program housed in the Department of History, Philosophy and Religious Studies in the Division of Liberal Studies. There are two tracks in Honors: full-time comprised of 15-credit blocks of five courses that run over two consecutive semesters, and a series of part-time six-credit blocks of two courses that vary from semester to semester.

The primary focus of the Liberal Arts Honors program has traditionally been the two-semester, interdisciplinary full-time program, where students earn thirty credits over two consecutive semesters, and then remain at the College to work toward the 61 credits required to earn an associate degree. Effective 2019-2020, the Program increased emphasis on its part-time options that allow students to take Honors courses in six-credit blocks. For 2019-2020 Honors ran two full-time and two part-time cohorts each semester with 25 students each. In the period studied, the program was restructured to decrease the number of full-time sections and allow more part-time students to enroll.

The past success of the Program is based around three essential tenets that separate Honors from other regional and nationwide community college honors programs:

- 1) Dedication to open access education consistent with the Community College of Philadelphia's mission. Students who maintain a B average and have tested into English 101 are eligible to attend information sessions to consider, in consultation with Honors faculty, if the program is a good fit with their educational goals. It is standard practice at other schools, e.g. Montgomery County Community College Honors Program, to evaluate students based on past academic performance in high school and advanced placement courses. Honors at CCP believes in offering everyone an equal opportunity to engage in serious academic work. We claim that Honors at CCP does not enroll Honors students it graduates them.
- 2) Reliance on Team-Teaching of all courses. Team-teaching places faculty from varying disciplines in the classroom together, thus offering students a view on to how knowledge takes shape in the various fields. This dual-mentoring provides a real-time model of how different minds at work engage in

academic discourse around a given topic. In other words, it is standard practice at most schools to add an honors designation to an existing course taught by a single faculty member in her area of expertise, but this approach offers little opportunity for the meta-critical approach used in Honors at CCP which better prepare students going forward to contribute to the process of knowledge-making.

3) Honors students study in a cohort model. Students are consistently with the same group of faculty and students, sharing an environment that more closely resembles a learning community one might find in a graduate degree program. All students enrolled in Honors courses, and former students still studying at the College, participate in high-impact activities including off-campus visits to cultural sites, public lectures, and various discussion panels. This serves students particularly well in the full-time 15-credit block of five courses. These five-courses are offered in a set pair over a two-semester sequence. The immersive academic environment provides a place for students to thrive at the College.

Community College *of* Philadelphia

Academic Program Review: Behavioral Health and Human Services A.A.S.

Authors: Lorraine Barber, Francesca DiRosa, Pascal Soles, Terrilyn Hickman-Allen,
Christine Coppa, Kerry Arnold, William Miller, Elizabeth Gordon

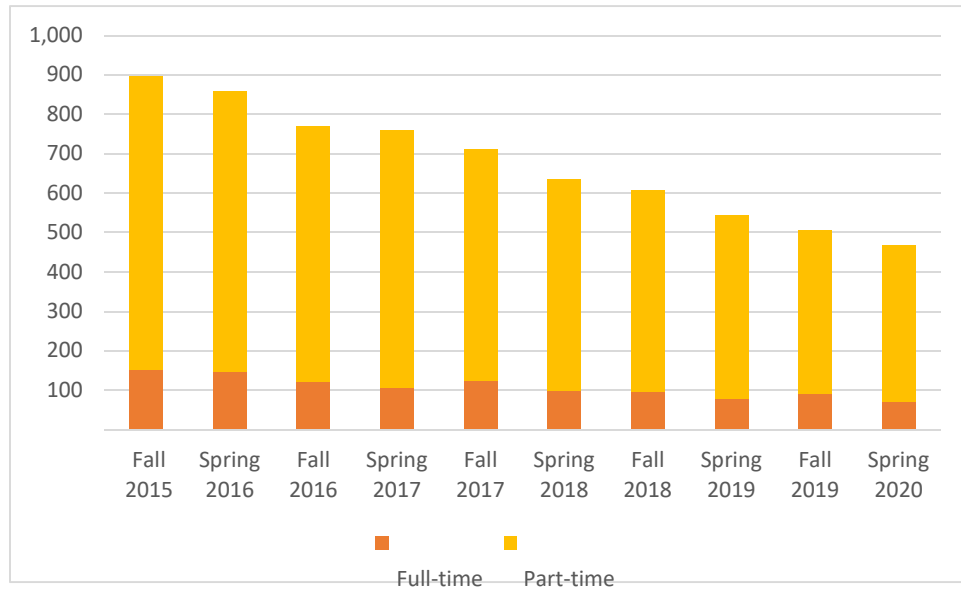
Fall 2020

1. Executive Summary

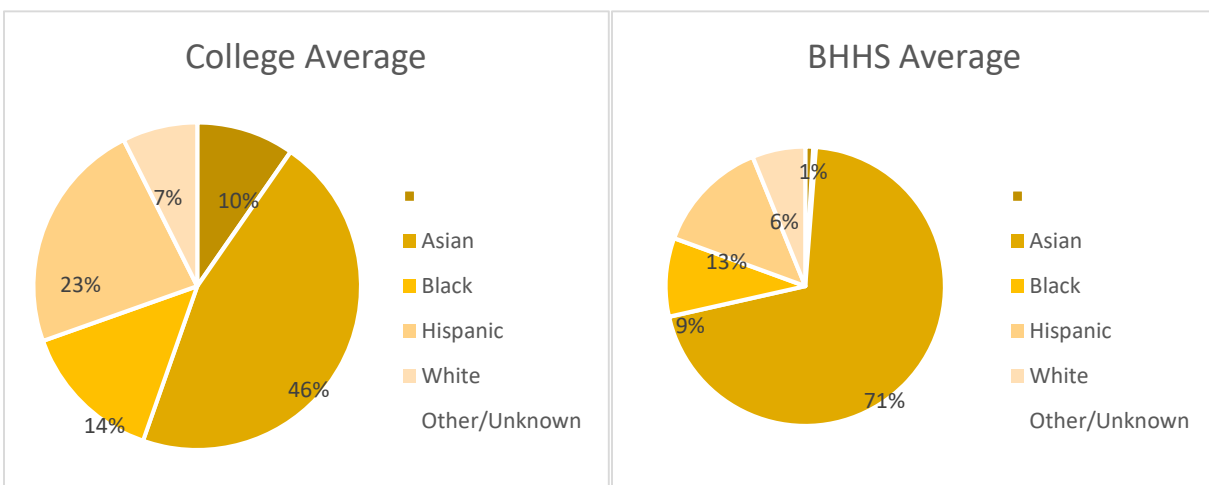
A. Key Findings

Enrollment and Demographics

1. Over the period studied, the Program enrolled a larger proportion of part-time students (83.6%) than did the College overall (73%).
2. Program headcount declined steadily from a peak of 897 students in Fall 2015 to 507 students in Fall 2019.



3. The Program averaged a higher proportion of students with 24 credits or more (56.0%) than the College overall (43.8%), and a lower proportion of students with fewer than 24 credits (34.0%) than the College overall (44.1%).
4. The Program averaged 23.6 percentage points more students who identified as Black (70.2%) than the College’s proportion of students who identified as Black (46.6%).



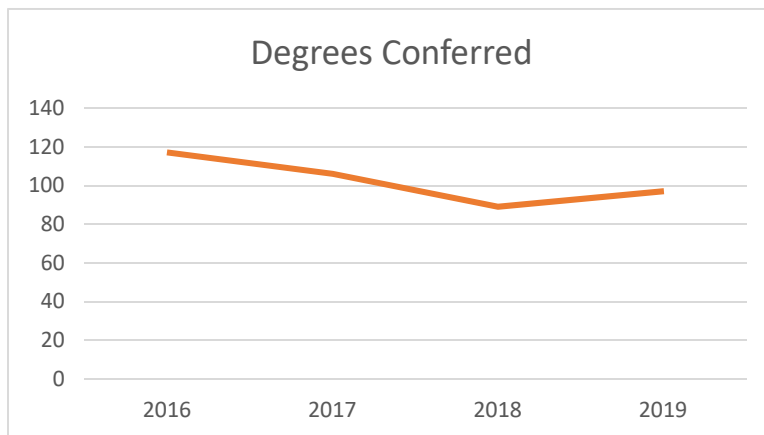
5. The Program averaged 13.4 percentage points more people who identified as Female (76.3%) than did the College overall (62.9%).
6. The Program's age composition was more evenly distributed, on average, than that of the College, with a larger proportion of students over the age of 30 (60.8%) than the College's overall proportion (25.2%).

Retention

7. Fall to Fall, the Program averaged a higher proportion of students who persisted within the same program (36.3%) and who graduated (15.8%) than did the College overall (35.6% and 9.6%, respectively).

Success/Graduation

8. The Program awarded nearly one-fifth (97) of the AAS degrees conferred at CCP (558) in 2019. It awarded a total of 409 AAS degrees during the period studied.



Transfer

9. Though transferability is not typically the focus of an A.A.S. program, over the period studied, 43.3% of Program graduates transferred to another institution. This represents a higher proportion of transfers than that of graduates of the A.A.S. programs at the College overall (40.3%).

Advisory Committee

10. The advisory committee meets annually in April and is comprised of leaders from both the behavioral health and human service work force industry, and higher education. Because of College closures due to COVID-19, no advisory committee meeting was held in 2020.

Assessment

11. The Program has four Program Learning Outcomes, each of which was assessed at least once in the period studied; all but one were assessed twice in the period studied.
12. Action plans following discussion of course-level results of Program assessment results were broad and recommended either revisions to assessment instrument items, or no further actions if benchmarks were met.

13. Assessment results are primarily analyzed only at the course or assignment level; clear documentation of Program efforts to “close the loop” by using assessment results to inform continuous improvement at the Program level is lacking.

Workforce Development

14. Between 2015 and 2020, targeted professions¹ grew over 19% in the Philadelphia metropolitan area. They paid median hourly wages of between \$15.53-\$22.72.

Cost

15. Costs incurred per Full-Time Equivalent student (FTE) of the BHHS program averaged \$3,778, lower than both the Division of Liberal Studies’ average of \$4,091 per FTE, and the College average of \$4,323 per FTE.

Findings from last audit (May 2013)

1. Re-evaluate the Certificate in Disability Studies.

This program has chronically low enrollments. However, feedback from advisory committee members is that there is a need for practitioners with these skills. The curriculum faculty need to explore the following:

- A. The reasons for the lack of student interest.
- B. If the credential of a certificate is truly what employers are interested in, or if the need can be covered simply by course taking patterns.
- C. If the Disability Certificate could be more effectively combined with a different certificate, such as Human Services. Timeline:

Completed by the end of Spring 2014 Semester. Responsible Parties:
Curriculum Coordinator, Dean of Liberal Studies.

Program Response: The Certificate in Disability Studies was initially developed in response to several BHHS Advisory Committee members who expressed interest in their staff receiving disabilities skills training. Interest in the certificate did not stem from BHHS students. In response to low enrollment patterns, the certificate was re-evaluated with input from the industry.

Follow up with Alliance Industry/agency providers revealed a need for general foundational knowledge and skills practice for working with individuals with disabilities that could be met as a course combined with the existing Human Services Academic certificate. By 2015/2016, BHHS 161 and 261, originally the two required courses for the certificate along with 3 electives, were consolidated into a single course, BHHS 161, which incorporates both knowledge and skills practice. Although the certificate was closed, the course is currently offered as an elective of the Humans Services Academic Certificate.

¹ As defined by positions and industries most likely to employ graduates holding an Associates degree in Behavioral Health and Human Services.

2. Revise the Social Gerontology Certificate.

The program needs to follow the recommendation of its Advisory Committee and work to revise this program to make it more visible and viable to students, who should be interested in this, given the aging population in the region.

Timeline: Completed by end of Spring 2014 Semester.

Responsible Parties: Curriculum Coordinator or designee.

Program Response: Agencies specializing in aging studies require a bachelor's degree as a minimum requirement for gainful employment, rendering a certificate credential inapplicable. In 2019, taking the comments of the BHHS Advisory Committee and low enrollment patterns into consideration, the program reviewed the Social Gerontology Certificate and determined that students would be better served by moving the material to a specialized course rather than preserving the full certificate. BHHS 171- Introduction to Social Gerontology was revised in 2019 and is now titled Introduction to Aging Studies. The revision is an integration of the previous BHHS 171 and its second half, BHHS 277, last offered in 2010, to form an updated, more comprehensive course offering that is reflective of the current population of older adults. The certificate was closed, however the course remains in the curriculum as an elective course, as well as an elective option for the Human Services Certificate.

3. Codify structures that encourage students to formally enroll in Human Services and the Recovery and Transformation Certificates prior to graduation.

These certificates appear to have low enrollment, but have a large number of students graduating from them. In order to fully understand the needs of and outcomes for these students, they need to be able to be tracked through their career in the certificate. As mentioned earlier, the faculty have started that process. Ensuring that there are formal structures in place both within BHHS and in related areas (such as advising) will ensure these new practices continue.

Timeline: Completed by start of Fall 2013 Semester.

Responsible Parties: Curriculum Coordinator or Faculty Designee.

Program Response: In response to the previous recommendation, BHHS FT faculty established hours in Academic Advising with pre-signed forms from the Curriculum Coordinator to facilitate student enrollment into certificates. Since the college-wide implementation of My Degree Path, an advising tool that is visible to both students and faculty, students now formally enroll in the Human Service and Recovery Transformation Academic Certificates and the Recovery Leadership Proficiency Certificate by the same processes that students declare or change any major. Now that students are assigned program-specific academic advisors, we anticipate a closer relationship with the Academic Advising office and an increase in enrollment in the certificates.

4. Revise the curriculum map for BHHS and develop maps for the certificates.

Currently, it appears that students are being introduced to the same concepts in every course in the program—they never achieve mastery of any. While in the field there may be skills that are

not mastered until they are deployed, real-time, in the working world, students should be moving beyond introductory level skills once they have taken several courses in the program.

Timeline: Completed by start of the Fall 2013 Semester.

Responsible Parties: Curriculum Coordinator or Designee.

Program Response: In response to this APR recommendation, the curriculum map was revised to better reflect course sequencing. As a result of improved understanding of the curriculum mapping processes and assessment, faculty are continuously reflecting and making changes accordingly. The current curriculum map still does not accurately reflect the level of scaffolding that is currently occurring within the coursework that students are taking throughout their BHHS academic degree path. The program will review and revise the scaffolding of skills and knowledge to better reflect program outcomes, especially as those outcomes are updated and/or revised.

5. Submit requests for classrooms with appropriate technology to meet pedagogical needs for the courses where appropriate, as well as additional materials/equipment.

Although no program is guaranteed exclusive use of a specific classroom space, where the College can support documented need for technology associated with best educational practices, it should attempt to do so. The program should provide information that identifies specific courses and/or course sessions that require the need to video record students and request appropriate space for these times. Any requests for additional or new equipment, space, etc., should be submitted to the Department Head and Division Dean.

Timeline: Ongoing

Responsible Parties: Curriculum Coordinator, Department Head, Dean.

Program Response: We have successfully requested classrooms with the college course scheduler that facilitate interactive group work and offers needed technology.

6. Develop a concrete enrollment management plan for the curriculum that includes student feedback.

The program has outcomes, across the board, that are higher than the College's average. Understanding, what specifically about the BHHS program, in more than anecdotal ways, allows for sustained high retention, transfer, and graduation rates would be valuable for the institution as a whole.

There may also be room for growth. For example, exploring the reasons for the gradual decreases in number (from more than three times the College average to twice that of the College) of graduates (e.g. financial aid issues, advising students to more closely follow the outlined course sequences, matching course offering times to student needs) and working with students to improve performance in non-major classes (as evidenced by the Perkins data) would have the potential to further increase student success in the program overall.

Timeline: Started Fall 2013 Semester; Completed Fall 2014.

Responsible Parties: Department Faculty, Director of Academic Assessment and Evaluation, Dean of Liberal Studies.

Program Response: Several factors have contributed to a decrease in enrollment in the BHHS program. Students in programs such as Liberal Arts, Liberal Arts Social Behavioral Option have historically been a recruiting pool for the BHHS program. When the Psychology program was established in 2016, it became more attractive to students who are primarily interested in transfer to 4-year institutions. Students who may have previously considered BHHS increasingly choose higher-visibility programs such as psychology when declaring a major upon admission. Online human service programs that offer greater flexibility options for students have proliferated in recent years.

The BHHS Program has traditionally had more success with recruitment in the workforce. In collaboration with the Workforce and Economic Innovation department, BHHS and The Alliance (an industry group for human services and behavioral health providers) coordinate course and certificate offerings with prospective agency partners seeking professional development for staff. Currently plans are underway to offer a 100-level BHHS course in fall 2021 that will likely result in a cohort of 15-20 students from different Alliance partner agencies. Key incentives for building reciprocal recruitment relationships with agencies include a) having courses offered at the agency so that travel to campus does not become a barrier; b) increased motivation by taking courses with co-workers; c) being able to remain at the agency for practicum. Further enrollment management activities include flexible and data driven course scheduling options, phone campaigns, collaboration with Academic Advising, Counseling, Student Development, and Admissions.

B. Action Items

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

Enrollment and Demographics

1. Increase Enrollment as follows:

	Fall 2018 (Benchmark)	Fall 2021		Fall 2023		Fall 2025	
Headcount	607 Students	616	1.5% increase in headcount*	638	3.6% increase in headcount	664	4.1% increase in headcount
		# of students by category	% of students by category	# of students by category	% of students by category	# of students by category	% of students by category
Returned to Same Program	39%	265	43%	287	45%	312	47%
Graduated	11%	70	11.4%	74	11.6%	79	11.8%
Did Not Persist	46.6%	261	42.3%	257	40.3%	254	38.3%
Returned to	3.3%	20	3.3%	20	3.1%	19	2.9%

Different Program						
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*Increase from Fall 2018 headcount

2. Investigate potential causes of overall enrollment decline and implement recruitment, retention, or other enrollment management interventions as indicated.
3. Investigate the unique needs, including material interests and enrollment patterns, of older adult students to inform planning for recruitment, retention, and growth.

Assessment

4. Program should discuss assessment results collectively and document use of assessment results to inform continuous improvement at the Program level.
5. Revise the BHHS curriculum map to reflect current practices, assessments, and PLO scaffolding.
6. Use previous assessment results and academic performance measures to inform development of Program Revision. Create a plan within program revision for regular PLO assessment, to include faculty discussions and follow-up steps.

Workforce Development

7. Because workforce development is central to sustaining and growing enrollment, Program should investigate how community trends and needs can inform program development and revision.
8. Take advantage of connections within the community from practicum placements, faculty connections, transfer partners, and advisory committee to enhance and broaden previously successful workforce recruitment strategies.

C. Narrative

The Behavioral Health and Human Service (BHHS) program at Community College of Philadelphia emphasizes the foundational knowledge, values, helping skills, and personal insight necessary to work with and on behalf of all people. Preparing students for engaged citizenship is an essential component of program learning outcomes. Using a whole-person and ecological approach to service delivery, the Program is teaching students to recognize themselves as change agents cultivating and advocating for resilience and transformation in individuals, families, groups, and communities.

The BHHS program is an A.A.S degree program that prepares students for both entry-level positions in the field of Human Services as well as opportunities for transfer into related curricula at four-year institutions. Providing skills-based coursework and simulated opportunities in the classroom for students to practice their skills and knowledge of underlying theoretical perspectives is the hallmark of this Program.

The BHHS Coordinator collaborates with CCP’s Workforce and Economic Innovation Division to partner with behavioral health and human service employers who frequently seek out the BHHS program for

professional development, and to develop their internal career ladder by providing opportunities for their staff to attain certificates and, ultimately, degree credentials from CCP. One partnership is with The Alliance, a non-profit association of organizations who provide service to children and adults with mental health conditions, substance use disorders, and/or intellectual disabilities, among others. The BHHS Program is on track to offer a 100-level course to Alliance member agencies by fall 2021 that will lead to the Human Services Academic Certificate.

According to Phila.gov website,¹ “Philadelphia is facing the greatest public health crisis in a century. Every neighborhood in the city is being hit hard by an epidemic of opioid use and overdose.” Compounding this epidemic are co-occurring variables, including mental health challenges, domestic violence and homelessness, which are left to behavioral health and human services systems to address.

The program is positioning itself to meet the concomitant issues that have arisen alongside the opioid crisis in Philadelphia by developing a new trauma-informed practice course and planning to revise and develop other coursework that supports the behavioral needs of Philadelphia’s behavioral health facilities.

The BHHS program must work proactively to maintain its status as a primary means for the training and professional development of staff in behavioral health facilities. In keeping with this position, a central part of Program work within the community will continue to be presenting the two Recovery Certificates (Recovery and Transformation AC and Recovery Leadership PC) to clients in recovery programs as an educational pathway while in the process of their recovery. Thus, in collaboration with the Office of Collegiate Recovery, BHHS faculty will focus more efforts on recruitment and training within the recovery communities.

Demographics – Online 7 Week Courses

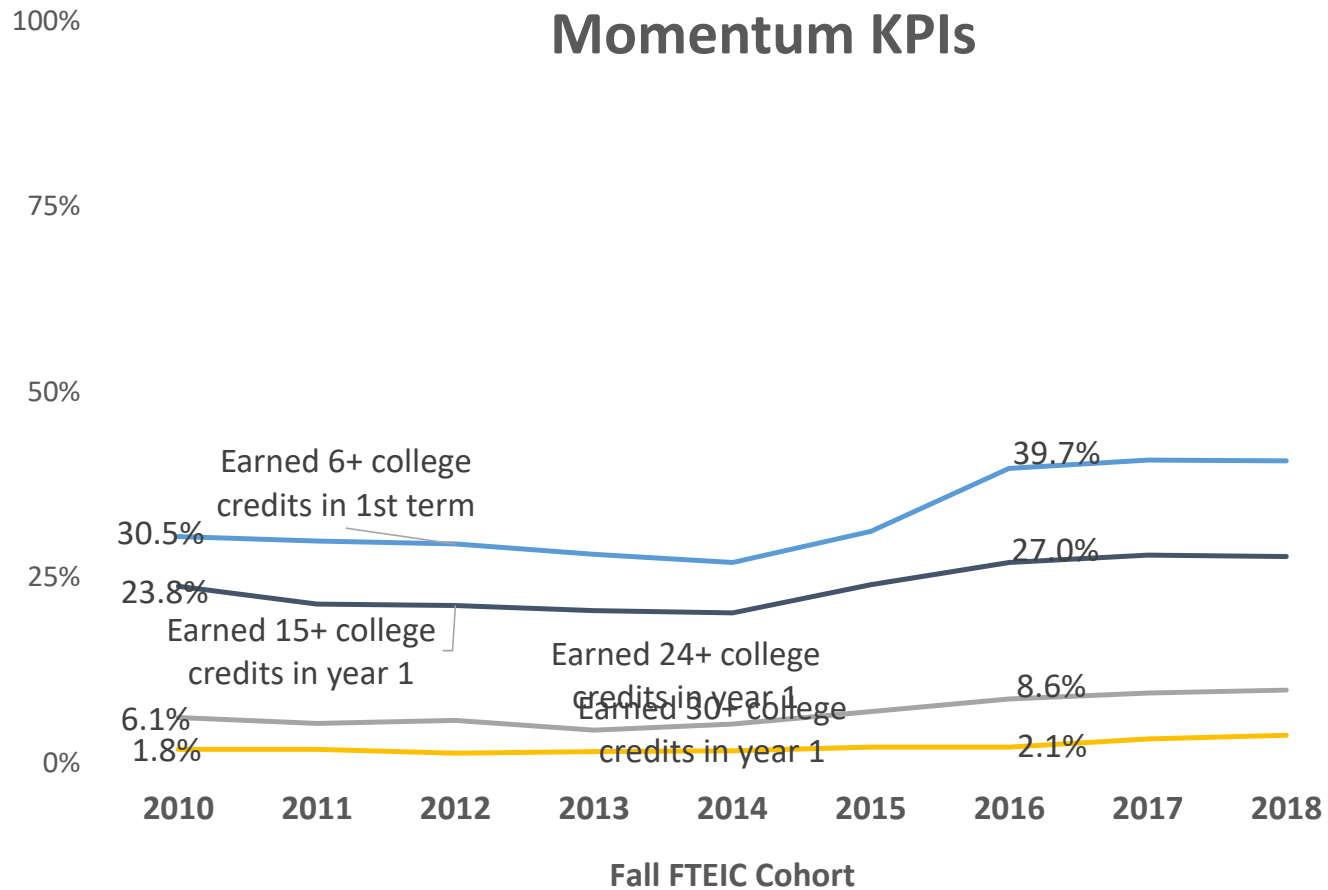
	Summer 2019		Summer 2020	
	#	%	#	%
Asian	242	11.08%	536	12.00%
Black Non-Hispanic	896	41.01%	1711	38.32%
Hispanic	282	12.91%	633	14.18%
Other/Unknown	159	7.28%	303	6.79%
White Non-Hispanic	606	27.73%	1282	28.71%
<i>Total</i>	2185	100.00%	4465	100.00%
Female	1622	74.23%	3245	72.68%
Male	561	25.68%	1209	27.08%
Other/Unknown	2	0.09%	11	0.25%
<i>Total</i>	2185	100.00%	4465	100.00%

Grade Breakdown – Online 7 Week Courses

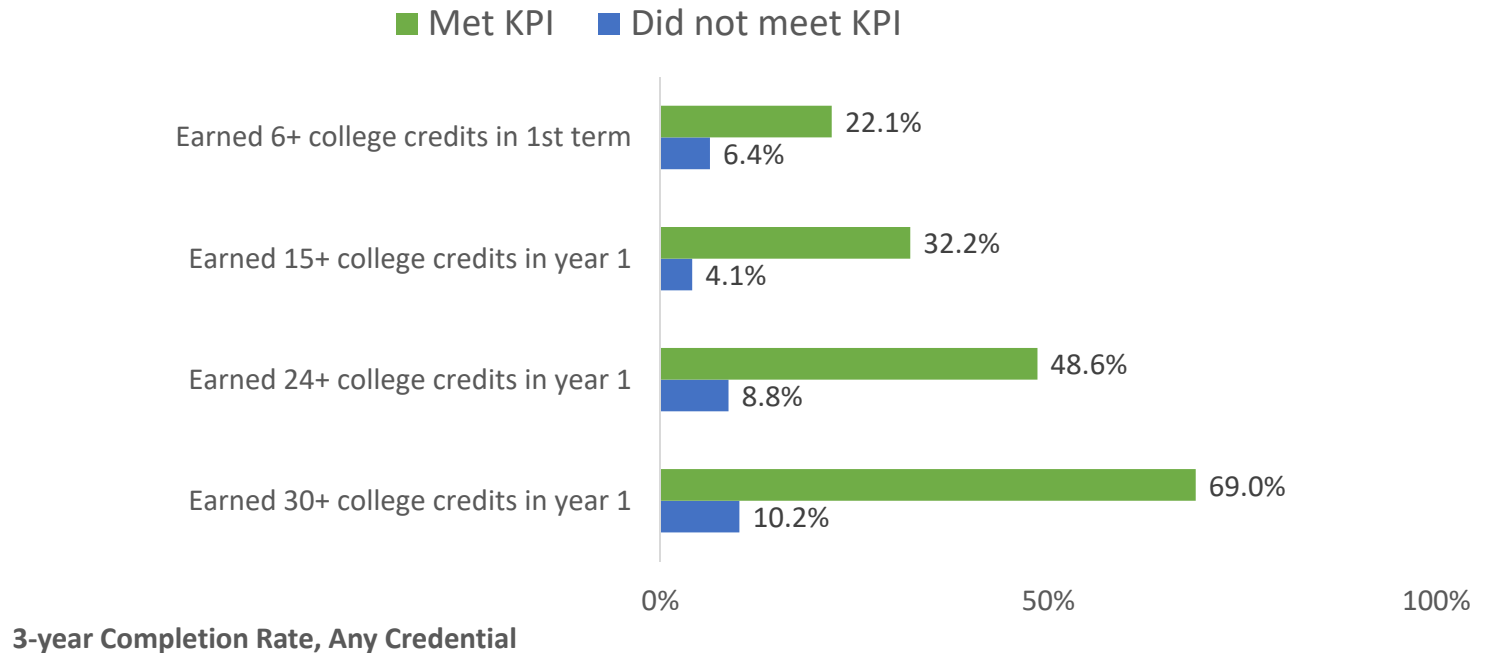
	A/B/C/P		MP/D/F/FS		I/W/NR	
	<i>Summer '19</i>	<i>Summer '20</i>	<i>Summer '19</i>	<i>Summer '20</i>	<i>Summer '19</i>	<i>Summer '20</i>
Asian	268 (86.5%)	736 (91.8%)	25 (8.1%)	40 (5%)	17 (5.5%)	26 (3.2%)
Black Non-Hispanic	797 (71.7%)	1821 (77.3%)	183 (16.5%)	346 (14.7%)	131 (11.8%)	189 (8%)
Hispanic	303 (82.6%)	775 (85.8%)	36 (9.8%)	75 (8.3%)	28 (7.6%)	53 (5.9%)
Other/Unknown	179 (86.5%)	361 (84%)	20 (9.7%)	44 (10.2%)	8 (3.9%)	44 (10.2%)
White Non-Hispanic	661 (89.4%)	1501 (90.7%)	36 (4.9%)	75 (4.2%)	42 (5.7%)	75 (4.2%)

Note: Percentages in parenthesis are row percentages and frequencies are individual letter grades. For example, “Of the letter grades received by Black students in Summer ‘20, 11.8% were I’s, W’s, or NR’s.”

Community College of Philadelphia Credit Momentum KPIs

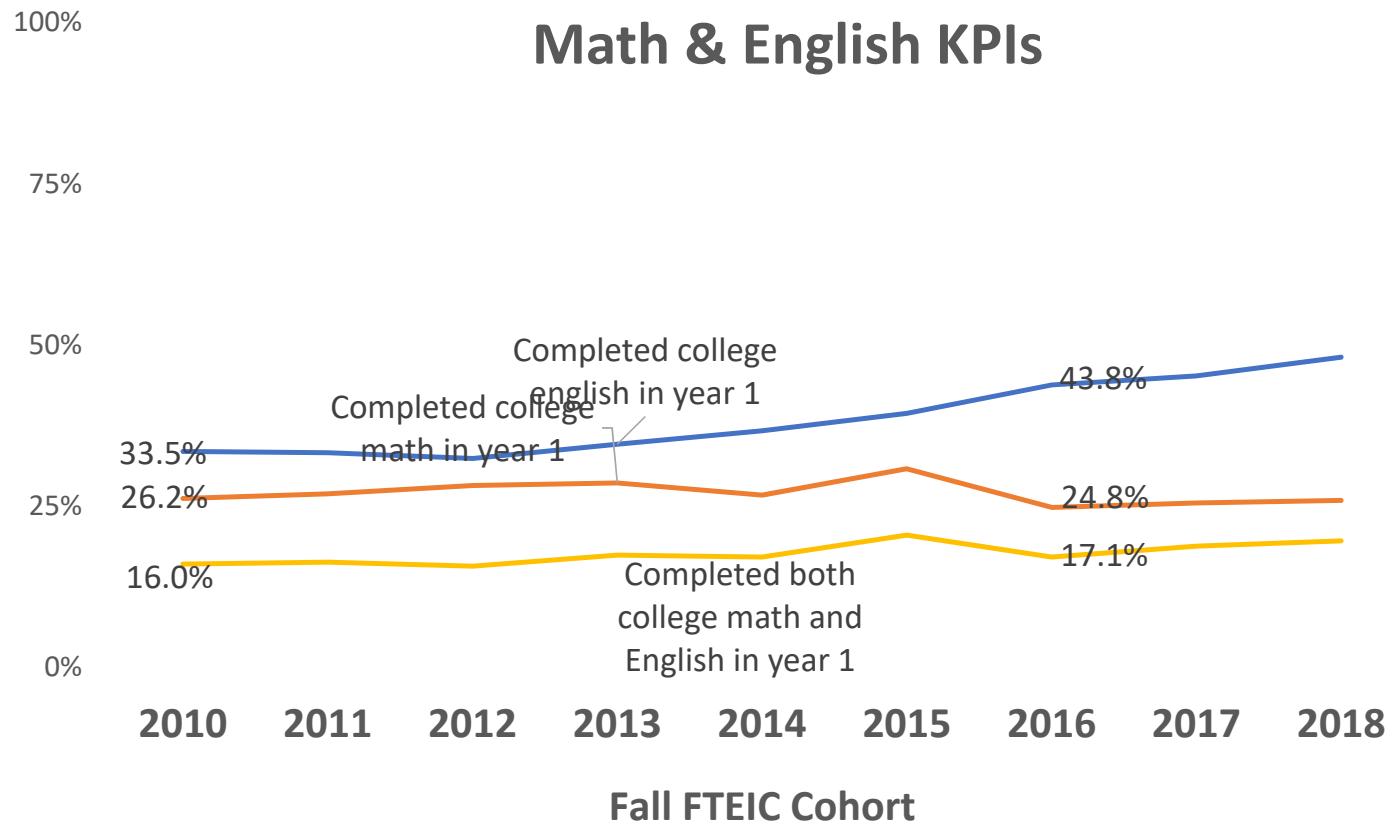


Community College of Philadelphia 3-year Completion Rates by KPI Status



Note: Graphs shows comparison rates for Fall 2014 FTEIC entrants (part time and full time) who completed with any credential within three years, disaggregated by whether or not students met particular KPI definition in their first year. For example, 22.1% of students who earned 6+ college credits in their first term completed within three years.

Community College of Philadelphia Gateway Math & English KPIs



COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Architecture		
Karen Blanchard, AIA	Architect	WRT
George Claflen, AIA	Architect	Claflen Associates Architects
Nicole Dress, AIA	Architect	BLTA
Bob McConnell, AIA	Architect	EwingCole
Dan McCoubrey, AIA	Architect	VSBA
George Wilson, AIA	Architect	Meyer Design
Jim Doerfler, AIA	Professor of Architecture	Philadelphia University
Rashida Ng, R.A.	Professor & Department Head, Architecture	Tyler School of Art, Temple University
	Program Director, Architecture; Associate Teaching	Westphal College of Media Arts and
Rachel Schade, AIA	Professor; Associate Director for Student Placement	Design, Drexel University
Hala Abdeljaber	CCP Alumnus / Student	Temple University
Christopher Chan	CCP Alumnus / Student	Temple University
Molly Pace	CCP Alumnus / Student	Philadelphia University
ASL-English Interpreting		
Denise Brown	Director	Northeast Regional Office for the Deaf and Hard of Hearing
		Office of Specialized Services - School
Adam Buck	Hearing Support Coordinator	District of Philadelphia
Twyan Cropper	President	Philadelphia Black Deaf Advocates
Jo Ann Madden	Manager	Sorensen Communication
Brandice Mazick	Interpreter	Freelance/Community
Neil McDevitt	Executive Director	Deaf Hearing Communication Centre
Laurena Mundy Mott	Interpreter	Freelance/Community
Julie Marothy	Interpreter/Owner	Deaf-Hearing Interface
Amanda Moyer	Director of Interpreting Services	PA School for the Deaf
Emily Claveau	Certified Deaf Interpreter	Community/School District of Phila
Automotive Technology		
Ben Yelowitz	President	Crest Auto Stores / POJA
Ed Giacomucci	Technical Author	SPX
Doug Roseberry	Industrial Account Manager	Snap-On Tools
Jamie Haberle	Service Director	Central City Toyota

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Mary Lynn Alvarino	Director of Operations	Automobile Dealers Association (ADAGP)
Patrice Banks	Owner	Girls Auto Clinic
David Down	General Manager	Chapman Nissan
Marc Bear	Service Manager	Chapman Nissan
Steve Herring	Transportation Career Coordinator	School District of Philadelphia
Mike Mills	Technical Instructor	SEPTA
Kafi Birch	Manager and CCP Alumnus	SEPTA
	Executive Director (Philadelphia)	Keystone Development Partnership
Stu Bass	Consultant	Transportation Workers Union
Drew Hogan (Joe Duffy, Alternate)	President	Tools & Equipment Solutions
Calvin Jones	Regional Business Development Manager	MATCO Tools
Kimberle Helme	Talent Acquisition Specialist	Enterprise Holdings
Brian Vetter	Technical Instructor	SEPTA
Michael Westerfer	Technical Instructor	SEPTA
Hector Guzman	Field Director	Automobile Dealers Association (ADAGP)
John Ryder	Territory Manager	AAA Midatlantic
Carmelo Robles	Shop Foreman	Central City Toyota
Mark Harrington	General Manager	Infiniti of Ardmore
Rich Torchia	Technical Education Sales Manager	Cornwell Tools
Automotive Technology - Nissan		
Michelle Johnson	Technician Development and Recruiting	Nissan Group of North America
Billy Haines	Aftersales Division	Nissan Group of North America
Brooke Cicale	Fixed Operation Manager	Southern NJ/DE Nissan
Gary Cross	Senior Supervisor, Dealer Technology	Nissan Motor Corporation
Rafael Cordero	Sr. Fixed Operation Manager	Greater NYC - Nissan Motor Corp
		Greater Philadelphia Area - Nissan
Tim Beam	Service Development Manager	Motor Corp
Ricardo Gomez	Dealer Tech Specialist	Nissan North America
Nicholas Flamini	Dealer Tech Specialist	Nissan North America

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Willard Jones	Area General Manager	Greater Philadelphia Area - Nissan Motor Corp
Marc Bear	Service Manager	Chapman Nissan
Tom Olkowski	Service Manager	O'Neil Nissan
Tom Taylor	Service Manager	Faulkner Nissan or Jenkintown
Bob Bollinger	Service Manager	Concordeville Nissan
Timothy Blanchette	Service Manager	Sheridan Nissan
Behavioral Health and Human Services		
Fred Martin	Consultant	PRO-ACT, 444 N. 3rd. Street
Albert Meyer	Consultant	Gaudenzia, Inc.
Thomas Shae	Consultant	Corporation for the Aging
Mary Harper	Consultant	Office of Addictive Service
Paul Sachs	Executive Director	Merakey (Philadelphia)
Kelly Smack	Philadelphia Center Manager	CleanSlate Centers
Brooke Feldman	Assistant Director for Recruitment in Philadelphia	West Chester University
Janine Mariscotti	Program Director and Chair, Department of Social Work	LaSalle University
Jerry Howard	Consultant	Horizon House, Inc.
Derrick Ford	Consultant	Behavioral Health Special Initiative
Elaine Green	Dean of the School of Continuing and Professional Studies	Chestnut Hill College
Julieta Thomas	Consultant	1036 Rising Sun Avenue
Biomedical Equipment Technology		
Karen Topping	Projects Manager, Biomedical Engineering	Children's Hospital of Philadelphia
Scott M. Leshner	Technical Services Manager	CES Operations-Northeast - Agiliti
Rich Sable	Product Manager	EQ2
Jim Marsalla	Director of Clinical Engineering	Holy Redeemer Health System
Jeff Goldstein	Program Coordinator	Thomas Jefferson University Hospital
Edward Snyder	Director Healthcare Technology Management	Cooper University Hospital
		Biomedical Instrumentation Main Line
Chuck Rodgers	Biomedical Coordinator	Health Riddle Hospital
Michael Soltys	Director, Medical Technology Management	University of Pennsylvania Health System
Dr. Vladimir Genis	Professor & Program Director, Engineering Technology	Drexel University

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Eric Legget	Director of Clinical Education	Nemours A.I.DuPont Hospital for Children
Tom Hediger	Clinical Engineering Director	Phillips Healthcare
Michelle Armstrong	Director, CTE	School District of Philadelphia
Gary Shipman	Director of Biomedical Engineering	Inspira Health Network
Thomas J. Runkle	Vice President-Supply Chain Management	Cooper University Hospital
Salim Kai	Senior Director	Children's Hospital of Philadelphia
Barry Gould		St. Francis Medical Center
Roscoe C. Bowen	Chief, Healthcare Technology Management	U.S. Department of Veterans Affairs
Randolph Creamer	Director, Biomedical Engineering	Deborah Heart and Lung Center
Building Science		
Alex Dews	Executive Director	Delaware Valley Green Building Council
Tom DiCampli	Project Manager	Talson Solutions
Julie Hancher	Co-Founder and Editor-in-Chief	Green Philly Blog
Steve Luxton	Executive Director	Energy Coordinating Agency
Dominic McGraw	Energy Project Coordinator	City of Philadelphia, Energy Office
Marco Ricca	Senior Energy Advisor	CLEAResult
Emily Schapira	Executive Director	Philadelphia Energy Authority
Nick Skari	Quality Control	CMC Energy Services, Inc.
Matt Walker	Community Outreach Director	Clean Air Council
Leah Wirgau	Education and Engagement Manager	Delaware Valley Green Building Council
Walt Yakabosky	Director of Training	Energy Coordinating Agency
Chris Zelov	Principal Organizer	Spring Garden Eco-District
Rob Fleming	Director, MS in Sustainable Design program	Philadelphia University
Business and Accounting		
Allie Bassman	Manager of Talent Development	Saxbys Coffee
Grace Manning	Manager of Social Impact	Saxbys Coffee
	Performance Consultant, Human Resources &	
Nicole DiGiulio	Organizational Development	Mercy Health System
Christina Blackburn	Director of Recruiting	New York Life
Julie Hunter	Manager, Staffing and HR	WHYY
Sharon Thompson	HR Supervisor	UPS
Ted Klemmer	VP of Recruitment	Laborocity

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Dawana Holmes	Sr. Team Leader, Human Resources	Target
Andrea Jack	CEO	D&P Financial Services
Michael Cooper	Senior Vice President, Regional Director of Public Affairs	Citizens Bank
Karim Nanji	Recruiter	Comcast
Rinath Kirshner	Talent Acquisition Manager	Comcast
Chantel Carter	Senior Team Leader	Target
Stan Sienkiewicz	Vice President, Reseach Support IT	Federal Reserve Bank of Philadelphia
G. Stevens Simons	Wealth Management Advisor and CCP Alumnus	Gibraltar Wealth Management, LLC
Stephanie McMullen	HR Business Control Officer	Santander Bank
Sandra Valencia-Perez	HR Director	KEHE Distributors
Computer Technologies		
Brian Finnegan	Information Technology Faculty Chair	Peirce College
Michelle Rogers, Ph.D.	Associate Professor, Information Science	Drexel University
James Gist	Information Technology, CTE	School District of Philadelphia, Office of Career and Technical Education
Matt Tinney	CEO	Windows Mgmt Experts, Inc.
Chris Querubin	IT Consultant	Windows Mgmt Experts, Inc.
Tom Boutell	Chief Software Architect	Apostrophe Technologies
Shaquay Selby	Tech Recruiter	Tek Systems
Edison Freire	Director of Gateway Initiatives	JEVS Human Services
Construction Management		
Kenneth Balch, PE	Project Manager	CVMNEXT Construction
Edward Keeter	Associate Professor and Director, Construction Management	Philadelphia University
Donald Ashton	Director of Safety Services	General Building Contractors Association
Kevin Cooke	Vice President, Interiors and Special Projects Division Manager	Turner Construction
Charles Brock	Director	Carpenters Apprentice School of Philadelphia & Vicinity

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Angela Louro	Director of Education and Professional Development	General Building Contractors Association
Angela McCaffrey	Chief Operating Officer	Bittenbender Construction, LP
Ralf DiPietro	Deputy Commissioner, Operations Division	City of Philadelphia
Kevin Fields	Operations Manager	Turner Construction
Christine Fiori	Clinical Professor & Program Director, Construction Management Program	Drexel University
Philip D. Udo-Inyang, Ph.D., P.E.	Civil Engineering & Environmental Engineering Dept.	Temple University College of Engineering
Raymond Welte	Vice President, Field Operations Dept.	Philadelphia Gas Works
Nazariy Danylyshyn	CCP Alumnus / Subcontractor	Self-employed
Kiara Rivera	CCP Alumnus / Soldier	PA National Guard
Christopher Mullen	CCP Alumnus / Soldier	GENCARP
Eric Frisbie	Manager of Cost Engineering	SEPTA
David Tinley	Architect	
Jennifer Williams	CCP Alumnus	Bittenbender Construction
Sean Dorrman	CCP Alumnus	Bittenbender Construction
Tom DiCampi	CCP Alumnus / Project Manager	P Agnes
Criminal Justice		
Tracey Livingston	Investigator	Federal Public Defender
Rich McSorley	Deputy Trial Commissioner	Criminal Justice Center
Brian Sprowal	Captain	Philadelphia Police Department
Stanley Sheppard	Probation Officer	Adult Probation and Parole
Tamyra Tutt	Juvenile Probation and Parole Supervisor	Juvenile Probation and Parole
Alexander Figueroa	Trooper	PA State Troopers
Jerrold Bates	Staff Inspector	Philadelphia Police Department
Jack Fleming	Inspector	Philadelphia Police Department
Gina Kozlowski	Juvenile Probation and Parole Supervisor	Court of Common Pleas, Family Division
Andre Norwood	Attorney	Law Offices of Andre Norwood
Culinary Arts		
Heather Rodkey	General Manager	Rex1516
Waydia Moore	Chef	Capital Grille

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Scott Clarke	Owner and Executive Chef	Blue Monkey Catering
Randy Bain	Executive Director	Aramark Leisure
Sonny Ingui	Executive Chef	The Logan Hotel
Chef Benjamin Burger	Executive Chef	Philadelphia Cricket Club
Alyssa Termini	Associate Program Director	C-CAP
Chef Michael Maronski	Executive Chef	A La Peg Brasserie
John Thomas	Chef	Sabrina's Café
Chef Benjamin Wurst	Chef Rotisseur	Wild Blue Catering
Eric Johnson	HR Manager	Cambria Hotel
Chef Drew Smalbach	Executive Chef	Whitemarsh Country Club
Matt Rossi	General Manager	Nick's Roast Beef
Rosemary Trout, MS	Instructor, Culinary Science	Drexel University, Center for Hospitality and Sport Management
Jennifer Williams	Employment and Retention Specialist	Philabundance Community Kitchen
Dental Hygiene		
Anabela Amado, RDH	Manager and CCP Alumnus	Health Link Medical Center
Angela Barnes	CCP Alumnus	
Annette Cassidy, RDH	CCP Alumnus	
Laura DeHennis	Past President	Pennsylvania Dental Hygienists Association
Devona Dunn	CCP Alumnus	
Dr. Philip Giarraputo	Dentist	
Sue Giorgio, RDH	Co-Chair, Government Relations	Pennsylvania Dental Hygienists Association
Jaclyn M. Gleber, RDH, Ed.D.	Director of Continuing Education	Thomas Jefferson University
Angela Hall, RDH	CCP Alumnus	
Ahn N. Ly, CDA, RDH, DMD	Dentist and CCP Alumnus	Self-employed
Kathy McAdoo	Past Trustee	Pennsylvania Dental Hygienists Association
Dr. Erin McGrath	Dentist and CCP Alumnus	

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Jean Rath	Director	St. Christopher's Foundation for Children
Helen Raykhman	Owner	Community Oral Health Initiatives
Emily Rudick	Clinical Instructor and CCP Alumnus	R&H Dental Power
Cynthia Sheehan	CCP Alumnus	Temple University Kornberg School of Dentistry
Hope Waller, RN, CNS		Kensington High School
LaVerna Wilson	Past President and CCP Alumnus	Tri-State Dental Hygienists Society
Dr. Barry Stein	Dentist	
Diagnostic Medical Imaging		
Kathleen Friel, RT		Jefferson Frankford Hospital
Jennifer Kelly, R.T.		Jefferson Frankford Hospital
Kimberly Donnelly, RT		Jefferson Torresdale Hospital
Colleen Jacoby, B.S., R.T.		Jefferson Torresdale Hospital
Lindsay Kelly, RT		Jefferson Torresdale Hospital
Chris Bloh, RT		Children's Hospital of Philadelphia
Kristen Carmany, RT		Children's Hospital of Philadelphia
Kate Madera, RT		Children's Hospital of Philadelphia
Brian Marshall Jr., RT		Children's Hospital of Philadelphia
Anthony Nicholson, RT		Children's Hospital of Philadelphia
Marianna Schultz, RT		Children's Hospital of Philadelphia
Regina Smith, RT		Children's Hospital of Philadelphia
Mark Burrows, RT		Corporal Michael J. Crescenz VAMC
Georgianna Pander, RT		Corporal Michael J. Crescenz VAMC
Nyaquio Dolopei, RT		Corporal Michael J. Crescenz VAMC
Gail McCrae, RT		Corporal Michael J. Crescenz VAMC
Marcella Coleman, RT		Mercy Philadelphia Hospital
Margie Briggs, R.T.		Methodist Hospital
Twanna Cannady, RT		Methodist Hospital
Natalie Coppola, R.T.		Methodist Hospital
Hernando Mongelos, R.T.		Penn Presbyterian Medical Center
Kelly Unger, B.S., R.T.		Penn Presbyterian Medical Center

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Mark Byrd, RT		Penn Presbyterian Medical Center
Karen Cippoloni, RT		Penn Presbyterian Medical Center
Melissa Iorio, RT		Penn Presbyterian Medical Center
Corey Woods, RT		Penn Presbyterian Medical Center
Leah Griffin, FT		Pennsylvania Hospital
Richard Merschen, EdS, RT	Lead Technologist - Cardiac Cath Lab	Pennsylvania Hospital
Barbara O'Grady, RT		Pennsylvania Hospital
Sonja Payne, RT		Pennsylvania Hospital
Jason Rafferty, RT	Manager, Diagnostic Radiology	Pennsylvania Hospital
Betsy Smith, RT		Pennsylvania Hospital
Andrew Upham		Pennsylvania Hospital
Shannon Curry-Bradly, RT		Pennsylvania Hospital
Michael Dolan, A.A.S., R.T.	Chief Technologist	Lourdes Medical Center of Burlington County
Thomas Coen	Student - Class of 2020	Community College of Philadelphia
Lache Marcus	Student - Class of 2021	Community College of Philadelphia
Education, Birth - Grade 4		
Mary Graham	Executive Director	Childrens Village
Deb Green	Executive Director	Parent Infant Center
Yael Johnson	Student Representative , Community College of Philadelphia	Bala House Child Care
Carol Austin	Executive Director	First Up
Kendra Thomas	Adjunct Instructor , Program Manager	First Up
Emmanuel Harris	Alum of Community College of Philadelphia	Parent Infant Center
Carol Wong	Executive Director	Chinatown Learning Center
Deb Lawrence	Assistant Professor, Early Childhood Education	Delaware County Community College
Essence Allen	Graduate SPED Faculty	Widener University
James Cupit	Early Childhood Administrator	School District of Philadelphia
Engineering Science		
Dr. Berk Ayranci	Instructor, Civil and Environmental Engineering	Temple University, College of Engineering

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Dr. Kenneth A. Barbee	Associate Professor Professor of Mechanical Engineering and Director of Undergraduate Affairs	Drexel University, School of Biomedical Engineering
Dr. David Brookstein	Engineering Advisor Assistant Professor, Dept. of Mechanical Engineering and Mechanics	Temple University Temple University, College of Engineering
Dr. Shawn Fagan	Department Head and Professor, Dept. of Materials Engineering	Drexel University
Dr. Antonios Kontsos	Associate Director, Laboratory for Research on the Structure of Matter	Drexel University
Dr. Michele Marcolongo	Director of Engineering Outreach	University of Pennsylvania Widener University, School of Engineering
Dr. Andrew R. McGhie	Assistant Director of Transfer Advising Laboratory Manager, Laboratory for Research on the Structure of Matter	Drexel University, College of Engineering
Dr. Ronald Mersky	College of Engineering	University of Pennsylvania Temple University
Ms. Noelle Palladino	Assistant Professor, Electrical and Computer Engineering	Drexel University, School of Biomedical Engineering
Dr. Alex Radin	Senior Mechanical Engineer	Piasecki Aircraft Corporation
Dr. David Reiser	Assistant Dean, Department of Engineering and Textiles A. W. Grosvenor Professor, Department of Materials Science and Engineering	Philadelphia University
Dr. Gail Rosen	Assistant to the Dean, College of Engineering	Drexel University
Dr. Janusz W. Romansky	Director, Engineering Program	Drexel University
Dr. Mark Sunderland	Mechanical Systems Manager	Thomas Jefferson University
Dr. Antonios Zavaliangos	Facility Management	
Dr. Ian Marcus	Consultant	The Boeing Company
Dr. Jonathan Spindel	Director of Facilities	AFD Facility Planning
Christine J. Vasko		Mennonite Home Communities

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Karla Hill, MS, SPHR, SCP	HR Director	City of Philadelphia, Office of Housing and Urban Development
Zahra Khaku	Facilities Space Management Specialist	Comcast
Marc Liciardello	Vice President Global Corporate Services	Aramark Corporation
Mohnie Mangat	Director of Operations	SMG
Christopher Newman	Deputy Commissioner for Administration	City of Philadelphia, Streets Department
Kevin O'Toole, CFM, NCARB	Senior Manager Corporate Real Estate & Facilities Management Professor and Coordinator, Facility Management Program	Vanguard
Clifton Fordham	Program	Tyler School of Art, Temple University
Rashida Ng	Chair, Architecture Program	Tyler School of Art, Temple University
Christopher Chan	CCP Alumnus / Student	Temple University
Ashjam Abdeljaber	CCP Alumnus / Student	Temple University
Admir Sabljic	CCP Alumnus / Student	Temple University
Andre Alexander	CCP Student, FM-Construction Option	Community College of Philadelphia
Martha Santos	CCP Student, FM-Design Option	Community College of Philadelphia
Bianca Ware	CCP Student, FM-Design Option	Community College of Philadelphia
Matheus Cruz	CCP Alumnus / Student	Community College of Philadelphia
Beatriz Silva	CCP Alumnus / Student	Community College of Philadelphia
Jeffrey Thomas	Senior Project Manager	Vanguard Global Workplace Experience
Fashion Merchandising and Marketing		
Chantel Cupid	Sales Supervisor	GUCCI
Tuesday Gordon	Manager/Buyer	Joan Shepp
Joe Hancock	Program Director, MS Retail & Merchandising	Drexel
Jenea Robinson	Owner	March + Mane
Katherine Scilien	Owner	Stone Cooper
Fire Science		
Robert Drennen	Retired Battalion Chief	Philadelphia Fire Department
Olivia Myers	Firefighter - Administrative	Philadelphia Fire Department
Carl Randolph	Deputy Fire Chief, Special Operations Commander	Philadelphia Fire Department
Robert Jeter	Fire Captain, Operation - Philadelphia Fire Academy	Philadelphia Fire Department

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Interior Design		
Colleen Harrington	Senior Project Interior Designer at HOK	HOK
Christine Kepko	President / Department Head, Interior Design Director, Interior Design and Associate Professor, Architecture	CC Design, Inc. / Arcadia University Philadelphia University Westphal College of Media Arts and Design, Drexel University
Lauren Baumbach	Associate Professor, Interior Design Chair, Interior Design, Graphic Design and Illustration and Professor, Interior Design	Moore College of Art Princeton University
Rena Cumby, IDEC	Senior Interior Designer	Drexel University
Kathryn Dethier	CCP Alumnus / Student	Moore College of Art
Amy Hartzell	CCP Alumnus / Student	Philadelphia University
Alex DeHaven	CCP Alumnus / Student	Community College of Philadelphia
Lujain Hamed	CCP Alumnus / Student	Community College of Philadelphia
Caitlin Neal	Student, Interior Design	
Martha Santos	Student, Interior Design	
Matilda Markovic	Student, Interior Design	
Medical Laboratory Technology		
Vijal Patel	Blood Bank Supervisor	Corporal Michael J. Crescenz VA Medical Center
Terri Wallowitch	Administrative Director of Laboratory Services	Deborah Heart and Lung Center
Valerie Lanzetta	Instructor and CCP Alumnus	Jefferson Hospital
Shyqirie Kupa	Assistant Laboratory Director	Our Lady of Lourdes
Caroline Burke	JNE Administrative Director	Jefferson Health Northeast
Jadine Chow	Laboratory Supervisor	Atlantic Diagnostic Laboratories
Stephanie Colfer	Operations Manager, Clinical	Atlantic Diagnostic Laboratories
Barbara Snyderman	Senior Laboratory Specialist	Ortho Clinical Diagnostics
Thomas Rhein	Field Application Specialist, Clinical Microbiology	Biomerieux
Noreen Miller	Laboratory Operations Manager	Jefferson Health Northeast
Samantha Skea	CCP Alumnus	
Dr. Darshana Jhala	Chief Pathology and Laboratory Medicine Service	Corporal Michael J. Crescenz VAMC
Sahil Patel	Lab Manager	Corporal Michael J. Crescenz VAMC
Laureen Nearey	Lab Supervisor Outpatient Lab	Lankenau Medical Center
Danielle Wertz		MLHS
Raquel Deleon-Gonsalves	Microbiology Supervisor	Temple Hospital

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Dianne Marsango	Laboratory Director	Cooper University Hospital
Rosemarie Francis		Mercy Health System
Nursing		
Dr. Linda M. Celia, DrNP, RN, BC	Assistant Clinical Professor	Drexel University College of Nursing and Health Professions
Shannon Smith, MSN, RN	School Health Services Coordinator	School District of Philadelphia, Office of Specialized Services
Dr. Al Rundio	Associate Dean for Nursing and CNE	Drexel University College of Nursing and Health Professions
Dr. Cheryl Monturo	Professor, Department of Nursing	West Chester University
Dr. Elizabeth Speakman, EdD, RN, ANEF, FNAP	Nursing Education Consultant	
Claire Kean, MSN, RN	Professor, Nursing	Bucks County Community College
Dr. Loretta Sweet	Vice President for Health and Equity and Professor, Nursing	Drexel University College of Nursing and Health Professions
Jemmott, PhD, RN		
Jennifer Tapner, RN	Executive Director	Watermark Community
Paralegal Studies		
Helen Howlett	Senior Litigation Paralegal	Endo Pharmaceuticals
Nancy Garner	Assistant Director for Knowledge Services	Jenkins Law Library
Michael Furman	Human Resources Consultant (Public representative)	Self-employed
Christine Flynn	Litigation Paralegal and CCP Alumnus	Haggerty, Goldberg, Schleifer & Kupersmith, P.C.
Stephanie Ristvey	Principal	Ristvey Legal Search, LLC
Jamie Gullen	Attorney	Community Legal Services
Johanna Noonan	CCP Alumnus	
Marilyn Howard Cox	Paralegal Manager	Janney Montgomery Scott
Alfred Flowers	Employment Specialist and CCP Alumnus	Connection Training Services
Linda Barron	Administrative Director and Director of Paralegal Services	Marshall Dennehey Warner Coleman & Goggin
Steven Ludwig	Partner	Fox Rothschild
Jamerra Cherry	Paralegal	Joseph, Greenwald & Laake
Linda Sherman	Legal Specialist	WES Health System
Lynette Lazarus	(Public representative)	Retired Social Studies Teacher

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Carol Lydon	Paralegal	Clark Hill PLC
Ken Johnson	CCP Alumnus and Parlegal	GSK
Photographic Imaging and Digital Video Production		
Harris Fogel	Photography Critic	freelance
Jessica Griffin	Photojournalist	freelance
Justin Chan	Owner	freelance
Christine Foster	Professional Photographer	freelance
John Webb	Owner	freelance
Michael Mercanti	Photo Editor	freelance
Andrea Korff	TV Video Producer	WHYY
Amanda Stevenson	Professional Photographer	freelance
Mark Stehle	Professional Photographer	freelance
Jay Hartigan	Audio Producer	freelance
Felicia Perretti	Professional Photographer	freelance
John Welsh	Video Filmmaker	freelance
Addison Geary	Professional Photographer	freelance
Respiratory Care Technology		
John Mullarkey	RESP Educational Coordinator	Temple University Hospital Hospital of the University of Pennsylvania
Margaret Pierce	Department Head, Respiratory	Methodist Hospital
Laura Fantazzi	Department Head, Respiratory	Presbyterian Medical Center
Roseann Rapa	Department Head, Respiratory	Temple University Hospital
Paul Samuels	Respiratory Supervisory	Episcopal Hospital
Hernan Alvarado	RESP Research Coordinator	Aria Torresdale Jefferson Hospital
Lauren Diduch	RESP Department Head	Children's Hospital of Philadelphia
Lisa Tyler	RESP Clinical Coordinator	Children's Hospital of Philadelphia
Honey Pezzimenti	RESP Supervisor	Temple University Health System
Anoop George	RESP Supervisor	Thomas Jefferson University Hospital
Jerin Juby	Supervisor	Penn Presbyterian Medical Center
Guilbert Eusebio	Respiratory Therapist and CCP Alumnus	Thomas Jefferson University Hospital
Jamile Jacobi	Respiratory Therapist and CCP Alumnus	Community College of Philadelphia
Demetrius Fountain	Student, RESP program	Community College of Philadelphia
Vincent Rao	Student, RESP program	Community College of Philadelphia

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Jennifer Hill, RRT	Respiratory Therapist and CCP Alumnus	Einstein Medical Center Hospital of the University of Pennsylvania
Anthony Jackominic	Lead Therapist	
Kellie Joseph, RRT	CCP Alumnus	
Dr. Paul Karlin, DO	Pulmonologist - Medical Advisor, RESP Program	Jeanes Hospital
Monica Purcell, RRT	Respiratory Coordinator	Thomas Jefferson University Hospital Hospital of the University of Pennsylvania
Edward Tollock, RRT	Educational Coordinator, Respiratory Care Service	Albert Einstein Medical Center
Terry Vizak, RRT	RESP Department Head	Cooper Hospital
Dhuraa Collaku	RESP Department Head	Aria Torresdale Jefferson Hospital
Michelle Cole	RESP Department Head	Jeanes Hospital
Sibi Thomas	RESP Department Head	
Sound Recording and Music Technology		
Shani Aviram	Programming Director	MEGAPOLIS Audio Festival
	Assistant Shop Supervisor and Digital Audio Specialist in	
Eric Carbonara	Sound Technology, Media Arts Dept	University of the Arts
Rick Hall	Sound Recording Engineer	Stylograph Records
Joe Hannigan	Recording Engineer and Sound Design	Weston Sound
		Temple University, Boyer College of Music and Dance
Sandy James	System Support Specialist and Webmaster	University of Pennsylvania
Eugene Lew	Instructional Technology Specialist, Dept. of Music	Weathervane Music / Miner Street Recordings
Brian McTear	Studio Owner	Self-employed
Bill Moriarty	Music recording and sound design	Weathervane Music / Miner Street Recordings
Matt Poirier	Engineer	Township Line Music School
James Sauppe	Instructor / Music Producer	Westphal College of Media Arts and Design, Drexel University
Ryan Schwabe	Assistant Teaching Professor	Kawari Sound
Zach Goldstein	Studio Manager	University of the Arts
Kevin Hanson	Faculty	Temple University
Sean Bailey	Faculty	University of the Arts
Michael Johnson	Faculty	

COMMUNITY COLLEGE OF PHILADELPHIA

Advisory Committees - Membership Lists

Member Name	Position	Organization
Tourism and Hospitality Management		
Andrew Lovell, MLA	Associate Director of Industry Relations, STHM	Temple University
Corvette Kittrell	Program Facilitator, HRTT	Philadelphia Academies, Inc. Philadelphia Convention and Visitors Bureau
Greg DeShields	Executive Director Multicultural Affairs Congress	Cheyney University of Pennsylvania
Dr. Ivan B. Turnipseed	Chair, Hospitality and Recreation Management	Drexel University Center for Hospitality and Sports Management
Michael Traud	Program Director Hospitality and Tourism	Widener University
Dr. Jeffrey Lolli	Associate Professor School of Hospitality Management	Urban Air Willow Grove
Cicely Reece	Franchise Owner	Sojourn Philly
Qamara Edwards	Business and Events Director	Cambria Hotel
Eric Johnson	HR Manager	Philly Pretzel Factory
Tommy Guest	Owner Operator	Holiday Inn Express Midtown
Marney Cronin	Director of Sales	Sugarhouse Casino
Maryann Warrington	Licensing Specialist	Drexel University Center for Hospitality and Sports Management
Rosemary Trout, MS	Instructor, Culinary Science	Greater Philadelphia Hotel Association
Suzanne Geyer	Associate Executive Director	

Academic Pathway	Major	Fall 2019 Enrollment	# of Employers	# of Prospective Employers
Business, Entrepreneurship, Law	Accounting	196	19	5
Business, Entrepreneurship, Law	Business General	1454	25	4
Business, Entrepreneurship, Law	Culinary Arts	117	14	3
Business, Entrepreneurship, Law	Digital Forensics	19	3	4
Business, Entrepreneurship, Law	Fire Science	78	1	0
Business, Entrepreneurship, Law	Hospitality Management	39	15	4
Business, Entrepreneurship, Law	Justice	276	9	3
Business, Entrepreneurship, Law	Paralegal Studies	96	13	5
Business, Entrepreneurship, Law	Technical Studies	3	1	4
Creative Arts	Arts & Design	311	3	4
Creative Arts	Digital Video Production	108	5	4
Creative Arts	Fashion	88	12	3
Creative Arts	Music Performance	23	3	4
Creative Arts	Photographic Imaging	58	3	2
Creative Arts	Sound Recording & Music Technol	105	4	2
Creative Arts	Theater	76	0	5
Design, Construction, & Trans	Architecture	89	9	1
Design, Construction, & Trans	Automotive Technology	56	15	2
Design, Construction, & Trans	Building Science	8	5	1
Design, Construction, & Trans	Construction Management	71	14	6
Design, Construction, & Trans	Facilities Management	121	10	4
Design, Construction, & Trans	Interior Design	27	6	0
Education & Human Services	Behavioral Health/Human Services	507	23	4
Education & Human Services	Education Secondary Humanities/S	41	6	1
Education & Human Services	Education Secondary Math/Scienc	16	6	1
Education & Human Services	Education, Early Childhood	502	48	1
Education & Human Services	Education, Middle Level	62	8	2
Education & Human Services	Liberal Arts-Social/Behavioral Scien	178	18	0
Education & Human Services	Psychology	594	3	0
Healthcare	Dental Hygiene	68	11	3
Healthcare	Diagnostic Medical Imaging	41	3	5
Healthcare	Health Services Management	83	10	1
Healthcare	Healthcare Studies	4168	16	1
Healthcare	Medical Laboratory Technician	39	3	2
Healthcare	Nursing	293	21	1
Healthcare	Respiratory Care Technology	54	4	1
Liberal Arts & Communication	American Sign Language/Interpret	37	4	1
Liberal Arts & Communication	Black Studies	6	0	5
Liberal Arts & Communication	Communication Studies	141	16	0
Liberal Arts & Communication	English	201	2	0
Liberal Arts & Communication	International Studies	35	4	0
Liberal Arts & Communication	Liberal Arts	1954	7	0
Liberal Arts & Communication	Liberal Arts Honor Option	35	3	1
Liberal Arts & Communication	Mass Media	105	20	1
Liberal Arts & Communication	Religious Studies	5	1	4
Science & Technology	Applied Scienc & Engineering Tech	70	7	3
Science & Technology	Biology	141	0	4
Science & Technology	Chemistry	41	0	1
Science & Technology	Computer Information Systems IT	653	8	4
Science & Technology	Computer Science	192	5	7
Science & Technology	Cybersecurity	94	3	2
Science & Technology	Engineering Science	159	13	5
Science & Technology	Mathematics	15	0	0
Science & Technology	Network Technology Management	12	2	4
		13961	464	135

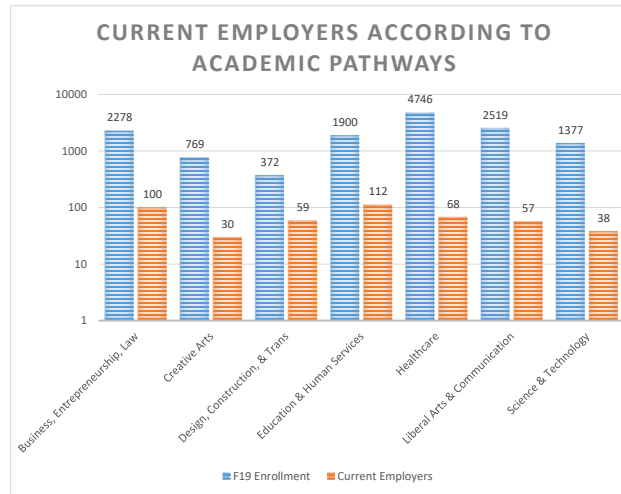
Summary Tables & Charts

Enrollment By Academic Pathway

Academic Pathway	Fall 2019 Enrollment
Business, Entrepreneurship, Law	2278
Creative Arts	769
Design, Construction, & Trans	372
Education & Human Services	1900
Healthcare	4746
Liberal Arts & Communication	2519
Science & Technology	1377
Total	13961

Existing Employers by Academic Pathway

Academic Pathway	Current Employers
Business, Entrepreneurship, Law	100
Creative Arts	30
Design, Construction, & Trans	59
Education & Human Services	112
Healthcare	68
Liberal Arts & Communication	57
Science & Technology	38
Total	464



**ZOOM MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Thursday, November 5, 2020 – 10:30 A.M.**

Present for the Business Affairs Committee: Lydia Hernández Vélez, Esq.; Chair, Mr. Harold Epps, Mr. Rob Dubow, Mr. Steve Herzog, Mr. Michael Soileau, and Mr. Jeremiah J. White, Jr.

Present for the Trustees: Mr. Hugh Patrick Clancy, Ms. Sheila Ireland, Ms. Mindy Posoff and Ms. Chekemma Fulmore-Townsend

Present for the Administration: Dr. Donald Guy Generals, Mr. Jacob Eapen, Mr. William Bromley, Ms. Carol de Fries, Dr. Judith Gay, Ms. Marsia Henley, Dr. Samuel Hirsch, Mr. Michael Fohner, Mr. Gim Lim, Ms. Shannon Rooney, Mr. Derrick Sawyer, Mr. John Wiggins, Ms. Mikecia Witherspoon and Victoria L. Zellers, Esq.

Guests: Mr. Andre Allen, Principal, Phoenix Capital Partners, LLP, and Ms. Sabrina Maynard, City of Philadelphia

**BUSINESS AFFAIRS COMMITTEE
EXECUTIVE SESSION**

An Executive Session preceded the Public Session and commenced at 10:30 A.M.

**BUSINESS AFFAIRS COMMITTEE
PUBLIC SESSION**

The Public Session was opened at 11:03 A.M.

AGENDA

(1) Phase II of the College's Bond Issue for the Career and Advanced Technology Center (CATC) Project (Information Item):

Mr. Eapen provided a background on the Series 2019 bonds. He stated that on May 8, 2019, the College successfully issued \$9,155,000 Series 2019 bonds with a premium of \$1,028,784 for total proceeds of \$10,183,784. The Series 2019 bonds were issued to assist with the CATC which is a capital project consisting of the development, construction, improvement, furnishing, equipping and fit out of a new, approximately 75,000 square foot building on land owned by the College in West Philadelphia.

Mr. Eapen stated that the College has to issue approximately \$14,535,000 of bonds, a small portion of which may be issued as tax-exempt and the remainder as taxable, will be for the remaining financial needs for the CATC project. PNC will be the underwriter for Phase II of the bond issue.

Mr. Eapen requested that Mr. Allen briefed the Committee on Phase II of the College's Bond Issue. Mr. Allen stated that the College had a Zoom call with Moody's who provides the bond rating for the College. Mr. Allen reported that Dr. Generals and College staff did an excellent job in discussing the focus and goals of the College, in particular, in dealing with COVID-19. He stated that the College anticipates receiving its rating from Moody's on November 16th, and that the College expects to maintain an A-3 rating. The Preliminary Official Statement should be printed on November 17th and the pricing of the bonds should be accomplished during the week of November 23rd. The expected closing date is December 7th or December 8th.

(2) Purchase of 500 Dell Laptops (Action Item):

Discussion: Mr. Eapen stated that the College has a need for laptop purchases to support student remote work. The Dell pricing obtained through Dell September 2020 bid process will be the basis of this purchase.

The September 2020 bid details are as follows:

On the 8th of September, the College made available RFP 10128 a bid for laptop computers using the PennBid system for competitive bidding. The bid used the Dell Latitude 3410 BTX SKU 210-AVKY in the RFP as the Basis of Design. Clarifications to the bid were due on the 11th of the month, and the bids were due on the 16th. The College received 10 bids, of which Dell Technologies was the lowest at \$675 per unit, and 7% lower than the next lowest bidder, GDC. The bid summary is included in Attachment A.

Primary considerations in reviewing all options were cost, unit capabilities and availability. The lowest responsible bidder, Dell Technologies, with their Dell Latitude 3410 i5 model with 8G of RAM, 256GB SSD drive and 14-inch monitor with integrated webcam. These laptops will be offered as loaners to students enrolled in Spring 2021 semester classes subject to their signing a Loan Agreement.

Mr. Eapen stated that College staff need to ensure that there will be a sufficient amount of laptops for Catto students since the Catto Program will be in place for the Spring 2021 semester.

Action: Mr. Herzog moved and Mr. Epps seconded the motion that the Committee recommend to the full Board the purchase of 500 Dell laptops at the total cost of \$337,500 which includes a one-year warranty. The purchase shall be made using Cares Act institutional dollars. The motion passed unanimously.

(3) Approval of McGoldrick Change Order One for the Library & Learning Commons Project (Action Item):

Discussion: Mr. Eapen stated that our electrical contractor for the LLC project, McGoldrick Electric, has encountered some changes in Phases 2 and 3 of the LLC project construction. Phase 1 work, completed in March 2020, was in the Bonnell Building which is a 30-year-old building. Phases 2 and 3 are now working concurrently in the Mint Building which is a 120-year-old building. The total changes that require board approval total \$116,963 which

is 3.8% of their original contract value of \$3,087,013 which is well below the industry average of 8-12% change orders for construction projects. Please refer to Attachment B.

Mr. Eapen stated that the change order consists of thirteen (13) line item changes that occurred on the project due to customer request, unforeseen conditions, and/or omissions from the design. The change order predominantly consists of unforeseen condition and design omission changes. When Mint walls were removed, there were conditions behind these walls that had to be dealt with for the new work to comply with existing building codes. The larger of these changes included electrical changes from plaster ceiling conditions, missing stairwell lighting, and the relocation of transformer.

Mr. Eapen asked Mr. Fohner, the College's AVP for Facilities and Construction Management to present to the Committee a PowerPoint summarizing the larger unforeseen conditions in the Library & Learning Commons. Please refer to Attachment C. Mr. Eapen pointed out the stairwell going from the West Building into the Library is where the Café will be located and will be an additional element to the Library.

Mr. Herzog asked if the drawings will be up to date based on the findings. Mr. Fohner stated that there will be an up-to-date set of as-builts. Mr. Epps asked what is the total amount of all three changes orders. Mr. Eapen stated that the total of the three contractors is \$627,840. Mr. Soileau asked if these costs will be covered in this year's capital budget. Mr. Eapen stated that the costs are being covered in two parts: a contingency was put in place for the project and the remaining dollars are under the capital budget plan. Mr. Epps asked how much money will be left in the contingency line following these changes orders. Mr. Eapen stated zero. Mr. Epps asked what was the confidence level with any future change orders. Mr. Eapen stated that he was confident. He also stated that the goal was to complete the project by the end of December/early January.

Action: Mr. Epps moved and Mr. Herzog seconded the motion that the Committee recommend to the full Board the approval of the McGoldrick Electric Change Order One for the Library & Learning Commons Project in the amount of \$116,963. The motion passed unanimously.

(4) Approval of PT Mechanical Change Order One for the Library & Learning Commons Project (Action Item):

Discussion: Mr. Eapen stated that our mechanical contractor for the LLC project, PT Mechanical, has encountered some changes in Phases 2 and 3 of the LLC project. The total changes that require board approval total \$158,331 which is 8.2% of their original contract value of \$1,925,453 which is within the industry average of 8-12% change orders for construction projects. Please refer to Attachment D.

Mr. Eapen stated that the change order consists of twenty-four (24) line item changes that occurred on the project due to customer request, unforeseen conditions, and/or omissions from the design. The change order predominantly consists of unforeseen condition changes. When Mint walls were removed, there were conditions behind these walls that had to be dealt with for the new work to comply with existing building codes. Many of the changes required of the General Contractor above resulted in changes to ductwork routing and sizing. Some of the

change order work was a result of finding abandoned mechanical equipment in the old ceilings and behind the walls which required removal.

Action: Mr. Herzog moved and Mr. Epps seconded the motion that the Committee recommend to the full Board the approval of the PT Mechanical Change Order One for the Library & Learning Commons Project in the amount of \$158,331. The motion passed unanimously.

(5) Approval of New Age Development Group Change Order Three for the Library & Learning Commons Project (Action Item):

Discussion: Mr. Eapen stated that our General Contractor for the Library Learning Commons (LLC) project, New Age Development Group (NADG), has encountered several unforeseen site conditions which required changes to their contractual work. Current changes approved by the board to date for NADG at the 6/20/20 and 8/19/20 board meetings have totaled \$233,859. Additional negotiated changes identified that require approval total \$352,546. The total changes amount to 7.9% of the total original contract value of \$7,693,491, and less than the industry average of 8-12% change orders for construction projects. Please refer to Attachment E.

Mr. Eapen stated that the change order consists of twenty-one (21) line item changes that occurred on the project due to customer request, unforeseen conditions, and/or omissions from the design. The change order predominantly consists of unforeseen condition changes. When Mint walls were removed, there were conditions behind these walls that had to be dealt with for the new work to comply with existing building codes. There was structural steel missing in some areas; conduit hangers missing in other areas; the original Mint ceiling was lined with terracotta tiles requiring a complex ceiling anchor system; and there was a masonry wall hidden behind the plaster wall that was discovered at the time of demolition. These changes drove the cost of the larger line items.

Action: Mr. Herzog moved and Mr. Epps seconded the motion that the Committee recommend to the full Board the approval of the New Age Development Group Change Order Three for the Library & Learning Commons Project in the amount of \$352,546. The motion passed unanimously.

(6) Marketing Update and Planning (Information Item):

Mr. Soileau began by stating that Marketing is the underpinning of what the College is trying to achieve from different perspectives such as branding, fundraising and student retention. He stated that Marketing has been doing great work and has identified some areas of opportunity to improve.

Ms. Rooney provided an overview detailing Marketing & Communications divisional operations, paid marketing updates and opportunities for future engagement. Please refer to Attachment F. Ms. Rooney's presentation was broken down into the following categories: State of Affairs Summary, CCP Audience Target, Objectives & Goals, Plan Enhancements, Paid Media Tracking, Collaborative Data Collection, Data-Driven Decision and Reports, Division Enhancements, Promoting Catto Scholarships and Looking into the Future.

Mr. Soileau thanked Ms. Rooney's for her presentation and highlighted on improving the website into a friendlier user experience to help facilitate the locations of various applications, improving the branding, and being thoughtful on the investment.

Ms. Hernández Vélez asked how the non-English student populations such as Asians and Eastern Europeans will be targeted in the marketing efforts. Ms. Rooney stated that conversations are being held in Enrollment Management, and that Marketing has hosted a few Spanish language Admissions events.

Dr. Generals reminded the Trustees that Ms. Rooney has taken on the added responsibility of serving as the Interim lead in Enrollment Management as the College searches for the Vice President for Enrollment and Institutional Effectiveness. Dr. Generals stated that the interim position gives Ms. Rooney the opportunity to explore where the "disconnects" are between our messaging and the end results for our students. Dr. Generals also mentioned that Ms. Rooney completed he doctorate degree. The Trustees congratulated Ms. Rooney on her achievement.

Ms. Posoff questioned the alignment of the Marketing efforts to moving our students through from beginning to end. Ms. Rooney stated that Dr. Zanjani and Institutional Advancement will be an important part in maintaining student relationships once they leave the College. Ms. Rooney coined a phrase from "App to Cap" and how it would be important for Marketing to segment the audience on the website. She further stated it is important for Marketing to do a better job of bundling some program specific advertising around the pathways.

Mr. White questioned if Marketing considered branding the College as the City's College and what additional resources are being invested. Ms. Rooney stated that Institutional Research shared a survey they done centered on the Strategic Plan which had feedback from internal and external individuals regarding their perceptions of the College. She stated that the Marketing & Communications Division is pulling together a new branding guideline book. Mr. Soileau added that the branding needs to be tested around brand messaging, taglines, and an RFP on a website overhaul before the dollars are invested. Mr. White pointed out that it was important to have the Marketing presentation presented at the Business Affairs Committee at today's meeting so that the dollars that would need to be invested will be looked at now.

(7) Resolution to Amend the Community College of Philadelphia's Healthcare Plan and Disability and Life Insurance Plan (Action Item):

Discussion: Ms. Zellers stated that in June, a Resolution was approved to amend the College's healthcare plans to cover the College's full-time employees and part-time classified employees who are on furlough due to COVID-19. She stated that the Resolution expires on December 31, 2020. Ms. Zellers stated that the College will be online for the Spring semester and, as such, there are some full-time faculty members and classified and confidential employees who are going to continue to be on a furlough. Currently there are 6 full-time faculty and about 20 classified, confidential and administrative employees on furlough. She stated that as part of an agreement reached with the Federation, the full-time faculty who stay on furlough will be counted towards the full-time faculty ratio which will save College dollars.

Ms. Zellers stated that the Resolution to motion to amend the College's healthcare plan and disability and life insurance plan will be extended through the Spring 2021 semester which is June 30, 2021 for the classified and confidential employees and August 31, 2021 for full time faculty.

Mr. Dubow commented that he just wanted to understand the Resolution was covering medical coverage for those employees out on furlough. Ms. Zellers stated that the Resolution covers medical, prescription, dental, life insurance and disability. She stated that College staff awaited approval from Sunlife who is the College's provider for disability and life insurance policy and stop-loss provider for medical regarding extending benefits for those employees on furlough. Mr. Epps asked what is the value of the request being made. Ms. Zellers stated the full-time faculty who will be going out on furlough will not add any costs to the College since they will be counted towards the ratio. The College budgeted for the classified and confidential employees who will be taking the voluntary furlough.

Action: Mr. Epps moved and Mr. Soileau seconded the motion that the Committee recommend to the full Board the approval of the Resolution to Amend the Community College of Philadelphia's Healthcare Plan and Disability and Life Insurance Plan for full-time employees and part-time classified employees who are on furlough in Spring 2021 to be permitted to remain on the College's Healthcare Plan and Disability and Life Insurance Plan. The motion passed unanimously. The full Resolution is included in Attachment G.

(8) Resolution for Stipends for Vice Presidents and General Counsel (Action Item):

Discussion: Ms. Zellers stated that the item was discussed in Executive Session and, if approved, the Committee needs to put forth a motion. Mr. Dubow asked if there will be details surrounding the stipend. Ms. Zellers stated that the Resolution states: "Subject to evaluation and performance, the College's Vice Presidents and General Counsel are eligible to receive a stipend of up to 3% of their base salary, in lieu of a raise; provided however that the percentage of the stipend shall be pro-rated for any Vice President who was not employed for the preceding fiscal year in accordance with College practice. The total amount of stipends shall not exceed \$33,225." Mr. Epps requested that a cap be mentioned in the vote. Please refer to Attachment H.

Action: Mr. Epps moved and Mr. Soileau seconded the motion that the Committee recommend to the full Board the approval of the. Resolution for Stipends in lieu of raises for Vice Presidents and General Counsel up to 3% of their base salaries and with a cap not to exceed \$33,225. The motion passed unanimously.

(9) Next Meeting (Information Item):

Ms. Hernández Vélez reminded the Committee that the next regularly-scheduled meeting of the Committee is set for Wednesday, November 18, 2020 at 9:00 A.M.

The meeting adjourned at 11:55 a.m.

ATTACHMENT A

Purchase of 500 Dell Laptops

Shipping Group Details**Shipping To**

BILL BROMLEY
 COMM COLLEGE OF
 PHILADELPHIA
 1700 SPRING GARDEN ST
 MD B-240
 PHILADELPHIA, PA 19130
 (215) 751-8900

Shipping Method

Standard Delivery

			Qty
Dell Latitude 3410			\$675.00
Estimated delivery if purchased today:			
Dec. 15, 2020			
Contract # C000000009247			
Customer Agreement # COSTARS 003-051			
Description	SKU	Unit Price	Qty
Dell Latitude 3410 BTX	210-AVKY	-	500
10th Generation Intel Core i5-10310U (4 Core, 6M cache, base 1.7GHz, up to 4.4GHz, vPro Capable)	379-BDZN	-	500
Win 10 Pro 64 English, French, Spanish	619-AHKN	-	500
No Microsoft Office License Included – 30 day Trial Offer Only	658-BCSB	-	500
Integrated Intel(R) UHD for 10th Generation Intel(R) Core(TM) i5-10310U	338-BVLD	-	500
8GB, 1x8GB, DDR4 Non-ECC	370-AFEH	-	500
Not selected in this configuration	817-BBBC	-	500
M.2 256GB PCIe NVMe Class 35 Solid State Drive	400-BIJP	-	500
14" FHD (1920x 1080) Anti-Glare Non-Touch, Camera & Microphone, WLAN capable	391-BFDU	-	500
Non-Backlit Power Button with No Fingerprint Reader	346-BGJH	-	500
Single Pointing Non-backlit Keyboard, English	583-BFRL	-	500
WLAN Driver Intel AX201, CML /9260, KBL-R (with Bluetooth)	555-BFSF	-	500
Intel Dual Band Wi-Fi 6 AX201 2x2 802.11ax 160MHz + Bluetooth 5.1	555-BFNI	-	500
No Mobile Broadband Card	556-BBCD	-	500
4 Cell 53Whr ExpressCharge Capable Battery	451-BCPS	-	500
65 Watt AC Adapter	450-ADTR	-	500
No Anti-Virus Software	650-AAAM	-	500
OS-Windows Media Not Included	620-AALW	-	500
US Power Cord	537-BBBL	-	500
Quick Start Guide for 3410	340-CQBV	-	500

Dell Client System Update (Updates latest Dell Recommended BIOS, Drivers, Firmware and Apps)	658-BBMR	-	500	-
Waves Maxx Audio	658-BBRB	-	500	-
Dell Power Manager	658-BDVK	-	500	-
Dell SupportAssist OS Recovery Tool	658-BEOK	-	500	-
Dell Optimizer	658-BEQP	-	500	-
Additional Software for Latitude 3410	658-BETG	-	500	-
Direct Ship Info Mod	340-AASO	-	500	-
Min Model Packaging	340-CQVE	-	500	-
System Ship Info	640-BBJB	-	500	-
Intel Core i5 Processor Label	340-CNBZ	-	500	-
No Mouse	570-AADK	-	500	-
No Resource DVD / USB	430-XXYG	-	500	-
ENERGY STAR Qualified	387-BBOO	-	500	-
BTS/BTP Smart Selection Shipment (VS)	800-BBQH	-	500	-
EAN label	389-BKKL	-	500	-
Latitude 3410 Bottom Door Included	321-BFKC	-	500	-
EPEAT 2018 Registered (Silver)	379-BDTO	-	500	-
No AutoPilot	340-CKSZ	-	500	-
Dell Limited Hardware Warranty	997-6727	-	500	-
Onsite/In-Home Service After Remote Diagnosis, 1 Year	997-6735	-	500	-

Subtotal:	\$337,500.00
Shipping:	\$0.00
Estimated Tax:	\$0.00
<hr/>	
Total:	\$337,500.00

ATTACHMENT B

McGoldrick Change Order One for the Library & Learning Commons Project

	Prime	Negotiated price	Reason
Phase 1 - Isolation valve hook-up into monitoring system	McG - Elec	\$2,235	College Request or Contract Need
Phase 1 - Provide five (5) D1-D5 light fixtures per ASI#11.	McG - Elec	\$4,132	Design Error or Omission
Phase 2 - Demolish, remove, and replace conduit and wiring in L1-08 due to plaster ceiling demo.	McG - Elec	\$11,818	Unforeseen
All phases - Provide & install CAT 6e cable for future camera locations	McG - Elec	\$8,991	College Request or Contract Need
All phases - CORs 09, 11, 12, 13, 14: COR 14 was a design omission of \$14k of elec demo; the other changes were customer requested for lighting / room changes	McG - Elec	\$31,401	College Request or Contract Need; Design Omission
Phase 2 - Secure loose conduits running under bridge	McG - Elec	\$3,678	Unforeseen
Support HV electrical conduit over bathrooms	McG - Elec	\$6,732	Unforeseen
Phase 2: Wiring for controls and communication wire for 2 isolation valves	McG - Elec	\$9,429	Customer request
Phase 2: Transformer relocation	McG - Elec	\$8,547	Design Error or Omission
Secure electrical conduits in Mezzanine	McG - Elec	\$5,000	Unforeseen
Missing lighting / power at new Mint-West connector stairwell (ASI#21 / RFI#24)	McG - Elec	\$15,000	Design Error or Omission
Run wire to exhaust fans (ASI#27)	McG - Elec	\$7,000	Design Error or Omission
Provide wire mold accessories	McG - Elec	\$3,000	Unforeseen

Original Contract Amount		Amount pending Board Approval	Total Changes
\$3,087,013	McG - Elec	\$116,963	\$116,963

Attachment C

LibraryLearningCommons

Summary of the Larger Unforeseen Conditions

Condition: Masonry wall behind plaster wall



- The contract calls for the removal of the plaster wall to facilitate the new restroom construction.
- A masonry wall was found behind the plaster wall that ran over 50' in length and over 20' high.
- This had to be removed for the new space's construction.

Condition: Terra Cotta ceiling tiles under existing plaster ceiling (throughout project)



- The contract called for the hanging of ceiling system, pipe hangars, lighting, and ductwork from the masonry ceiling.
- Because the ceiling is terra cotta and not masonry, all of these items now have to be anchored in structural steel.

Condition: Mint-West connector stairwell requires concrete and steel repair



- The existing connector stairwell was completely encased in drywall. Once exposed, it was discovered that the stairwell needs structural repairs and the utilities located in this former chase now need to be re-routed.

Condition: Brick and masonry repairs required



- The contract called for painting of the existing plaster wall that was behind the drywall.
- The area uncovered revealed that much of the wall was existing brick or masonry and would require repair and a plaster finish prior to painting.
- This condition is throughout the project in several Phase 2 & 3 spaces.

Condition: Structural terminations required for demolition of steel.



- The existing structural steel uncovered through the project requires proper terminations when sections are removed.
- This condition is present throughout the project, and in some cases, required a re-design of the space to facilitate this work.

ATTACHMENT D
**PT Mechanical Change Order One for the Library &
Learning Commons Project**

	Prime	Negotiated price	Reason
Phase 1 - revisions needed for ductwork fabrication due to design changes.	PT Mech	\$2,835	Design Error or Omission
Phase 1 - Repair existing fire damper in west shaft of the library near Main Stacks, room L1-09.	PT Mech	\$1,136	College Request or Contract Need
Phase 1 - Furnish and install ductwork shown in contract documents as existing	PT Mech	\$4,504	Unforeseen
Phase 1 - Relocate two (2) existing HVAC collars	PT Mech	\$1,492	Unforeseen
Phase 1 - HVAC modifications (return air ducts) per ASI#6	PT Mech	\$23,010	Design Error or Omission
Phase 1 - Relocate existing fire damper	PT Mech	\$1,901	Unforeseen
Phase 2 - Demolish, remove, and replace HVAC system in L1-08 due to plaster ceiling demo	PT Mech	\$14,647	Unforeseen
ASI#10 - change in duct work	PT Mech	\$7,586	Design Error or Omission
Phase 2 - Relocate riser in Quiet Study	PT Mech	\$11,437	Design Error or Omission
Phase 3 - Demo existing ductwork not shown on drawings	PT Mech	\$1,152	Design Error or Omission
Phase 3 - Demo existing sound trap and ductwork	PT Mech	\$1,483	Unforeseen
Phase 2 & 3 - Furnish & install 4 additional fire dampers in fire rated walls per RFI#85	PT Mech	\$8,400	Design Error or Omission
Phase 3 - Demo pipe per JMT-RFI#52	PT Mech	\$1,535	Design Error or Omission
Phase 3: RFI#034; Abandoned AHU in demo'ed room	PT Mech	\$2,937	Unforeseen
Phase 3: Provide six new 7" diffusers	PT Mech	\$2,803	Design Error or Omission
Phase 3: Ductwork change per ASI#26	PT Mech	\$2,700	Design Error or Omission
RFI 052, Add Transfer Ducts	PT Mech	\$5,043	Design Error or Omission
Repair damaged control wiring	PT Mech	\$2,452	Credit from NADG
Relocate ductwork on Mezz. (T&M)	PT Mech	\$2,000	Design Error or Omission
Add 2 fire dampers per RFI#28	PT Mech	\$2,893	Unforeseen
Demo existing pipe per RFI#49	PT Mech	\$639	Unforeseen
Phase 3 riser rework (RFI#28)	PT Mech	\$21,407	Unforeseen
Phase 2 riser rework ((RFI#53)	PT Mech	\$22,339	Unforeseen
Revise VAV & Ductwork above bathroom (RFI#25)	91 PT Mech	\$12,000	Design Error or Omission

Original Contract Amount		Amount pending Board Approval	Total Changes	Percent change orders to original contract
\$1,925,453	PT Mech	\$158,331	\$158,331	8.2%

ATTACHMENT E

New Age Development Group Change Order Three for the Library & Learning Commons Project

	Prime	Negotiated price	Reason
Phase 2 & 3 - Revise Rotunda hallway soffit	NADG - GC	\$6,704	Design Error or Omission
Phase 2& 3: Plaster repair (RFI 093)	NADG - GC	\$27,685	Unforeseen
Phase 3: Top of stair changes due to ASI#25	NADG - GC	\$14,952	Design Error or Omission
Phase 2 & 3: CCD 01 - remove plaster ceiling in Rotunda	NADG - GC	\$7,000	Design Error or Omission
Phase 1: Add hand rail per ASI #19 (RFI #073)	NADG - GC	\$2,609	Design Error or Omission
Remove old red duct work (LBP abatement)	NADG - GC	\$12,031	Unforeseen
Credit for repairs needed to control wiring	NADG - GC	(\$2,452)	Unforeseen
Stud out walls per RFI#69 - Mezz areas	NADG - GC	\$27,378	Design Error or Omission
Install floors in shaft for fire damper access (RFI#39)	NADG-GC	\$20,000	Unforeseen
Abate red floor tile & replace w/ VCT - Bonnell back hallway (Phase 1)	NADG - GC	\$20,000	Customer request
Beam clamps required for wood ceiling attachment (RFI#96)	NADG-GC	\$40,425	Unforeseen
Steel changes, 7R1 (ASI#12 / RFI#91)	NADG-GC	\$36,766	Unforeseen
Shaft walls in Quiet Study Area (ASI#26)	NADG-GC	\$9,444	Unforeseen
Masonry Jamb opening detail (RFI#65)	NADG-GC	\$6,825	Unforeseen
Toggles for ACT ceiling	NADG-GC	\$3,168	Unforeseen
Details at Visitor Gallery SSK (add'l demo)	NADG-GC	\$4,829	Unforeseen
Demo block wall (bathroom hallway) not shown on plans	NADG-GC	\$27,060	Unforeseen
Shaft floors & transformer room floor (ASI#28)	NADG-GC	\$43,273	Unforeseen
Additional steel for sprinkler (submittal 051200)	NADG-GC	\$8,146	Unforeseen
Café Stair changes (ASI#29)	NADG-GC	\$11,934	Unforeseen
Additional floor tile (hallway along 17th Street side - Café to Lobby stair)	NADG-GC	\$24,769	Customer request

		Total approved to date	Amount pending Board Approval	Percent change orders to original contract
Original Contract Amount				
\$7,693,491	NADG - GC	\$257,303	\$352,546	7.9%

ATTACHMENT F

Marketing Presentation



Business Affairs Committee

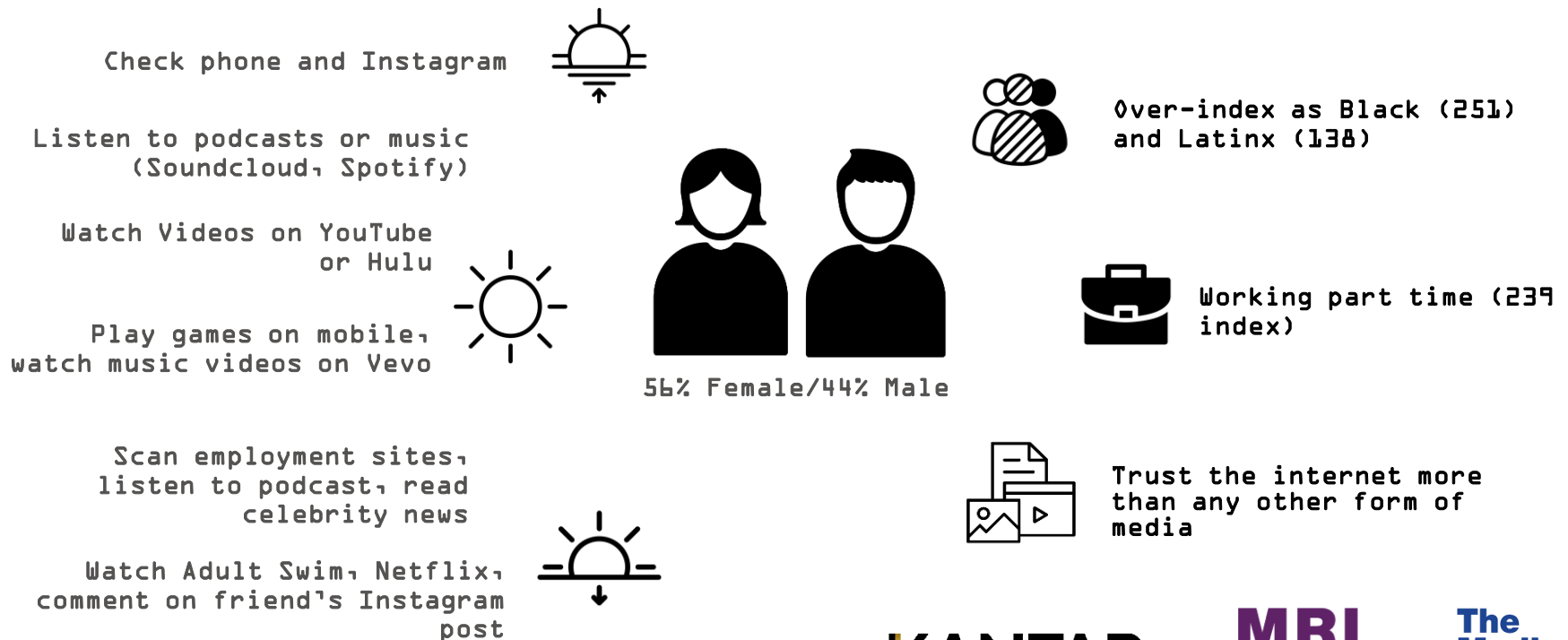
November 2020

STATE OF AFFAIRS SUMMARY

- Ongoing efforts for advertising like direct mail, paid social, TV ads, streaming audio, OOH and more, include a budget of \$1.5 million. Currently **that budget is spread across almost 50 media partners** with the goal of driving awareness for open houses, new courses and enrollment.
- With many partners, the challenge is identifying **the frequency at which we're targeting the actual decision makers**, which can result in lower conversions.
- In an effort to be more effective with our dollars, **we need to begin refining media targets, implementing metrics and developing a comprehensive paid advertising plan** that ultimately drives data-informed decisions.
- Opportunity exists in **condensing and enhancing** efforts to reach a more targeted audience and drive higher levels of response, and subsequently determine what's working on moving people into CCP's consideration set.

CCP AUDIENCE TARGET

18-24 year-olds with limited household income who are likely to start or return to school in the near future



Sources: MRI 2020 August Covid/Fall 2019 - M208F19

KANTAR

MRI
SIMMONS

The
Media
Audit

OBJECTIVES & GOALS

We need to impact every stage of the funnel in order to meet enrollment objectives



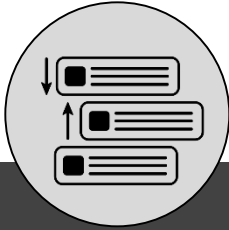
Introduce CCP: share College mission and impact within key communities

Highlight CCP's ability to serve the unique motivations of the population

Enroll students

*Goals: positive increase in enrollment
500 CATTO Spring 2021 students*

PLAN ENHANCEMENTS

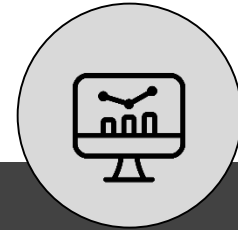


Prioritize key target(s), timing, and goals, and be stringent about investing budget in areas that will drive results.



Be stringent about tactics and placements.

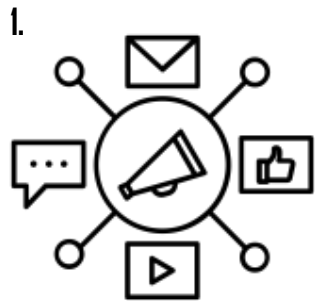
This will lead to a pared-down list of tactics and partners, and will allow for greater frequency of message when it matters, to the people who matter.



Focus on improving analytics to allow for better optimizations and overall performance.

PAID MEDIA TRACKING

To measure the effectiveness of media, we use Google Tag Manager for pixel implementation to track key actions:



1. Use pixel tracking to track paid media users that go to the CCP website

Task: Identify visit rate by channel (% of impressions that result in a website visit)

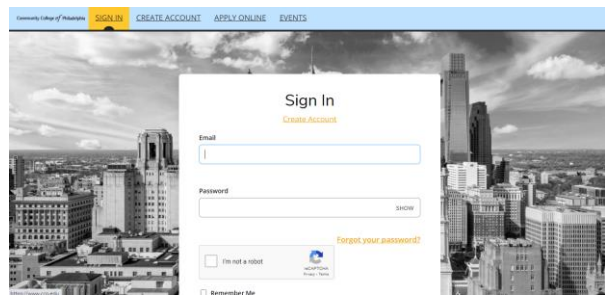
2.



Track the actions taken by paid media users on the website (e.g. visits, admissions page views, tuition page views, academic offerings page views, etc.)

Task: Determine top lead driving channels, establish a cost per lead figure, and forecast future media results

3.



Continue to track paid media driven users that go deeper into the funnel through **Elucian** (e.g. create account, contact CCP, apply, etc.)

Task: Determine top enrollment driving channels, and cost per enrollment

4. Re-target for additional messaging and build look-a-like models to source prospective students

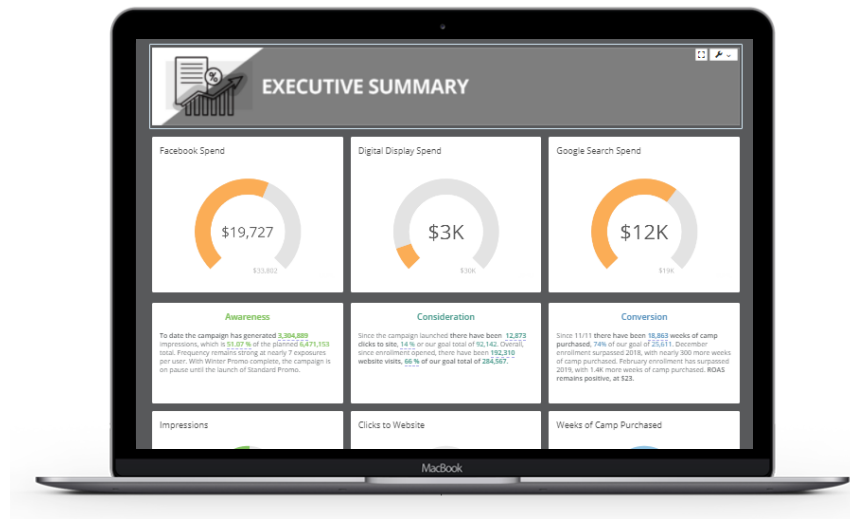
Task: Leverage data on converters to determine the ideal target

COLLABORATIVE DATA COLLECTION



DATA-DRIVEN DECISIONS AND REPORTS

- Adding pixel tracking to recruitment communications
- Building integrated marketing dashboard to combine data sources



DIVISION ENHANCEMENTS

- A new approach to projects and requests.
- Restructured division to clarify roles.
- The technology infrastructure to measure success.



Promoting Catto Scholarship

Focus on measurable, digital tactics:

- Animated interstitial mobile ads
- Targeted social media advertising
- Dedicated landing page for direct mail



Looking to the future



THANK YOU

ATTACHMENT G

Resolution to Amend the Community College of Philadelphia's Healthcare Plan and Disability and Life Insurance Plan

**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 Fall 2020 enrollment decreased causing budget constraints;

Whereas to alleviate these budget constraints, the College placed some employees on furlough, a temporary unpaid lay off status, to address budget constraints and lack of face-to-face working opportunities;

Whereas due to the ongoing COVID-19 Emergency, most of the College’s instruction and services will continue to remain online for the Spring 2021 semester and the College may continue some employees on furloughs for the Spring 2021 semester and/or may furlough additional employees for the Spring 2021 semester;

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 continue 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 5th day of November, 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 on a Furlough Status, at any time between January 1, 2021 and June 30, 2021 may continue their current medical, prescription, and dental coverage for themselves and their eligible dependents through June 30, 2021 (for non-Academic Year Faculty) and through August 31, 2021 (for Academic Year faculty) 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 June 30, 2021 (for non-Academic Year-faculty) and through August 31, 2021 (for Academic Year faculty).
 3. All other provisions of the Plans shall remain the same.
 4. This Amendment shall automatically terminate and cease to be effective on August 31, 2021.

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: November 5, 2020

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

ATTACHMENT H

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BOARD RESOLUTION NOVEMBER 5, 2020

Whereas on November 5, 2020, the Business Affairs Committee of the Board of Trustees approved a motion recommending that the College's Board of Trustees approve a Resolution as outlined below:

Now, therefore, on this 5th day of November, 2020, the Board of Trustees approves the following:

- (1) Subject to evaluation and performance, the College's Vice Presidents and General Counsel are eligible to receive a stipend of up to 3% of their base salary, in lieu of a raise; provided however that the percentage of the stipend shall be pro-rated for any Vice President who was not employed for the preceding fiscal year in accordance with College practice. The total amount of stipends shall not exceed \$33,225.

**ZOOM MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, November 18, 2020 – 9:00A.M.**

Present for the Business Affairs Committee: Lydia Hernández Vélez, Esq., presiding, Mr. Rob Dubow, Mr. Harold Epps, Mr. Michael Soileau, and Mr. Jeremiah J. White, Jr.

Present for the Administration: Dr. Donald Guy Generals, Mr. Jacob Eapen, Ms. Leslie Bluestone, Ms. Marsia Henley, Mr. Michael Fohner, Mr. Gim Lim, Mr. Derrick Sawyer, Dr. Mellissia Zanjani, and Victoria L. Zellers, Esq.

Guest: Ms. Sabrina Maynard, City of Philadelphia, Office of the Director of Finance

**PUBLIC SESSION
AGENDA**

Ms. Hernández Vélez called the meeting to order at 9:03 A.M.

(1) Three Year Capital Budget Plan (Information Item):

Dr. Generals began discussion on deferred maintenance issues and future capital projects in the context of the Facilities Master Plan which was issued in September 2017. Dr. Generals mentioned projects such as the Library & Learning Commons which is near completion, the Career & Advanced Technology Center which is underway, and the New Academic Building which is a part of revisiting the Facilities Master Plan that was issued three years ago. Dr. Generals stated that in order to look at the deferred maintenance issues, he categorized them into “three buckets” - red, yellow and green. The red bucket represents the immediate overall structural needs of the College such as roofs, garages and elevators. The yellow bucket represents the anticipated needs of keeping up with the quality of education. For example, the Library & Learning Commons project, the renovations of laboratories and the Music Studio. The green bucket represents the growth areas. Dr. Generals highlighted revisiting the Academic Building which is the next major project. He also mentioned that looking at another Academic Building should be considered. Dr. Generals stated that the parking garage on 16th & Callowhill Streets, which is currently being leased to Mr. Bart Blatstein, will revert to the College in 2029 and should be taken into consideration. Mr. Eapen added that The Hamilton Project was another key project in Phase I of the Facilities Master Plan. Dr. Generals stated that prior to the pandemic, the College had approximately 40 students in the first phase of The Hamilton. He also stated that under Trump’s administration, international students were having difficulty in obtaining student visas. Hopefully, the flow of immigration will pick up. He stated that there are currently 13 students occupying The Hamilton.

Mr. Eapen stated that the second phase of the Facilities Master Plan needs assessment on projects such as the Athletic Center, Bonnell Ground Floor, 17th and Spring Garden Mint Gateway, and Art Studios Mint Building Retrofits. He stated that the Facilities Master Plan, which was

approved by the Board in September 2017, needs to be reassessed. Mr. White asked what is the thinking on student services and student activities. Dr. General stated that there are different components involved. He stated that we need to look at the existing facilities in order to be competitive in athletics; specifically, the renovations of athletic bathrooms and showers. Dr. General also mentioned that there is a sealed-off space in the Student Life Building (the former Winnet Kitchen) that should be utilized. Mr. White asked, in light of the pandemic and economic disruptions, how is the College going to look at more on-line interactions with students and how can we build the capacity for that; and what do we need to do in terms of our "journey" to the Aspen level of education. Mr. White also stated that we need to have a sense of a new way of delivering student services. Dr. General stated that a full-blown discussion needs to take place on the College's capacity: to deliver on-line instruction; to deliver hybrid instruction, and to expand and facilitate support services. Dr. General also mentioned the work environment and what will be the new work requirements for those employees who are able to work from home. He stated that there are opportunities to reconfigure space that the College should reconsider. Mr. White recommended that these discussions should continue at the full Board level.

Mr. Eapen reviewed the Three Year Capital Plan. He stated that the Sources of Funds includes: Maintenance Fund - \$4.8 million; Main Garage Maintenance Fund - \$340,000; 3 years of Capital Fees - \$1 million; 3 years from City Appropriation - \$1 million; Remaining Settlement Funds (Stantac and subcontractors) - \$1.4 million; Refinancing of 2008 Bond Issue during FY15-16 - \$1.66 million and Refinancing of 2007 Bond Issue during FY 16-17 - \$634,000. This adds up to \$14.5 million. Mr. Dubow asked if this assumes spending the whole fund. Mr. Eapen stated that this does assume spending the whole fund, but that to keep in mind this is a three-year capital plan. Mr. Dubow asked if there is a way to do a capital program with limited borrowing. Mr. Eapen stated that in this plan, there is no borrowing except for ESCO (Energy Service Company). Mr. Eapen then reviewed the Proposed Capital Budget - Three Year Plan FYs 2020-21 through 2022-23 laid out by building. Mr. Eapen focused on the large projects and asked Mr. Fohner to address the electrical maintenance. Mr. Fohner stated that the College had some old, antiquated switch gear. A survey and study was done to provide staff what was required for maintenance. The amount of \$250,000 is a placeholder to take care of the recommendations. Mr. Eapen stated that many of the roof repair jobs are completed, and the Mint elevator is near completion. He highlighted the large projects in the West Building such as Simulation/Skills Lab for Nursing & Allied Health - \$400,000, and the Energized Lab Room for DMI - \$359,200. He mentioned the Winnet Great Hall Renovation - \$308,100 and the Winnet Great Hall - Projections Systems and remote controlled Shade Systems - \$400,000. He stated that the Main Garage will be done in Phases: Phase IV & V for a total of \$721,000. Dr. General addressed the Café in the Mint Building - \$500,000 and the Kitchen Equipment - \$125,000. He stated that a major part of the Library & Learning Commons is to give the Café a more centralized location. The College is in conversations with Mr. Bayer of Saxby's about operating the café; however, staff do not know if this is workable since Canteen has an exclusivity clause. Mr. White asked about the Music Program Area - \$692,300. Mr. Fohner stated that the Music Department was sharing the same space as the TV Studio. The Music Department vacated that space and had a need for a Sound Studio that could be used for their recording label, as well as a control room that serves that area. Mr. Fohner explained that a large existing Music classroom will be renovated into an acoustically-isolated studio and adjacent control room.

Regarding capital planning, Mr. Soileau stated how do we prioritize accordingly as to what will give the College the biggest return on investment. Mr. Epps asked what is the asset base of

the College. Mr. Eapen stated that we have roughly one million square feet of usable space between the Main Campus Buildings and the Regional Centers. Committee discussion took place on revenue neutral/revenue enhancement, where are we headed, what the investments need to be, and investments that need to be made in order to maintain accreditations. Ms. Hernández Vélez stated that this is an important discussion that should take place with the entire Board of Trustees.

Ms. Zellers mentioned that the College launched Spring Garden Records about a year ago. She stated that the College has a new Music Department Chair who is energetic and trying to grow the program. The Chair is focused on teaching students the business side of the program related to the record label. Dr. Generals stated that the point is well taken and the Committee needs to have these discussions. He reemphasized the red, yellow and green categories with the red area consisting of the projects that need to be accomplished. The yellow and green areas are those areas that need great thought as to whether we support it or not. Some may be revenue neutral; some may be deficit. Mr. Epps stated that due to the size of some of these contracts, a "minority vendor lens" should be placed on these projects."

Mr. Fohner stated that there is an opportunity for an ESCO (Energy Service Company) to review the College's older equipment and provide not only upgrades to that equipment, but energy savings that could pay for that equipment.

Mr. Fohner reviewed four key projects that are not funded: Bonnell Lobby Bathrooms; Athletic Center Locker Rooms; Former Winnet Kitchen; and the Northwest Regional Center – Third Floor gutted space. Mr. Dubow asked why the projects that were not funded took lower priority than the ones that were funded. Mr. Eapen stated that we needed certification programs for DMI and Nursing, the importance of the Physics Lab in the West Building, and the importance of the Music Lab because of Spring Garden Records and the need for the faculty.

Mr. Eapen reviewed the College's current leases starting with 1500 Spring Garden Street which is almost 11,000 square feet and pointed out the renewal lease costs for the next five years. With regard to the West Regional Center lease, the College decided not to renew the lease due to the building of the Career and Advanced Technology Center. The lease is \$171,000 for the last year. Mr. Eapen stated that in the Catto budget, there is an amount for a lease. The College is exploring if there is space within our existing building for the Catto program staff. Mr. Soileau asked how many employees occupy the 11,000 square feet at 1500 Spring Garden Street. Mr. Eapen responded that the Division of Institutional Advancement, the Division of Marketing and Communications, and the Department of Human Resources occupy the space. Mr. Soileau asked what is the average per square foot. Mr. Sawyer responded that currently we are paying \$23.50 per sq. ft. and \$24 per sq. ft. for next year. Mr. Soileau stated that we have three important areas that are off campus and we should be looking at how to fit them onto campus. He stated that given the fact that there may be a trend to work from home, the head of the College's divisions/departments should focus on what will be the space requirements to accommodate this trend.

Mr. Eapen reviewed the outstanding debt of approximately \$70 million. Mr. Eapen stated that the Official Statement was recently posted for the 2020 bond series; the pricing of the bonds will take place on November 23rd; and the closing of the bonds either on December 7th or December 8th. Mr. Dubow asked if there any refunding possibilities. Mr. Eapen stated that all

refunding took place in 2016-17 and the College saved \$3.5 million. Please note that after the meeting, the College received notice that the closing of the NMTC will take place on Tuesday, December 8th, and that the closing of the bonds will take place on Wednesday, December 9th.

The College's proposed capital budget three-year plan for fiscal years 2020-2021, 2021-2022 and 2022-2023 is contained within Attachment A which includes the Presentation.

Mr. Eapen reviewed the Moody's Credit Opinion. The College received an A-3 stable rating. He highlighted the strengths and challenges as follows:

Credit strengths

- History of good financial support for operations and capital from the Commonwealth of Pennsylvania and City of Philadelphia
- Important role as the only community college provider in Pennsylvania's largest city serving over 25,000 students annually
- Large operating scale for a community college, with \$158 million in fiscal 2020 operating revenue, provides for economies of scale and multiple locations
- Predictable, entirely fixed rate debt structure with relatively rapid principal pay down
-

Credit challenges

- Enrollment softening over the last three years adds pressure to net tuition revenue
- Limited expense flexibility with a significant portion of unionized faculty and staff
- Sizeable post-retirement benefit (OPEB) liability
- Growing age of plant with limited capital spending over the last five years

Mr. White brought up the Marketing Presentation which was well received at the November 5th, Business Affairs Committee meeting. Mr. Soileau asked if the overhaul of the Marketing website will come out of capital dollars. Mr. Eapen responded that funds will be taken out of the operating budget or from the Information Technology reserves. Mr. White asked if there was a December Business Affairs Committee meeting scheduled. Mr. Eapen stated that there is no meeting scheduled in December; however, he had spoken with Ms. Hernández Vélez and requested to have a Committee meeting scheduled for Wednesday, January 6th at 9:00 a.m. to discuss an Early Retirement Incentive Program similar to what the College did in 2015 and 2017 which will produce savings. Mr. White felt it was important to have a special December Business Affairs Committee meeting to not lose momentum on the Marketing RFP.

(2) 2020 Financial Performance Indicators (Information Item):

Mr. Eapen pointed out the 2020 Financial Performance Indicators included in Attachment B for the Committee's review. The annual financial performance indicators were developed in collaboration with the Board to provide a snapshot of the College's current financial operating characteristics. These indicators incorporate the financial results for the 2019-20 fiscal year and include preliminary projections for the current year.

(3) Career & Advanced Technology Center Naming Rights (Information Item):

Mr. Eapen stated that in October 2019, the Business Affairs Committee reviewed the Naming Rights for the Library & Learning Commons. He stated that the Naming Rights for the Career & Advanced Technology Center (CATC) is taking the same approach. Dr. Zanjani reviewed Attachment C which contains suggested giving levels for the CATC. 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 and based on the College's prospect pool. Attachment C also contains the Naming Policy effective March 2, 2017.

Dr. Zanjani outlined the gift level ranges from the Ground Floor Lobby in CATC in the amount of \$150,000 to a Naming Wall at the \$500 level. She mentioned that if 2,000 names at the \$500 level were donated to be etched on the wall within a two-year period, the total will yield \$1 million of flexible, unrestricted capital dollars. Dr. Zanjani mentioned that she was engaged in conversations with her peer institutions, and some of the discussions centered on investigating building names that should be time limit (10, 20, 30 years), or if building names should remain perpetual. Mr. Epps asked that in any point of the Capital Campaign, would there be a need for support from an outside expert. Dr. Zanjani stated that she will need outside support with the feasibility study which is a small component. Mr. Epps commented that, based on his experience, the \$100,000 for classrooms is high and aggressive. The Committee stated that it was important for Dr. Zanjani to continue her work and test the elements with different donors at different levels for both the Library & Learning Commons and the Career & Advanced Technology Center.

Ms. Hernández Vélez ended the meeting by stating that the Committee will be informed if a December meeting will take place or if the suggested date of Wednesday, January 6th at 9:00 a.m. will occur.

The meeting adjourned at 10:18 A.M.

JE/lm
Attachments

ATTACHMENT A
PRESENTATION TO THE BUSINESS AFFAIRS COMMITTEE
WEDNESDAY, NOVEMBER 18, 2020

AGENDA

1. Facilities Master Plan - September 2017
2. Capital Budget Plan
3. Existing Leases
4. Outstanding Debt
5. Redetermination of Spaces, Facilities & Campus Needs

Phase I: Immediate Term (0 - 5 Years)

Main Campus

Main Campus

1. Library Renovation and Learning Commons

- » Library Consolidation and New Stair
- » Courtyard Renovation
- » Learning Commons, Faculty Training Center Renovations
- » Mint Rotunda Level Office Expansion and Renovations

2. Academic Building

- » New Academic Building
- » Underground Parking
- » Hamilton Walk Landscape and Open Space
- » Daycare Demolition

3. The Hamilton and Hamilton Street Streetscape

Northwest Regional Center

4. Third Floor Renovations

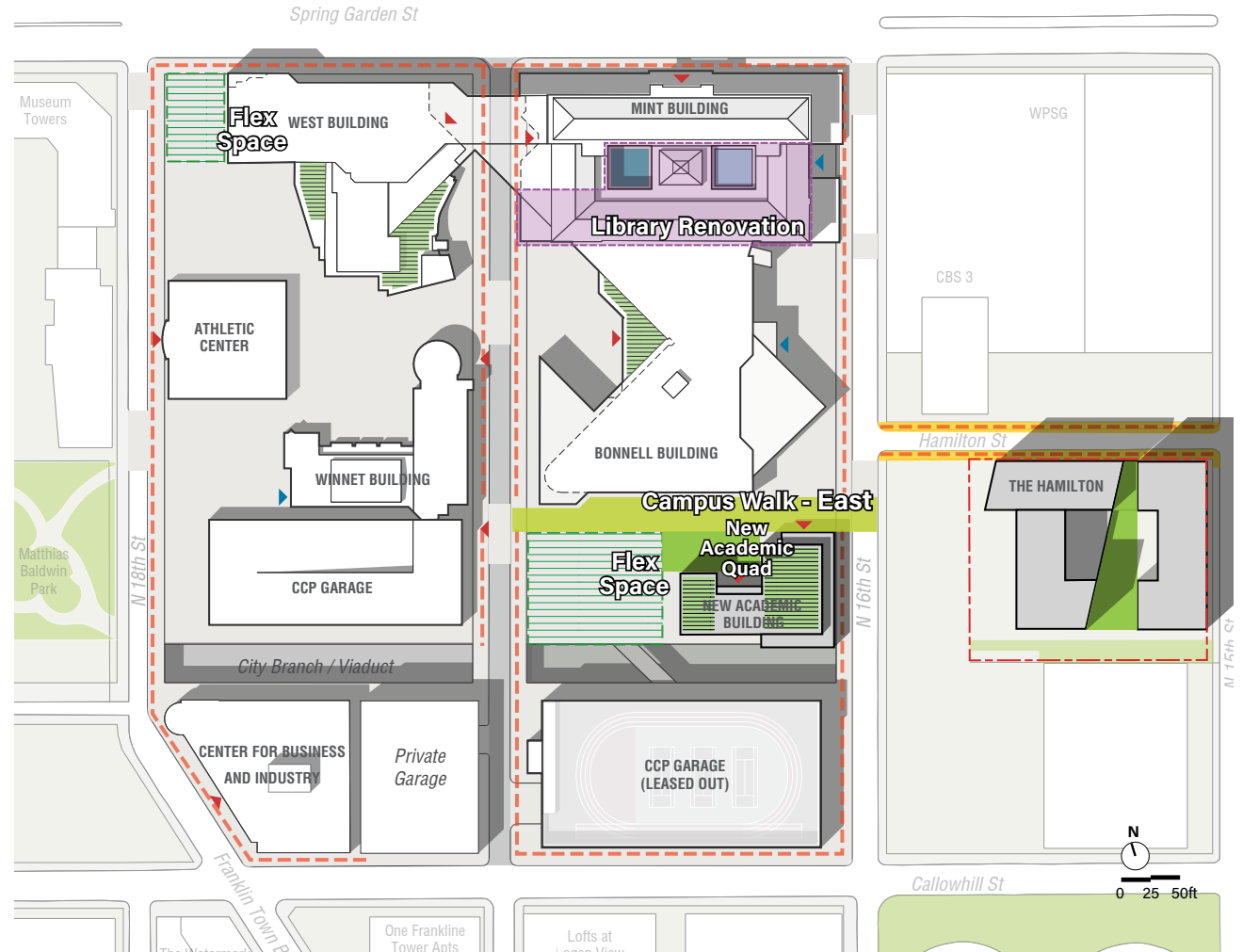
5. Entrance Lobby Renovations

West Regional Center

6. New Automotive and Diesel Technology Center

All Campuses

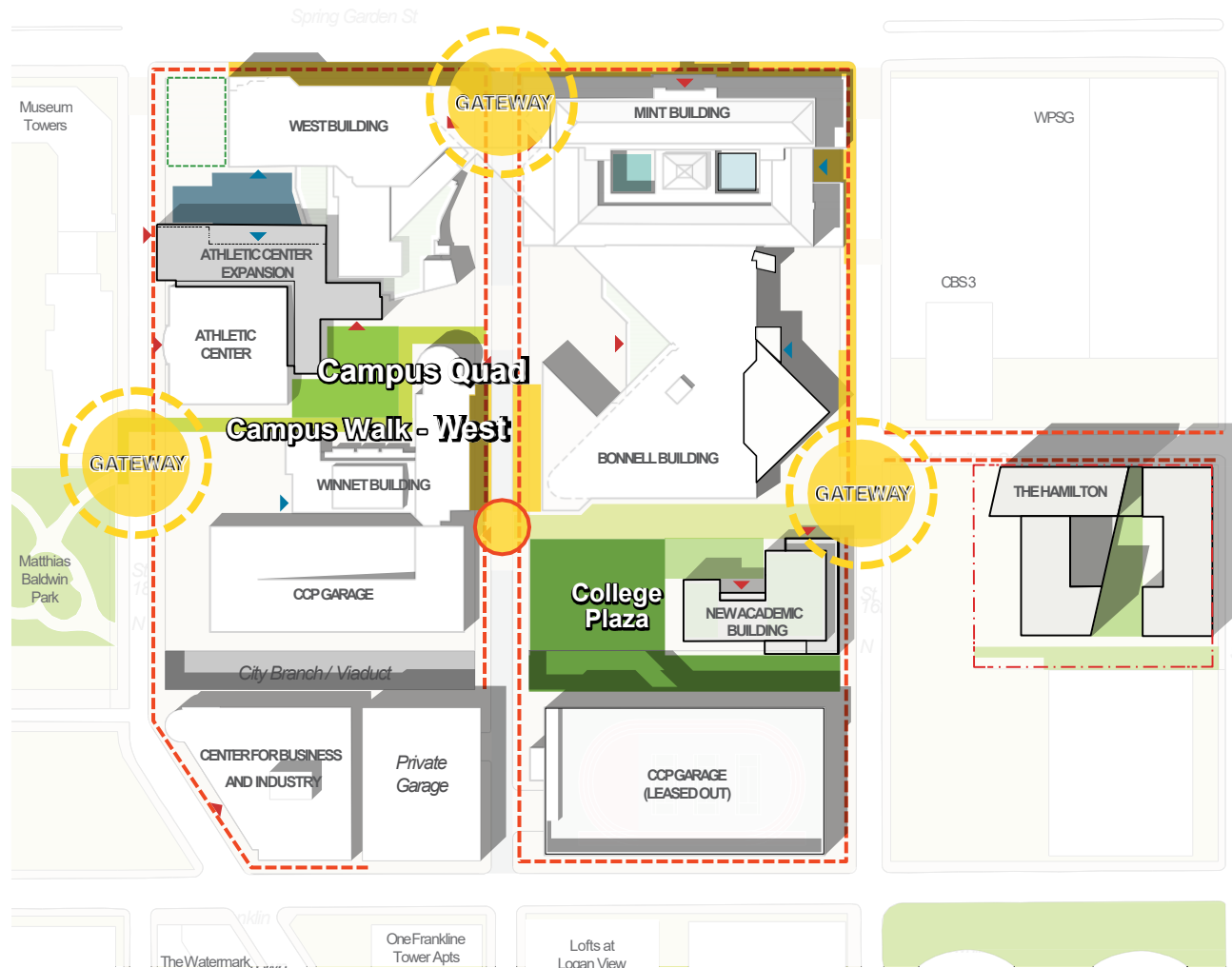
7. Deferred Maintenance Projects



- | | | | |
|--------------------------|----------------------------|-----------------------------|-----------------|
| ◀ Building Entrances | ▭ New Buildings | ▭ Campus Walk | ▭ Loading Docks |
| ◀ Service Entrances | ▭ Streetscape Improvements | ▭ Green Roofs | |
| ⋯ Environmental Graphics | ▭ Community Green | ▭ Mint Courtyard Renovation | |

Phase II: Medium Term (5 - 10 Years)

Main Campus



- Building Entrances BI
- Service Entrances
- Environmental Graphics
- New Buildings
- Streetscape Improvements
- College Plaza
- Campus Walk
- Green Roofs
- Mint Courtyard Renovation
- Loading Docks
- Gateways

Main Campus

8. Athletic Center Renovation, Fitness Center Demolition and New Fitness Center
9. Main Campus Quad Expansion
10. Bonnell Ground Floor Circulation Improvements
11. Bonnell Classroom Renovations First Floor
12. Bonnell Classroom Renovations Second Floor
13. 17th and Spring Garden Mint Gateway
14. Art Studios Mint Building Retrofits
15. Mint Building 3rd Floor Office Consolidation (1500 Spring Garden lease)
16. Winnet Student Hub Renovations

Northwest Regional Center

17. Basement & Ground Floor Renovations

All Campuses

18. Classroom Renovations
19. Deferred Maintenance Projects

Phase III: Long Term (10-15 Years)

Main Campus

Main Campus

20. New Performing Arts Theater at Bonnell

21. New Integrated Health Building

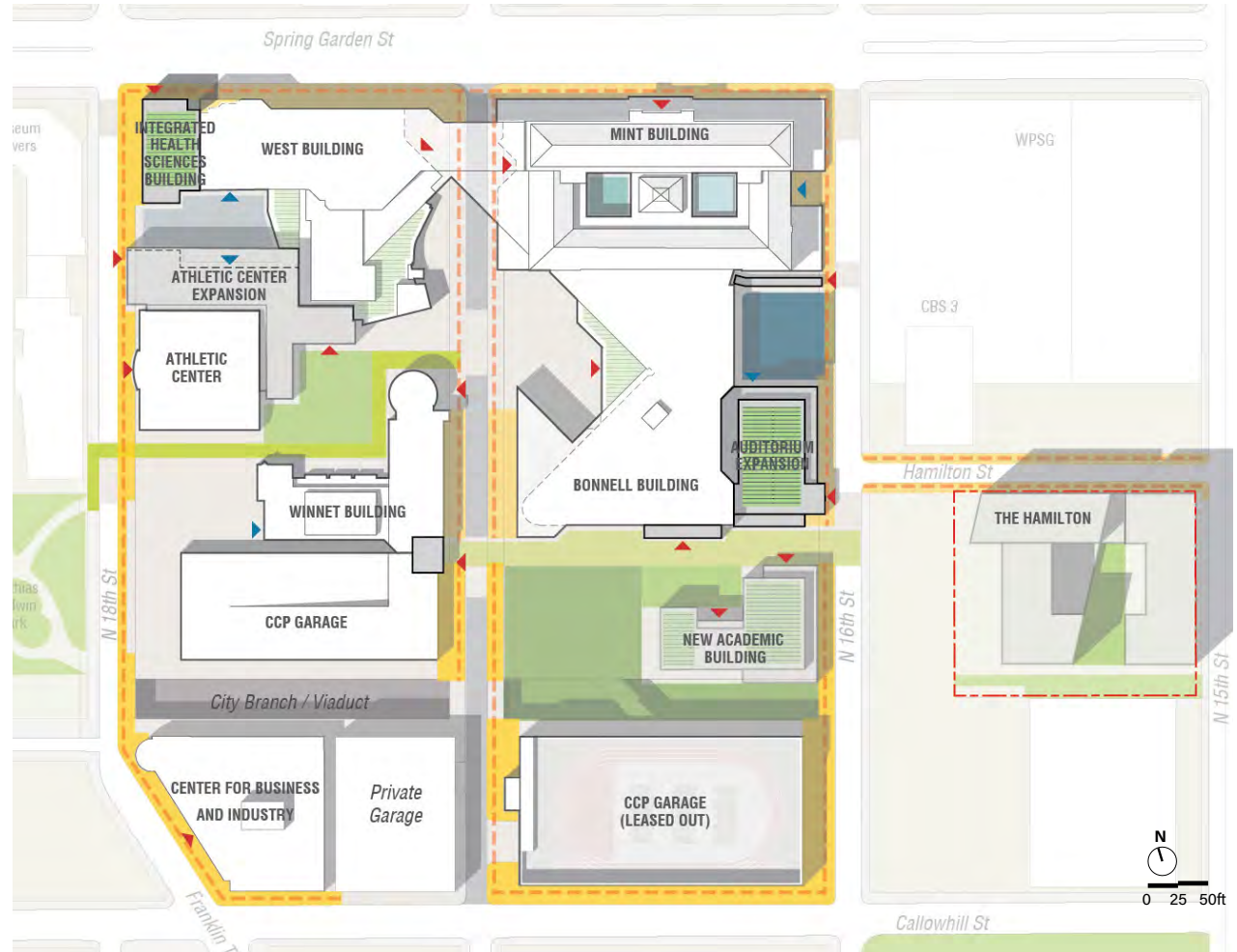
22. Bonnell Classroom Renovations Third Floor

Northwest Regional Center

23. Classroom and Lab Renovations

All Campuses

24. Deferred Maintenance Projects



- ◀ Building Entrances
- ◀ Service Entrances
- ⋯ Environmental Graphics
- ▭ New Buildings
- ▭ Streetscape Improvements
- ▭ Community Green
- ▭ Campus Walk
- ▭ Green Roofs
- ▭ Mint Courtyard Renovation
- ▭ Loading Docks

Three Year Capital Plan

Sources of Funds

Maintenance Fund as of 6/30/20	4,829,695
Main Garage Maintenance Funds	340,000
3 Years of Capital Fees (FY21, FY22, FY23)	1,001,800
3 Years from City Appropriation (FY21, FY22, FY23)	1,000,000
Remaining Settlement Funds (Stantac and subcontractors)	1,400,000
Refinancing of 2008 Bond Issue during FY15-16	1,662,960
Refinancing of 2007 Bond Issue during FY 16-17	<u>634,414</u>
	10,868,869

Potential Funding via ESCO

3,664,893
14,533,762

Uses of Funds

Facility Projects	8,168,263
Facility Utility Projects	3,664,893
FF&E Purchases	2,061,409
Divisional Priorities	639,197
	<u><u>14,533,762</u></u>

Proposed Capital Budget - Three Year Plan FYs 2020-21 through 2022-23				
(excludes Library/Learning Commons (\$16M) & CATC Projects (\$33.5))				
				Uses of Funds
Building	FACILITY PROJECTS			
All	Sprinkler System Shut Off Valves		32,500	
	Roof Replacements Design		150,000	
	Roof Replacements		TBD	
All	Electrical Maintenance		250,000	
all Reg'l Ctrs	Regional Center Door Locks		40,000	
Bonnell	Automation for Basement Chilled Water Pumps 9-12		15,000	
Bonnell	Cooling Tower Dunnage Repairs (steel base)		50,000	
Bonnell	Low Pressure Steam Piping		65,000	
Bonnell	Design Services for SACC Conversion to Classrooms		10,000	
Bonnell	SACC Conversion to Classrooms		175,000	
Bonnell	Auditorium Renovation		245,000	
Bonnell	Roof Repair - Bonnell		69,463	Completed
CBI	CBI Parking Garage Structural Repairs		584,400	In Process
CBI	C2-5 Conference Room Upgrade		30,000	
Exterior	Digital Sign for 17th Street		7,300	
Mint	Security Cameras for Learning Commons		90,000	
Mint	Roof Repair - Mint		316,800	Completed
Mint	Replace Hot Water / Heat Exchanger System		316,400	
Mint	Refurbishment of Mint Freight Elevator		416,600	In Process
Mint	Music Program Area		692,300	
Mint	Piano Lab Area Renovation		60,000	
Mint	Mint Building Front Doors		185,000	
Mint	Courtyard Roof		30,000	
Mint/Bonne ll	Fire Safety Enhancements in data closets		200,000	
NERC	NERC Classroom Conversion - 3 GP to 2 PC with Furniture		145,000	
NERC	Reconfiguration of Medical Assistant Lab Space (NERC 203) ¹²³		75,000	
NWRC	NWRC Structural Repairs Design		30,000	

Proposed Capital Budget - Three Year Plan FYs 2020-21 through 2022-23				
(excludes Library/Learning Commons (\$16M) & CATC Projects (\$33.5))				
NWRC	NWRC Structural Repairs		100,000	
NWRC	Heat Pumps Condensate Piping Repairs - NWRC		94,100	
Pavilion	Air Handler Repairs - Pavilion		75,000	
West	Create a Simulation / Skills Lab for Nursing & Allied Health		400,000	
West	Create an Energized Lab Room for DMI		359,200	
Garage	Garage Repairs - Phase III		340,000	
West	Physics Lab		203,800	
West	Renovation of Respiratory Care Lab Space (W2-36)		20,000	
West	West Building Staircase		101,300	
Winnet	Great Hall Renovation		308,100	
Winnet	Great Hall - Projections Systems and remote controlled Shade Systems		400,000	
Garage	Main Garage - Phase IV & V		721,000	
Mint	Café in Mint Building		500,000	
Mint	Café in Mint Building - Kitchen Equipment		125,000	
	FCTL renovation in Bonnell		140,000	
	Cooling Tower Cell		125,000	
	Epoxy Seal / Refurbish Six (6) Air Handlers		246,446	
	Replace Air Handler Unit 9 and 9A Coils		12,500	
	Chiller #3 Replacement		1,361,229	
	Air Handler Upgrades AC1 - AC8 (Bonnell Building)		493,570	
	Replace Existing Steam Boilers		428,407	
	Replace Air Handler - Gymnasium		122,500	
	Replace 26 Sanyo AC Units (Bonnell roof)		117,000	
	Rebuild AC Units AC9 - AC12 (Mint Building)		210,741	
	Rebuild AC Units AC13 - AC16 (West Building)		285,000	
	Rebuild 7 Air Handling Units (Winnett Building)		262,500	3,664,893
	Subtotal Facility Projects			11,833,156
	FURNITURE, FIXTURES & EQUIPMENT PURCHASES	124		
	NWRC Computer Chairs (37)		12,950	

Proposed Capital Budget - Three Year Plan FYs 2020-21 through 2022-23			
(excludes Library/Learning Commons (\$16M) & CATC Projects (\$33.5))			
NERC Labs Chairs (78)		31,100	
DMI Tables & Chairs		18,600	
Marketing Offices at Annex		5,700	
Library Stack Area		50,000	
ITS Workbench		18,000	
Interior Wayfinding Signage		59,000	
Directional & Identity Signage - Library / Learning Commons		53,800	
NWRC 102 Carpet Replacement		63,400	
Additional Smart Boards (Qty 8)		64,000	
Replacement of Classroom Tablet Armchairs (Qty 25 rooms)		360,000	
AV Items for Library Learning Commons		271,578	
IT Infrastructure for Library Learning Commons		32,281	
Security Cameras (new and replacements)		51,000	
Furnishings for Library / Learning Commons		970,000	
Subtotal Furniture, Fixtures & Equipment Purchases			2,061,409
<u>DIVISIONAL PRIORITIES</u>			
Liberal Studies		38,610	
Business & I Technology		17,341	
Math, Science & Health Careers		34,332	
FLOAT		293,500	
Enrollment Services		12,666	
Career Connections		8,000	
Facilities		134,748	
WEI		100,000	
Subtotal Divisional Priorities			639,197
TOTAL			<u>14,533,7</u>

PROJECTS NOT FUNDED

All	Install security turnstiles	\$700,000
Athletic Ctr	Renovate Bathrooms and Locker Rooms - Athletic Center	656,400
Bonnell	Extension of Veterans Administration area	52,000
Bonnell	Lighting Dimmer and Stage Lighting System	300,000
NWRC	Create a Biology Lab and Prep Room	300,000
NWRC	2nd Floor	TBD
Rec Deck	Security Cameras & Card Reader - Rec Deck	35,000
Rec Deck	Elevator Modernization - Rec Deck	150,000
West	Dental Hygiene Program Area Renovations	400,000
Winnet	Renovation of Former Kitchen Area - Winnet - Design	70,000
Winnet	Renovation of Former Kitchen Area - Winnet	722,300
Winnet	AV for Great Hall	<u>100,000</u>

\$3,485,700 - Does not include 2nd Floor NWRC

LEASES

1500 Spring Garden Street

10,932 Square Feet

The renewal terms are:

Year 1 ending 7/31/2021	\$224,926 (includes 3 months of free rent)
Year 2 ending 7/31/2022	\$297,321
Year 3 ending 7/31/2023	\$306,164
Year 4 ending 7/31/2024	\$314,369
Year 5 ending 7/31/2025	\$322,592
Month ending 10/31/2025	\$ 82,380

West Philadelphia Regional Center

The College is not interested in renewing its Lease Agreement with Axelrod Giannascoli Realty Group I ("Axelrod") dated March 23, 2011 for the 4733-39 Street property. The current lease expires October 31, 2021.

Community College of Philadelphia

DEBT

Future annual principal and interest payments at June 30, 2020 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
June 30:			
2021	\$ 7,557,284	\$ 3,385,398	\$ 10,942,682
2022	7,600,000	3,020,381	10,620,381
2023	7,975,000	2,640,381	10,615,381
2024	6,240,000	2,241,631	8,481,631
2025	6,550,000	1,929,631	8,479,631
2026	6,000,000	1,602,131	7,602,131
2027	6,305,000	1,302,131	7,607,131
2028	6,615,000	986,881	7,601,881
2029	1,165,000	656,131	1,821,131
2030	1,225,000	597,881	1,822,881
2031	1,285,000	536,631	1,821,631
2032	1,350,000	472,381	1,822,381
2033	1,420,000	404,881	1,824,881
2034	1,490,000	333,881	1,823,881
2035	1,565,000	259,381	1,824,381
2036	1,630,000	192,831	1,822,831
2037	1,685,000	137,494	1,822,494
2038	1,745,000	80,288	1,825,288
2039	655,000	19,650	674,650
	<u>\$ 70,057,284</u>	<u>\$ 20,799,995</u>	<u>\$ 90,857,279</u>

ATTACHMENT B

2020 Financial Performance Indicators

2020 FINANCIAL PERFORMANCE REPORT NOVEMBER 2020

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 \$56.8 million.
- Audits are consistently unqualified with no control weakness findings.

Current Financial Challenges

- COVID-19 disruptions. Levels of financial support from State may be at risk.
- 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.
- Capital resources are needed to implement the Facilities Master Plan.

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)
2019-20	\$143,624,506	(165,030,752)

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. A full OPEB valuation is required every two years. The OPEB liability fell from \$180.3 million in 2018-19 to \$143.6 million in 2019-20 primarily because of the significant medical benefit changes under the new CBA that was signed in April, 2019. 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 \$139.5 million.

FIGURE II

Fiscal Year End Current Asset to Current Liability Ratio

	As Reported in Financial Statements	Including the Value of Liquid Long-Term Investments
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
2019-20	1.77*	2.40

* 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 2020 totaled \$18.4 million. Including these funds, the College's current ratio is 2.40. 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

	Total Debt Payments Made from City Dollars	Debt Payments Made from City Dollars as Percent of Total Operating Revenue
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%
2019-20	\$5,396,844	4.06%

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. 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 is currently in the process of issuing an additional \$XXX million in bonds for phase II of the West Regional Center.

FIGURE IV
Revenue Dispersion - Operating Budget Revenues by Source

Operating Revenue by Source	FY 16-17	% of Total	FY 17-18	% of Total	FY 18-19	% of Total	FY 19-20	% of Total
State Appropriation	30,732,457		30,732,457		31,653,624		32,287,263	
State Lease Appropriation	135,845		159,154		163,393		120,753	
TOTAL STATE	30,868,302	24.13%	30,891,611	24.18%	31,817,017	24.43%	32,408,016	24.40%
City Operating Appropriation	23,830,493	18.63%	22,569,958	17.66%	25,679,395	19.72%	29,662,363	22.34%
Student Tuition & Course-related Fees	70,522,593		71,353,463		68,399,447		67,039,019	
Student Regulatory Fees	1,202,303		1,198,833		1,154,815		1,132,062	
TOTAL STUDENT	\$ 71,724,896	56.08%	72,552,296	56.78%	69,554,262	53.41%	68,171,081	51.33%
OTHER	1,484,975	1.16%	1,768,613	1.38%	3,166,610	2.43%	2,559,799	1.93%
GRAND TOTAL	\$ 127,908,666		\$ 127,782,479		\$ 130,217,284		\$ 132,801,258	

Comment: The State operating appropriation for fiscal year 2019-20 increased by \$633K 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 \$3.9 million more than fiscal year 2018-19. The College used \$505,780 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 no increase for the Operating Budget. The City provided a \$3.25 million increase in appropriations over the previous year's appropriations. Additionally, \$4.8 million was appropriated for the first year the Octavius Catto Scholarship program.

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

Year	Annual Tuition and Fee Revenue (in \$000)	Percent of Operating Revenues Dependent Upon Student Tuition and Fees	Percent of Student Revenues Paid by Federal and State Aid Grants	Percent of Operating Budget Dependent on Federal Aid State Aid Programs
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	53.4%	54.4%	29.5%
2019-20	\$68,171	51.3%	56.3%	29.6%

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 2020, 56.3 percent of revenues were generated by students. The maximum Pell award for fiscal year 2020 was \$6,195. 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 2020-21 year. The max Pell award will be \$6,345.

FIGURE VI

Tuition and Fee Changes

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Tuition ⁽¹⁾	\$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.
Technology Fee	\$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 ⁽³⁾	\$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.	\$10.22 per cr. hr.	\$10.77 per cr. hr.
Average Total Annual Costs for Full-Time Study ⁽²⁾	\$4,504	\$4,624	\$4,624	\$4,634	\$4,721	\$4,873	\$4,877	\$4,890

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 2019-20 fiscal year is \$4,632.

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

Current

Status: Tuition for 2020-21 remained the same at \$159; there were no changes to fees. The College has only raised tuition once in the past 6 years.

FIGURE VII

Total Credit Enrollments and Operating Cost Per FTE Credit Student

	Total Credit FTEs	Percent Increase/Decrease in Enrollment	Total Operating Cost Per FTE Credit Student⁽¹⁾	Percent Increase/Decrease in Cost Per FTE	Change in Philadelphia All Urban CPI Increase**
2005-06	13,629		\$6,668		
2006-07	13,569	-0.40%	\$7,020	5.30%	1.60%
2007-08 ⁽¹⁾	13,942	2.80%	\$7,113	1.30%	5.10%
2008-09 ⁽¹⁾	14,208	1.90%	\$7,198	1.20%	-2.00%
2009-10 ⁽¹⁾	15,808	11.30%	\$6,779	-5.50%	1.90%
2010-11 ⁽¹⁾	16,091	1.80%	\$7,166	5.40%	2.80%
2011-12 ⁽¹⁾	15,796	-1.80%	\$7,355	2.60%	1.30%
2012-13 ⁽¹⁾	15,115	-4.30%	\$7,707	4.80%	1.50%
2013-14 ⁽¹⁾	15,051	-0.40%	\$7,918	2.70%	1.80%
2014-15 ⁽¹⁾	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%
2018-19	12,739	-4.61%	\$9,453*	5.61%	2.10%

(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.

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 2020-21 year.

FIGURE VIII

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Faculty and Lab Aides							
Average Salary	\$66,878	\$66,980	\$68,583	\$67,244	\$69,607	\$73,407	\$75,227
Percent Increase	0%	0%	+2.40%	-1.95%	3.51%	5.46%	2.48%
Administrators							
Average Salary	\$75,630	\$78,572	\$79,017	\$80,338	\$82,051	\$82,884	\$84,826
Percent Increase	+1.10%	+3.90%	+0.60%	+1.67%	2.13%	1.02%	2.34%
Classified/Confidential							
Average Salary	\$41,312	\$42,194	\$43,408	\$42,353	\$43,308	\$43,950	\$45,020
Percent Increase	0%	+2.10%	+2.90%	-2.43%	2.25%	1.48%	2.44%

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 72 faculty are now teaching a 27- or 30-hour teaching load at a higher base salary.

ATTACHMENT C

**Career & Advanced Technology Center
Naming Rights**

Naming Policy

**COMMUNITY COLLEGE OF PHILADELPHIA
CAREER AND ADVANCED TECHNOLOGY CENTER
SUGGESTED NAMING OPPORTUNITIES**

SPACE	AREA (SF)	COST	GIFT LEVEL
CATC BUILDING	54344	\$28M	\$3.3M to \$4.3M
Ground Floor Lobby	907	\$ 467,105	\$ 150,000
Diesel Vehicle Lab	3438	\$ 1,770,570	\$ 500,000
Diesel Component Lab	994	\$ 511,910	\$ 100,000
Elevated Lobby/Student Gathering	1850	\$ 952,750	\$ 150,000
Intro to Auto Lab	1476	\$ 760,140	\$ 100,000
Auto Brake Components Lab	1127	\$ 580,405	\$ 100,000
CNC Lab	2513	\$ 1,294,195	\$ 100,000
Automotive Vehicle Lab	10955	\$ 5,641,825	\$ 1,000,000
Innovation Hub	2056	\$ 1,058,840	\$ 250,000
Classroom	1158	\$ 596,370	\$ 100,000
Classroom	940	\$ 484,100	\$ 100,000
Computer Classroom	1341	\$ 690,615	\$ 100,000
Welding Classroom	670	\$ 345,050	\$ 50,000
Welding Lab	2366	\$ 1,218,490	\$ 100,000
Classroom	1138	\$ 586,070	\$ 100,000
Auto Electrical Components Lab	1195	\$ 615,425	\$ 100,000
Auto Engine Components Lab	1195	\$ 615,425	\$ 100,000
Auto Transmission Components Lab	1146	\$ 590,190	\$ 100,000
Diesel Component Lab 2	1368	\$ 704,520	\$ 100,000
Fabrication Lab	1065	\$ 548,475	\$ 100,000
Student Commons	2241	\$ 1,154,115	\$ 500,000
Classroom 1	1040	\$ 535,600	\$ 100,000
Classroom 2	905	\$ 466,075	\$ 100,000
Computer Classroom	1190	\$ 612,850	\$ 100,000
Process Operator Lab	1090	\$ 561,350	\$ 100,000
Electro Mechanical Lab	1557	\$ 801,855	\$ 100,000
Dental Assist Lab	1523	\$ 784,345	\$ 100,000
Flex Medical Lab	1152	\$ 593,280	\$ 100,000
Science	1137	\$ 585,555	\$ 100,000
Learning Commons	1146	\$ 590,190	\$ 250,000
CNA LAB	1373	\$ 707,095	\$ 100,000
Active Learning Lab	1092	\$ 562,380	\$ 100,000
Patio			\$ 100,000
Patio Benches			\$ 1,000
Names on Wall - Various Font Sizes			500, 1,000, 2,500

NAMING POLICY

Naming Policy #315

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)

Workforce Subcommittee Meeting
November 5, 2020
12-1 p.m.
Minutes

Presiding: Mr. Jeremiah White

Committee Members: Mr. Clancy, Ms. Fulmore-Townsend, Mr. Herzog (by phone), Ms. Ireland, Ms. Posoff

Other Trustees*: Mr. Dubow, Mr. Epps, Ms. McPherson, Mr. Soileau

* Today's meeting of the Board is a Committee of the Whole meeting, and as such all board members and Cabinet members were invited and encouraged to attend all committee meetings.

College Members and Guests: Ms. Callands, Mr. Coleman, Ms. de Fries, Mr. Eapen, Dr. Gay, Dr. Generals, Dr. Hirsch, Ms. Neal, Dr. Rooney, Ms. Washington, Ms. Witherspoon, Dr. Zanjani, Ms. Zellers

- I. Jeremiah White called the meeting to order at 12:06 p.m. Housekeeping items covered included:
 - a. Carol de Fries informed the committee that the meeting is being recorded for minute/note taking purposes; Ms. de Fries asked Board members to complete the assessment/feedback survey in the Chat link at the end of the meeting.
 - b. It was stated that the subcommittee will report into the Student Outcomes Committee and its Chair, Ms. Fulmore-Townsend.
 - c. The members consist of Pat Clancy, Steve Herzog, Sheila Ireland, Jeremiah White, Guy Generals, Chekemma Fulmore-Townsend, and Ms. Posoff.
 - d. Carol de Fries will serve as the primary staff person for the Committee.
 - e. Jeremiah White will chair first several meetings.

- II. Dr. Generals kicked off the meeting reinforcing that Workforce is not limited to just the Workforce & Economic Innovation Division, but also includes our credit AAS/Career programs; this aspect of the workforce mission of the College is perhaps the largest part of the College. The Committee needs to focus on the opportunity to shape this broader aspect of the College's workforce mission.

- III. Ms. de Fries reviewed the meeting Agenda and Mr. White kicked off the discussion of the Workforce Sub-Committee Charge. The draft provided to the Committee members was reviewed Dr. Generals, Mr. White, and Ms. Fulmore-Townsend before its distribution. The structure, language and focus utilized other Board Committee charges to remain consistent. Discussion focused on the following suggestions:
 - a. Change charge to reflect the Committee should meet no less than quarterly;
 - b. Change charge to broaden the membership expertise to include business and industry community;

- c. Charge should reflect that the focus of this Committee includes revenue generation, something that the other Board committees do not need to assess;
- d. Bullet three of the charge should include “opportunities” as well as the “challenges.”
- e. Ms. Posoff suggested that the Committee meet monthly in the beginning to get this advisory committee off the ground and members agreed.

IV. Carol de Fries presented on Workforce & Economic Innovation Strategic Directions for 2020-21. Ms. de Fries categorized the Division’s current directions according to the College Strategic Plan’s three goals around workforce development, readiness, and economic innovation. She discussed several priorities for the Division under the first goal of “Promoting the College as a leading provider of workforce and economic development solutions and corporate training in the region by delivering high quality training and instruction that enables clients to grow, succeed and stay ahead of industry needs.” Directions discussed include:

- a. WEI needs a comprehensive marketing plan to help drive enrollment and is working with Marketing and Communications (MARCOMS) to create a WEI specific plan; WEI has hired an Outreach and Recruitment Coordinator to help drive this activity for the Division;
- b. An important aspect of the workforce mission and of guided pathways is to be able to create seamless bridges from non-credit to credit enabling students to receive credit for experience and skills training should they choose to enroll in the College; Ms. de Fries and Dr. Hirsch have worked together on creating a process for non-credit to credit articulation. Ms. de Fries described several of the agreements we have finalized in the last year including CNC, Electromechanical, nursing, dental assistant, as well as describing historical agreements that covered our child development associate program increasing from 6 to 9 credits. WEI will continue to submit additional programs for Academic and Student Success (A&SS) articulation. New programs will be built keeping this articulation structure in mind to facilitate this process in the future.
- c. Stackable and blending program development is slightly different in that WEI can look at specific kinds of credentials and certifications and run them as non-credit, while at the same time they are a component of a broader academic program. An example would be running Project Management classes as a non-credit continuing education upskill program, but it would also be embedded in the Business Leadership degree program.
- d. WEI is spending this year on strengthening employer engagement across all our programs, existing and new.
- e. WEI is working on several fronts to create new funding sources for students to access for their enrollment in the more expensive workforce programs we offer.

V. Discussion was opened on this first set of priorities.

- a. Mr. Epps asked about whether we have assessed whether we should stop offering a program; Ms. de Fries indicated that the non-credit side does not have standing faculty and therefore if we do not get enrollment, we do not run it, or we can regulate how often we run it more in line with the market demand. This is our first indication of whether the offering has value in the marketplace; we frequently stop running a program if it gains no traction. On the other hand, Ms. de Fries noted larger workforce programs take time and special attention to get it to a point of regular enrollment and thus profitability.
- b. Mr. White asked about staffing for the Division and ongoing operations of the department aligned with the activities outlined. Ms. de Fries provided general information but offered to provide more specific information related to the Division's staffing at a future meeting.
- c. Ms. Ireland asked about how we make decisions around what programs we create and offer. Ms. de Fries provided a quick overview of the process we use to evaluate program development, first focusing on the industries that the City and region prioritize, and then looking at state and workforce organizational information, employer needs, industry partnerships, and validation with local sources on the ground.
- d. Mr. Soileau asked if the emphasis on marketing should be handled by MARCOMS, freeing up WEI staff for some of the other priorities listed; Ms. de Fries outlined that WEI needs a designated person who understands our mission to help drive priorities and strategy for the Division, and help drive the support and implementation from MARCOMS; in addition, the staff member hired is also focusing on a proactive outreach strategy for the Division, rather than a reactive one; this will help better deploy staff and make more efficient use of our staff time.
- e. Mr. Clancy asked whether we have relationships with employers that pay for their employees to upskill; Ms. de Fries noted that many employers will have their staff enroll as individuals in our open enrollment courses, and we are trying to do a better job of understanding that when it happens; in addition, we have business development staff that engage employers for specific training either as a contract, or through sending individuals into open enrollment courses.
- f. Mr. White asked Ms. de Fries what help and support I need from Board and Committee. Ms. de Fries emphasized employer engagement where board has relationships that would be of value to us; helping us to better understand the needs of the local labor market; and provide on the ground intelligence about workforce needs of industry.

VI. The meeting concluded with several suggestions from Board members.

- a. Mr. White asked that we schedule a longer workforce committee in December.
- b. Ms. Posoff asked that at future meetings we bring specific examples of companies that we know call us; what programs they access us for so that we can get a better understanding and assess the pipeline of what we are great at.
- c. Ms. Ireland asked if she can better understand how we are assessing employer satisfaction.

- d. Mr. Epps suggested that the College have an employer roundtable with the Chamber of Commerce Employers to get greater employer buy-in of the College.
- e. Mr. White asked for WEI staff to weigh in on the discussion.
 - i. Ms. Washington thanked the Committee for including her in the discussion so that she can better understand the kind of information they are looking for from Career Connections. Ms. Washington noted that she does have results around employer engagement regarding recruitment and hiring, particularly around the most recent Virtual Job Fair we just held. Employer engagement falls into multiple buckets for Career Connections and she looks forward to discussing that with the Committee on the credit and non-credit side.
 - ii. Mr. Coleman thanked Committee for being willing to help us with our goals; Mr. Coleman noted that when WEI's team goes out to talk with employers, they aren't just there to sell programs, but to also serve as Ambassadors for all aspects of the College; our staff bring this information back to help inform program development, and other opportunities for the College on both the non-credit and credit side.

Meeting ended at 1:15 p.m.

Attachments:

- Draft Workforce Subcommittee Charge
- Workforce & Economic Innovation (WEI) Strategic Directions for 2020-21 PowerPoint Presentation
- WEI Background Information PowerPoint
- Academic Pathways 20-21 Program List

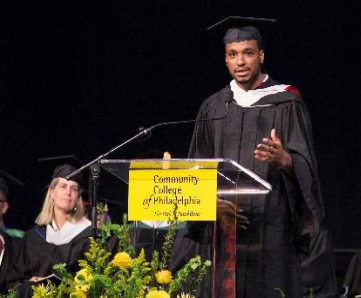
Community College of Philadelphia
Board of Trustees
Workforce Subcommittee

The Workforce Subcommittee of the Student Outcomes Committee shall meet no less than three (3) times per year and shall consist of not less than three (3) members, who shall have expertise in workforce, business development, and economic development matters.

Charge

The Workforce Subcommittee is formed for the purpose of supporting, informing, and elevating the College's workforce mission, activities and strategies. Its role includes:

- Support the College and its administration in providing contacts, networks and resources when possible to strengthen and grow the College's workforce activities.
- Monitor performance relative to the workforce strategies embedded in the College's mission and strategic plan.
- Recommend and guide adjustments as needed to address challenges and changes in the market.
- Engage in other activities as appropriate that support continuous improvement of the workforce activities at the College.



Community College of Philadelphia

Workforce Subcommittee
November 5, 2020

The Path to Possibilities

Community College of Philadelphia

www.ccp.edu

WORKFORCE & ECONOMIC INNOVATION

Strategic Directions for 2020-21



Promote the College as a leading provider of workforce and economic development solutions and corporate training in the region by delivering high quality training and instruction that enables clients to grow, succeed and stay ahead of industry needs.

- Comprehensive Marketing, Communications & Outreach Plan to drive enrollment
- Continued New Program Development
- Ongoing Non-Credit to Credit Articulation
- Blend & Stack Program Development
- Strengthen Employer Engagement
- Grow revenue streams to support workforce activities – grants, foundation funding, scholarships, workforce funding

Develop entrepreneurial programs around industry clusters reflective of the region's needs, employer needs and College priorities.

- Launch Power Up PHL Accelerator
- Expand Power Up Global Series to Mandarin & Russian business communities
- Initiate CATC Fab Lab Plan
- Initiate Business Incubator Plan
- Continued growth in Apprenticeship/Pre-Apprenticeship Programs
- Expand online workforce and professional enrichment programs
- GSF 10KSB 8th Year Renewal and Pivot to Implement new online structure

WORKFORCE & ECONOMIC INNOVATION

Strategic Directions for 2020-21

Connect students with the world of work in ways that allow them to direct their learning and future employment to fields that fuel their personal ambitions and the region's economic opportunities.

- Implement new student engagement activity with Pathway Coordinator structure
- Continued expansion of Career Connections employer focused career activity
 - Identify employers for Programs currently with few or no relationships
 - identify employers willing to create experiential learning opportunities
 - develop formal and sustainable partnerships with our employer partners (MOUs)
 - focus on a 10KSB internship partnership
- Continued expansion of integrated activities with Divisions, Departments, and academic programs
- Standardize Career Connections component across FYE courses similar to AH101 approach
- Create experiential learning opportunities for programs prioritized by the Divisions
- Organize theme based series of workshops and career focused presentations aligned with Pathways
- Continued expansion of online career support services to students
- Onboard Catto Career Coordinator and work to address Catto student career needs with ED



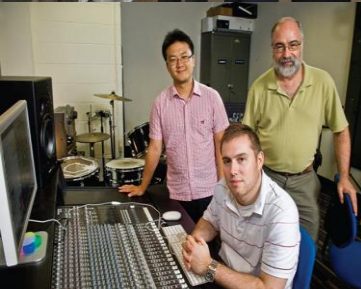
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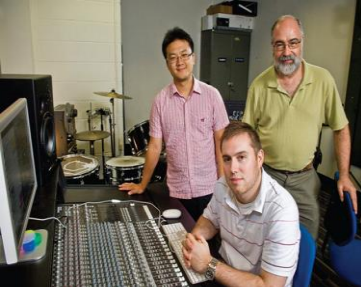


Background Information

The Path to Possibilities™

Community College *of* Philadelphia

www.ccp.edu



WORKFORCE & ECONOMIC INNOVATION

Vision:

The College's Workforce and Economic Innovation unit is an integral partner in the success of Greater Philadelphia as a top tier global region known for its talent, business growth, diversity, economic opportunity, and innovation.

Mission:

The role of the Workforce and Economic Innovation (WEI) unit is to serve as a catalyst for the robust development of our City, regional, and State economy by:

- training and educating a highly prepared workforce matched with Philadelphia's growing industries;
- providing our business community with the tools to improve operations, grow revenue and jobs;
- developing programs that reflect the future of Philadelphia's economy;
- partnering with employers and other organizations to create workplace opportunities that align with students' fields of interest and match the skills and talent needs of our businesses.

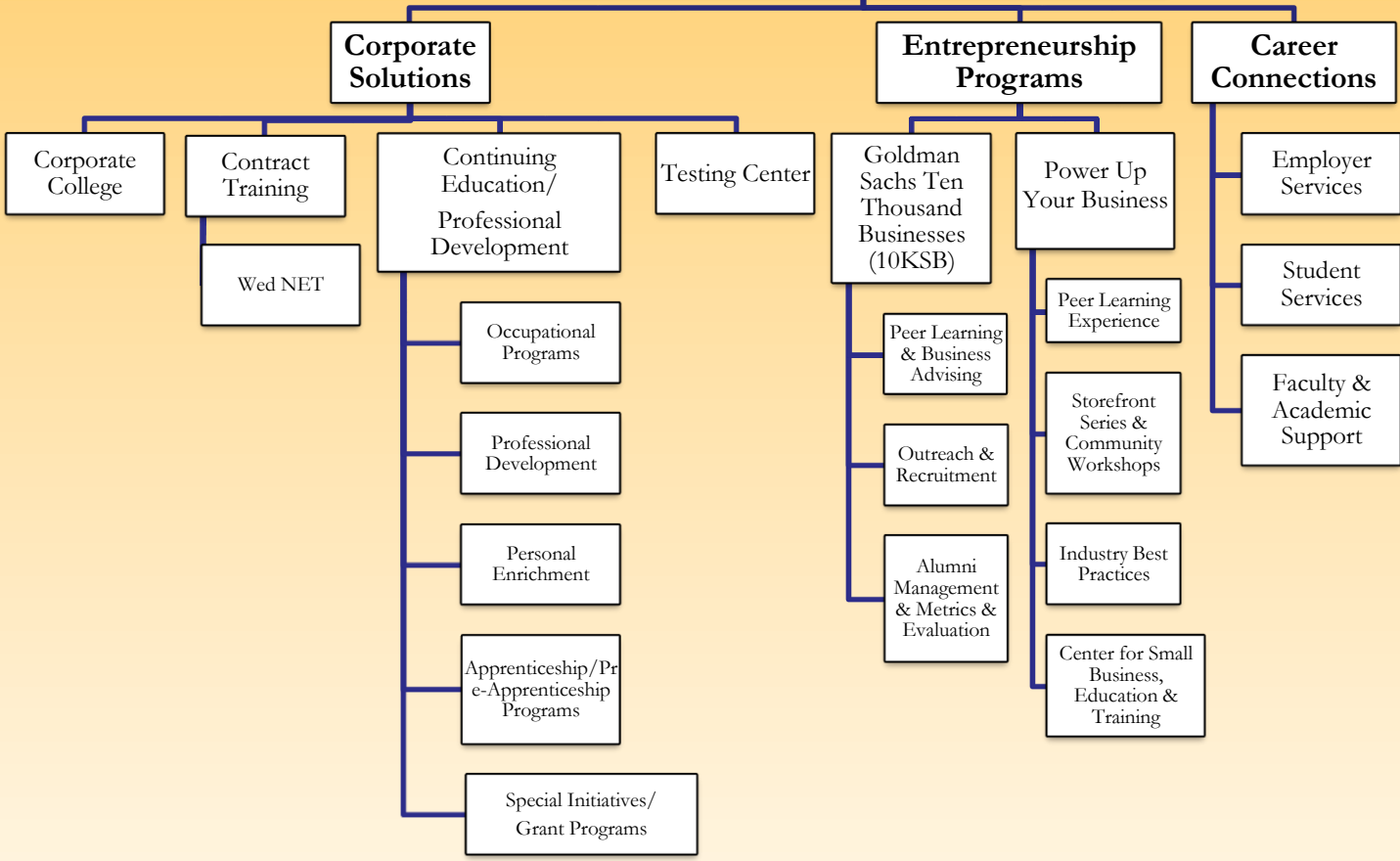
Guiding Principles:

Student Success
Customer Service
Integrity

Quality
Collaboration
Innovation



WORKFORCE & ECONOMIC INNOVATION



WORKFORCE & ECONOMIC INNOVATION

Strategic Directions & Division Goals

Promote the College as a leading provider of workforce and economic development solutions and corporate training in the region by delivering high quality training and instruction that enables clients to grow, succeed and stay ahead of industry needs.

- **Goal I:** Become a leading provider of workforce, and economic development solutions and corporate training in the region.
- **Goal II:** Align programs, workshops and trainings with industry clusters important to Philadelphia's economic growth; embed recognized industry credentials and certifications, and include experiential learning opportunities for all programs.
- **Goal III:** Become a premiere provider of post-secondary career and technical training programs targeting critical populations that help uplift those with limited employability options, and/or are repositioning their skill sets.



WORKFORCE & ECONOMIC INNOVATION

Strategic Directions & Division Goals

Develop entrepreneurial programs around industry clusters reflective of the region's needs, employer needs and College priorities.

- **Goal IV:** Ensure high quality training and programming that utilizes real-time job data to distinguish the College, adds value to its reputation, enables our clients to grow, succeed, and stay ahead of industry trends, is market driven, entrepreneurial, and responsive to employer needs whether that is credit or non-credit, whether on-site, on campus, or online.
- **Goal V:** Foster a robust entrepreneurial culture that catalyzes small business development and entrepreneurship, helping businesses to strengthen and grow, fostering stronger direct connections with economic drivers that can be leveraged for other opportunities for our students and the college.





WORKFORCE & ECONOMIC INNOVATION

Strategic Directions & Division Goals

Connect students with the world of work in ways that allow them to direct their learning and future employment to fields that fuel their personal ambitions and the region's economic opportunities.

- **Goal VI:** Create a student and employer-focused Career Connections unit within WEI that provides students with work based learning opportunities (internships, externships, apprenticeships and employment opportunities, etc.) that better align with their educational and career goals.





2016-2019 Milestones

Improved Organizational Structure & Strengthened Programs

- Business Development, Program Development, Operations, New Systems Technology
- 10KSB Recognized by GSF and Babson as a leading site
- Career Connections Transformation

Strategic Plan for Division

New Programs Launched, Developed

- C.N.A., Dental Assisting, Mobile Food Management Launched
- Welding, CNC Precision Machining, Electro-Mechanical, Bookkeeping, Massage Therapy, Cyber Security, Office Manager, Digital Mapping, Robotics
- Third Party Programs for CDL, AWS, Coding Certificate
- Collegiate Consortium Programs Launched: Gas Distribution, Port Training, Transit Trades
- Significant Professional Development Programs Launched
- Power Up Your Business Created, Launched



Grants & Initiatives

- \$1.25M in Workforce Related Grants since 2016 – 7 Grants received
- \$800,000 added to CCP Appropriations for Power Up Your Business
- Continuation of Goldman Sachs \$1.4M annual grant



Facility Improvements

- West Regional: CNC Lab, C.N.A. Lab
- Northeast Regional Center: Student Innovation Hub; Massage Therapy Lab
- Technology Improvements for Power Up to NWRC, WRC, CBI



Non-credit to Credit Articulations

Financial Aid for Non-Credit

**YOUR PATH TO A CAREER IN
ADVANCED MANUFACTURING
STARTS HERE**

Register online at <http://www.ccp.edu/manufacturing>



Community
College
of Philadelphia
Corporate Solutions

WORKFORCE & ECONOMIC INNOVATION

What is New:

Advanced Manufacturing:

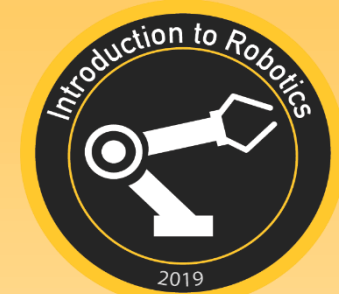
- Apprenticeship Coordinator – Registered and launched our Career Readiness Softskills and Industrial Maintenance pre-apprenticeships
- Apprenticeship Navigators – Three Staff trained to support apprenticeships in region
- Pathways to Manufacturing Program Launched – Partnered with Rhoads to complete the welding component
 - Two Pending grants to create I-BEST model and register as a pre-apprenticeship
- CNC and electro-mechanical programs converted to Financial Aid Eligible.

New Program Development

- Dialysis Technician – New Partnership to launch in Spring 20-21 fully online supported by Wanamaker Scholarships
- Certified Process Technician Manufacturing Skills Standard (MSSC) Council – embeds national 4.0 Technologies: 5G, AI, IOT, 3D manufacturing; Autonomous Robots, Augmented Reality, Data Analytics, Advanced Materials, Nanotechnology
- Central Sterile – Seeking to re-engage partners
- Fab Lab Plan and Programming
- Business Incubator Plan and Programming

Other Corporate Solutions Updates

- Outreach & Recruitment Coordinator to start November
- Continued funding for CDA and ECE training through PHMC
- WEDNet Funding increased
- Contact Tracing
- PHL Accelerator



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WORKFORCE & ECONOMIC INNOVATION

Certificate Programs

Healthcare & Wellness

- **Certified Nursing Assisting w/Clinical***
- **Dental Assisting***
- Personal Trainer
- Pharmacy Technician with Externship
- **Massage Therapy**
- **Dialysis Technician**

Manufacturing & Logistics

- **Advanced Manufacturing**
 - **Welding***
 - **Electro-Mechanical with Robotics***
 - **CNC Precision Machining**
 - **Pathways To Manufacturing**
 - **Industrial Maintenance Technician Pre-Apprenticeship**
- **Logistics**
 - **Transit Entry Level Trades**
 - **CDL**
 - **Port Training**
 - MLR Repair
 - PennDOT Emissions Inspector
 - PennDOT Safety Inspection
- **Blueprint Reading, Shop Math, AutoCad, OSHA**

Education

- Child Development Associate*

Business & Finance

- **Bookkeeping**
- Customer Service & Sales
- Call Center
- **Mobile Food Management**

Retail & Hospitality

- Culinary Skills Training
- ServSafe Food Protection

Technology

- **Coding Certificate**
- CompTIA A+ (Help Desk Certification)
- Microsoft Office Specialist
- **Cyber Security**
- **Amazon Cloud Services**
- **Adobe Creative Workshops**

Construction & Infrastructure

- **Gas Distribution Pipeline Mechanic**

*Earns some credits upon completion and enrollment in a credit course at the College.

Contact Information

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ACADEMIC PATHWAYS 2020-2021

Community College of Philadelphia offers degree programs that, upon successful completion, will earn you an associate degree and the possibility of transferring to a four-year college or help you get started on the path to a new career in an in-demand field. The College also offers academic and proficiency certificate programs designed to be the path to a new career or an associate degree.

HEALTH CARE

Degree Programs

- Dental Hygiene*
- Diagnostic Medical Imaging*
- Health Care Studies
- Health Services Management*
- Medical Laboratory Technician*
- Nursing*
- Respiratory Care Technology*

Proficiency Certificate Programs

- Medical Assistant
- Medical Insurance Billing
- Ophthalmic Technician
- Patient Service Representative

- New Programs, Fall 2020**

* **Select program; please refer to the *All Offerings* page on the College website for additional information.**

Revisions may be made to the College's program offerings.

Please refer to the College Catalog at www.ccp.edu/college-catalog for the most up-to-date list of programs.

SCIENCE AND TECHNOLOGY

Degree Programs

- Applied Science and Engineering Technology
- Biological Sciences
- Biology*
- Chemistry*
- Computer Information Systems – IT
- Computer Science*
- Cybersecurity
- Engineering Science*
- Mathematics*
- Network Technology Management and Administration

Proficiency Certificate Programs

- Biomedical Equipment Technology I and II
- Computer Programming I – Application, Web and Database Development
- Computer Programming II – Algorithms and Computation
- Cybersecurity I and II
- Data Science
- Mobile Application Development
- Network and Systems Administration
- Web Development I
- Web Development II – Cloud Computing*

DESIGN, CONSTRUCTION AND TRANSPORTATION

Degree Programs

- Architecture
- Automotive Technology
- Building Science
- Construction Management
- Facilities Management
- Interior Design

Academic Certificate Program

- Energy Conservation

Proficiency Certificate Programs

- Advanced Automotive Repair Professional
- Architectural Visualization
- Automotive Service I
- Automotive Service II*

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ACADEMIC PATHWAYS 2020-2021

BUSINESS, ENTREPRENEURSHIP AND LAW

Degree Programs

Accounting
Business - Accelerated*
Business - General
Business Leadership
Criminal Justice
Culinary Arts
Fashion Merchandising and Marketing
Fire Science
Paralegal Studies*
Technical Studies*
Tourism and Hospitality Management

Proficiency Certificate Programs

Accounting Paraprofessional
Business Leadership
Corporate Social Responsibility
Culinary Arts I
Culinary Arts II*
Digital Investigations
Electronic Discovery
Entrepreneurship
Fashion Retail Sales and Customer Service
Fire Science and Public Safety
Geographic Information Systems
Paralegal Studies*
Post-Baccalaureate Accounting*
Tourism and Hospitality Management

CREATIVE ARTS

Degree Programs

Art and Design
Digital Video Production
Music Performance*
Photographic Imaging
Sound Recording and Music Technology
Theater

Proficiency Certificate Programs

Acting
Digital Imaging
Digital Video Production
Music Production
• Piano Technician
Technical Theater

LIBERAL ARTS AND COMMUNICATIONS

Degree Programs

American Sign Language/
English Interpreting*
Black Studies
Communication Studies
English
International Studies
Liberal Arts
Liberal Arts - Honors Option*
Mass Media
Religious Studies

Academic Certificate Program

Creative Writing

Proficiency Certificate Programs

American Sign Language/English
Interpreting I* and II* Post-Baccalaureate

EDUCATION AND HUMAN SERVICES

Degree Programs

Behavioral Health/Human Services
Education: Early Childhood
Education: Middle Level
Education: Secondary Humanities/
Social Studies Option
Education: Secondary Math/Science
Option
Liberal Arts – Social/Behavioral Science
Psychology

Academic Certificate Programs

Human Services
Recovery and Transformation

Proficiency Certificate Programs

Early Childhood Education
Recovery Leadership

- ***New Programs, Fall 2020***

* ***Select program; please refer to the [All Offerings](#) page on the College website for additional information.***

Revisions may be made to the College's program offerings.

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Minutes

Workforce Subcommittee Meeting

Monday, December 14, 2020 (via Zoom)

9:30 AM to 11:30 AM

Presiding: Mr. Jeremiah White

Committee Members: Mr. Clancy, Ms. Fulmore-Townsend, Mr. Herzog, Ms. Ireland, Ms. Posoff,

College Members and Guests: Dr. General, Dr. Gay, Dr. Hirsch, Dr. Rooney, Dr. Zanjani, Ms. Zellers, Ms. de Fries, Ms. Witherspoon, Ms. Henk, Ms. Washington, Mr. Coleman

Mr. White called the meeting to order at 9:35 AM.

1. **Mr. White** reviewed the Revised Goal and Charge of the Subcommittee; members of the Committee agreed to the changes to the charge and approved the new revised version.
2. **Mr. White** proceeded to review the Workforce and Economic Innovation (WEI) Vision and Mission statement that the Division has been operating under since 2017/18 and asked for additions, modifications or clarifications. Suggestions were made by **Ms. Ireland** and **Mr. Clancy** to make the vision statement more aspirational and to have a stronger emphasis on employer engagement and needs. **Ms. Fulmore-Townsend** noted that we need to remember students are part of our audience in the vision. Mr. White suggested to Ms. de Fries that she circle back with Ms. Ireland and Mr. Clancy on how to make the vision and mission statement more focused.
3. **Mr. White** reviewed the descriptions of the 3 main areas of WEI including Corporate Solutions, Entrepreneurship and Career Connections.
 - a. He asked **Ms. de Fries** to describe the difference between job placement and what Career Connections does in their area. Ms. de Fries indicated that we assist employers to identify students that meet their talent needs, but job placement requires one on one direct assistance to place someone in a specific position. Job Placement would require more significant resources to do direct job placement to support our student population.

4. **Mr. White** then reviewed with **Ms. de Fries** the WEI staffing and organizational structure. He indicated he wanted the committee to understand the complex structure of WEI. **Ms. de Fries** discussed the Program Development area of the unit outlining the fact that the staff support both new programs run in Corporate Solutions covering Workforce, and continuing education programs, but also includes the development of customized curriculum for our contract training clients. Discussion focused on the length of time to create a program, with Massage Therapy offered as one that takes longer due to the total number of hours of the program and facility needs. **Ms. de Fries** also explained that other programs can be turned around much more quickly, using the example of contact tracing as a program that was developed in 2 months. **Ms. de Fries** also explained that the unit uses third party partnerships to create new programs as well, with the newly launched dialysis technician program as an example. **Ms. de Fries** indicated that programs requiring certifications and/or special facilities requirements, for example the Nurse Aid program, regulated by the Commonwealth, can take up to a year. The advanced manufacturing programs took about 6 months to develop.

- a. **Ms. Posoff** asked for a better understanding of who the driver is of moving programs forward and how we determine demand. **Ms. de Fries** indicated that the driver can be from various angles. It can come directly from an employer or employers, an association, and it can come from our own analysis of the labor market need. WEI looks at available labor market data from Philadelphia Works and the Commonwealth's Center for Workforce Information and Analysis, High Priority Occupations, etc. WEI looks at the entry level employer needs and what are employers are telling us. We vet our programs through a lot of sources, employers, Indeed, Monster, etc. We require employer vetting and verification that they have this need. **Ms. Ireland** indicated that she thinks WEI is building programs that employers need; there is not a concern that programs are being developed that are not needed. The issue is whether WEI can get people to take the programs we develop.
- b. **Ms. de Fries** described our business development area, which includes Contract Training, Corporate College and WedNet. **Ms. de Fries** described WEDnetPA as a state grant that funds employee training for certain employers.
- c. **Ms. de Fries** described the Testing Center and the major vendors we work with including Pearson, Prometrics, ACT, HISET/GED, and other workforce and industry recognized tests. **Ms. Posoff** asked that moving

forward to please use the names of companies partnered with us or that we are working with in the examples.

- d. **Ms. de Fries** provided an overview of our entrepreneurial programs including the Goldman Sachs Ten Thousand Small Businesses program, Power Up Your Business, and the Center for Small Business Education Growth and Training at the Northeast Regional Center. Ms. de Fries indicated to **Ms. Ireland** that these programs are revenue neutral.
- e. **Ms. de Fries** described Career Connections and the services that are provided to employers, students and faculty and academic programs. Ms. de Fries described the added employees that the unit has since it came under WEI.

Ms. Ireland asked for clarification about who are the Directors of these main areas and Ms. de Fries indicated that Mr. Coleman oversees Corporate Solutions, Mr. Nyamunga is the Director of Power Up, Ms. Chrestay is the Executive Director of 10KSB, and Ms. Washington is the Director of Career Connections.

5. **Ms. de Fries** provided the Committee with a description of the upcoming Spring programs with a focus on Health Care and Advanced Manufacturing. Ms. de Fries indicated that we have challenges in running our technology programs and would welcome support from the Committee members to make these more viable. Members of the Committee were sent a copy of the Spring 2021 Corporate Solutions Catalog for their perusal.
 - a. Ms. de Fries described current grants and their level of funding which included \$210,000 for its two PASmart grants, and \$200,000 for its PA Manufacturing Training to Career grant from the Commonwealth. In addition, Ms. de Fries also described pending grants, which included a USDOL Strengthening Community Colleges for \$2M and a USDOL H1-B One Workforce Partnership which would be roughly \$1.59M. Both are 4-year grants. She also updated the Committee that the College received notice that it was not selected for the Commerce Department Call for Ideas proposal submitted for advanced manufacturing entry level training. **Mr. White** asked for questions or comments. **Ms. Ireland** indicated we can expect more grant funding will be forthcoming from the state. **Mr. Clancy** indicated he hoped to see greater investment with the new administration in Washington.

At **Dr. General's** request, **Ms. de Fries** also described the Collegiate Consortium for Workforce and Economic Development. Ms. de Fries explained that CCP was a founding member which includes the four Southeastern Pennsylvania Community Colleges (Philadelphia, Montgomery County, Delaware County, Bucks County) as well as Camden County College and Drexel University. She provided a few examples of training run through this group which includes the Gas Pipeline Distribution Mechanic training, Regional Ports training including CDL, Crane Operations, Industrial Rigging, etc.

Mr. White indicated that the committee would have to look at strengthening the activities of the Division, its growth and resource needs. **Mr. White** reviewed the enrollment data provided by WEI and mentioned the effects of COVID on our operations. Mr. White indicated he wanted the committee to see what type of investment we need to get back on track. **Ms. de Fries** explained the huge increase in 19/20 online program enrollments was due to a special free offering which added at least 700-800 enrollments; this was done to get people interested in the broader online programs and Ms. de Fries indicated that it would be better to do a comparison between 18/19 to 20/21, which shows a marked increase of online 3rd party enrollments in 20/21.

In looking at the enrollment information, **Ms. Ireland** said it looks like about 70% of the chart indicates revenue programs and 30% are revenue neutral. **Mr. Herzog** noted that while we can easily focus on those programs designed to make the College money, we must understand that is not our only goal for the Division.

Ms. Posoff expressed that while it is interesting that the Division is not all about revenue, she noted that 12 of the 35 staff are aligned with the revenue neutral programs and suggested that we look at priorities and resources around that. **Ms. Fulmore-Townsend** indicated that she agreed with her colleagues around reassessing priorities. She noted that Career Connections staffing and the 3 areas they are focused on, along with the number of students they must serve, the number of faculty they are working with, and the number of employers we want them to connect to suggests we look at whether there is enough capacity there to do all that we want it to do.

Ms. de Fries indicated that Goldman Sachs 10KSB staffing is 100% paid for by Goldman Sachs. She also mentioned that the College receives \$800K annually from the City specifically for Power Up, which also fully funds the staffing for Power Up. Ms. de Fries mentioned we also get about \$100K annually from the Wanamaker Foundation to fund workforce enrollments.

6. **Mr. White** transitioned the discussion to credit programs that fall under the Workforce banner. **Dr. Hirsch** showed the Committee a highlighted version of programs designated as workforce according to the 7 Pathways. He indicated AAS degrees are considered direct workforce programs. About 50% of the College's degree programs are considered workforce. Proficiency programs are about 16 credits each and feed back into a degree program. We have about 40 proficiency certificate programs. Dr. Hirsch also presented enrollments for these programs for the Spring, noting it is still early in the Spring registration process. **Mr. Clancy** asked if the credit enrollment decline is based on COVID restrictions on in-person classes. Dr. Hirsch said the majority of our current classes are offered online, some are offered hybrid, and COVID is a factor regarding the decline. Dr. Hirsch said that we are running several of our programs in person since hospitals allowed clinicals at their site. Dr. Hirsch indicated that for all the credit programs for Spring we are down 28-30% with that decreasing as we move towards Spring start. **Ms. Ireland** and other Committee members requested to see these numbers in a trend over time.

Dr. Generals commented on the declining enrollments, noting that there is a confluence of things that defy traditional trends and logic between the relationship of the economy and enrollment. The economy tanked with a pandemic, with students holding out and waiting on their education in this environment. This behavior is the case across the country. Dr. Generals noted that we will make up some ground in the Spring, but that it is still anticipated that we will have a negative enrollment which is reflective of the entire College, credit and noncredit. He noted that with cost for non-credit programs, we have taken the approach to increase certain program's clock hours so students can apply financial aid to some of the training being offered. He noted that the hope at the federal level is to get non-credit programs eligible for financial aid. He noted the long history that community colleges in the south have had emphasizing this type of vocational educational workforce and employer partnerships. He noted that the College is still new in this space, and we must build our relationships with business and industry from the ground up.

7. A final presentation was given by **Dr. Rooney** on marketing efforts with Workforce & Economic Innovation. She provided an overview of what has been done on a limited budget using multi-channel marketing including paid, owned, shared, earned. The College's strategy is to move to digital marketing. WEI will be included in the upcoming plan for market research and discovery for the entire market including credit and noncredit. Noncredit will be included in the RNL

Partnership recruitment plan. She also is recommending a dedicated budget for workforce, with an increase to \$250,000 in the next year, and a proposed new budget once the market research and RNL assessment has been done. **Mr. White** indicated that a dedicated budget to market our vocational and career work is long overdue. **Ms. Posoff** indicated we need to get a megaphone about what we are doing. There was broad support from the Committee for additional resources for marketing in this area and Dr. General noted that he did not see a concern with increasing the WEI marketing budget next year.

8. The meeting closed out with **Mr. White** asking for staff comments. **Dr. Gay** said she heard that we may need to present on different metrics to provide for the committee including revenue and the need for 5 points to establish a trend; Mr. White asked Ms. de Fries to work with Dr. Gay on the metrics for the next meeting; **Dr. Zanjani** indicated leveraging Wanamaker funding is great and that she hopes to support further growth of this kind of scholarship support for WEI programs. She thanked **Mr. Clancy** and **Dr. Hirsch** for their support via the Wanamaker board. **Mr. Coleman** indicated that the recommendation for integrated marketing, integrated enrollment management and a dedicated budget are things that have been needed for a long time. **Ms. Zellers** indicated WEI is very busy because the Division keeps her assistant general counsel swamped with new contracts every week. She noted that the flow chart helps her see how all the activity flows together.

Mr. White noted that our next meeting is scheduled for February, but he sees the need to meet in January. Committee members agreed to a meeting in January prior to the February 4th meeting. For an agenda, **Ms. Ireland** and **Mr. Clancy** requested we look at metrics from a different perspective. **Ms. Posoff** requested that we present on our top three relationships at the corporate level, who are our thought leaders, who is helping us drive the programs. **Ms. Fulmore-Townsend** indicated she would like to see the correlation between FTE and Revenue Generation, along with the outcomes by the structure. **Mr. White** suggested that we look at the employer partnerships and whether we are maximizing them to the best of our ability.

Mr. White adjourned the meeting at 11:33 AM.

Attachments:

Nov. Meeting Minutes; Revised Workforce Committee Charge; WEI PowerPoint; Highlighted Pathways Program Listing; WEI and Academic and Student Success Enrollments

Workforce Subcommittee Meeting
November 5, 2020
12-1 p.m.
Minutes

Presiding: Mr. Jeremiah White

Committee Members: Mr. Clancy, Ms. Fulmore-Townsend, Mr. Herzog (by phone), Ms. Ireland, Ms. Posoff

Other Trustees*: Mr. Dubow, Mr. Epps, Ms. McPherson, Mr. Soileau

* Today's meeting of the Board is a Committee of the Whole meeting, and as such all board members and Cabinet members were invited and encouraged to attend all committee meetings.

College Members and Guests: Ms. Callands, Mr. Coleman, Ms. de Fries, Mr. Eapen, Dr. Gay, Dr. Generals, Dr. Hirsch, Ms. Neal, Dr. Rooney, Ms. Washington, Ms. Witherspoon, Dr. Zanjani, Ms. Zellers

- I. Jeremiah White called the meeting to order at 12:06 p.m. Housekeeping items covered included:
 - a. Carol de Fries informed the committee that the meeting is being recorded for minute/note taking purposes; Ms. de Fries asked Board members to complete the assessment/feedback survey in the Chat link at the end of the meeting.
 - b. It was stated that the subcommittee will report into the Student Outcomes Committee and its Chair, Ms. Fulmore-Townsend.
 - c. The members consist of Pat Clancy, Steve Herzog, Sheila Ireland, Jeremiah White, Guy Generals, Chekemma Fulmore-Townsend, and Ms. Posoff.
 - d. Carol de Fries will serve as the primary staff person for the Committee.
 - e. Jeremiah White will chair first several meetings.

- II. Dr. Generals kicked off the meeting reinforcing that Workforce is not limited to just the Workforce & Economic Innovation Division, but also includes our credit AAS/Career programs; this aspect of the workforce mission of the College is perhaps the largest part of the College. The Committee needs to focus on the opportunity to shape this broader aspect of the College's workforce mission.

- III. Ms. de Fries reviewed the meeting Agenda and Mr. White kicked off the discussion of the Workforce Sub-Committee Charge. The draft provided to the Committee members was reviewed Dr. Generals, Mr. White, and Ms. Fulmore-Townsend before its distribution. The structure, language and focus utilized other Board Committee charges to remain consistent. Discussion focused on the following suggestions:
 - a. Change charge to reflect the Committee should meet no less than quarterly;
 - b. Change charge to broaden the membership expertise to include business and industry community;

- c. Charge should reflect that the focus of this Committee includes revenue generation, something that the other Board committees do not need to assess;
- d. Bullet three of the charge should include “opportunities” as well as the “challenges.”
- e. Ms. Posoff suggested that the Committee meet monthly in the beginning to get this advisory committee off the ground and members agreed.

IV. Carol de Fries presented on Workforce & Economic Innovation Strategic Directions for 2020-21. Ms. de Fries categorized the Division’s current directions according to the College Strategic Plan’s three goals around workforce development, readiness, and economic innovation. She discussed several priorities for the Division under the first goal of “Promoting the College as a leading provider of workforce and economic development solutions and corporate training in the region by delivering high quality training and instruction that enables clients to grow, succeed and stay ahead of industry needs.” Directions discussed include:

- a. WEI needs a comprehensive marketing plan to help drive enrollment and is working with Marketing and Communications (MARCOMS) to create a WEI specific plan; WEI has hired an Outreach and Recruitment Coordinator to help drive this activity for the Division;
- b. An important aspect of the workforce mission and of guided pathways is to be able to create seamless bridges from non-credit to credit enabling students to receive credit for experience and skills training should they choose to enroll in the College; Ms. de Fries and Dr. Hirsch have worked together on creating a process for non-credit to credit articulation. Ms. de Fries described several of the agreements we have finalized in the last year including CNC, Electromechanical, nursing, dental assistant, as well as describing historical agreements that covered our child development associate program increasing from 6 to 9 credits. WEI will continue to submit additional programs for Academic and Student Success (A&SS) articulation. New programs will be built keeping this articulation structure in mind to facilitate this process in the future.
- c. Stackable and blending program development is slightly different in that WEI can look at specific kinds of credentials and certifications and run them as non-credit, while at the same time they are a component of a broader academic program. An example would be running Project Management classes as a non-credit continuing education upskill program, but it would also be embedded in the Business Leadership degree program.
- d. WEI is spending this year on strengthening employer engagement across all our programs, existing and new.
- e. WEI is working on several fronts to create new funding sources for students to access for their enrollment in the more expensive workforce programs we offer.

V. Discussion was opened on this first set of priorities.

- a. Mr. Epps asked about whether we have assessed whether we should stop offering a program; Ms. de Fries indicated that the non-credit side does not have standing faculty and therefore if we do not get enrollment, we do not run it, or we can regulate how often we run it more in line with the market demand. This is our first indication of whether the offering has value in the marketplace; we frequently stop running a program if it gains no traction. On the other hand, Ms. de Fries noted larger workforce programs take time and special attention to get it to a point of regular enrollment and thus profitability.
- b. Mr. White asked about staffing for the Division and ongoing operations of the department aligned with the activities outlined. Ms. de Fries provided general information but offered to provide more specific information related to the Division's staffing at a future meeting.
- c. Ms. Ireland asked about how we make decisions around what programs we create and offer. Ms. de Fries provided a quick overview of the process we use to evaluate program development, first focusing on the industries that the City and region prioritize, and then looking at state and workforce organizational information, employer needs, industry partnerships, and validation with local sources on the ground.
- d. Mr. Soileau asked if the emphasis on marketing should be handled by MARCOMS, freeing up WEI staff for some of the other priorities listed; Ms. de Fries outlined that WEI needs a designated person who understands our mission to help drive priorities and strategy for the Division, and help drive the support and implementation from MARCOMS; in addition, the staff member hired is also focusing on a proactive outreach strategy for the Division, rather than a reactive one; this will help better deploy staff and make more efficient use of our staff time.
- e. Mr. Clancy asked whether we have relationships with employers that pay for their employees to upskill; Ms. de Fries noted that many employers will have their staff enroll as individuals in our open enrollment courses, and we are trying to do a better job of understanding that when it happens; in addition, we have business development staff that engage employers for specific training either as a contract, or through sending individuals into open enrollment courses.
- f. Mr. White asked Ms. de Fries what help and support I need from Board and Committee. Ms. de Fries emphasized employer engagement where board has relationships that would be of value to us; helping us to better understand the needs of the local labor market; and provide on the ground intelligence about workforce needs of industry.

VI. The meeting concluded with several suggestions from Board members.

- a. Mr. White asked that we schedule a longer workforce committee in December.
- b. Ms. Posoff asked that at future meetings we bring specific examples of companies that we know call us; what programs they access us for so that we can get a better understanding and assess the pipeline of what we are great at.
- c. Ms. Ireland asked if she can better understand how we are assessing employer satisfaction.

- d. Mr. Epps suggested that the College have an employer roundtable with the Chamber of Commerce Employers to get greater employer buy-in of the College.
- e. Mr. White asked for WEI staff to weigh in on the discussion.
 - i. Ms. Washington thanked the Committee for including her in the discussion so that she can better understand the kind of information they are looking for from Career Connections. Ms. Washington noted that she does have results around employer engagement regarding recruitment and hiring, particularly around the most recent Virtual Job Fair we just held. Employer engagement falls into multiple buckets for Career Connections and she looks forward to discussing that with the Committee on the credit and non-credit side.
 - ii. Mr. Coleman thanked Committee for being willing to help us with our goals; Mr. Coleman noted that when WEI's team goes out to talk with employers, they aren't just there to sell programs, but to also serve as Ambassadors for all aspects of the College; our staff bring this information back to help inform program development, and other opportunities for the College on both the non-credit and credit side.

Meeting ended at 1:15 p.m.

Attachments:

- Draft Workforce Subcommittee Charge
- Workforce & Economic Innovation (WEI) Strategic Directions for 2020-21 PowerPoint Presentation
- WEI Background Information PowerPoint
- Academic Pathways 20-21 Program List

Community College of Philadelphia
Board of Trustees
Workforce Subcommittee

The Workforce Subcommittee of the Student Outcomes Committee shall meet no less than ~~three~~ four (4) times per year quarterly and shall consist of not less than three (3) members, who shall have expertise in workforce, business development and industry, and economic development matters.

Charge

The Workforce Subcommittee is formed for the purpose of supporting, informing, and elevating the College's workforce mission, activities and strategies. Its role includes:

- Support the College and its administration in providing contacts, networks and resources when possible to strengthen and grow the College's workforce activities, and to support its profitability and revenue generation capabilities.
- ~~M~~onitor and assess performance relative to the workforce strategies embedded in the College's mission and strategic plan for the purposes of improvement (e.g. revenue, enrollments and other outcomes identified by the Committee).
- Recommend and guide adjustments as needed to address the opportunities and the challenges and changes in the market.
- Engage in other activities as appropriate that support continuous improvement of the workforce activities at the College.

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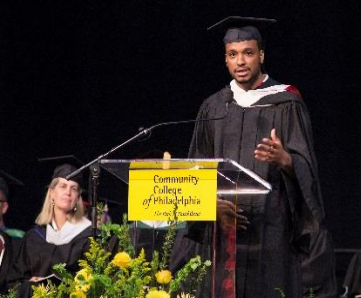
Community College of Philadelphia
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- Support the College and its administration in providing contacts, networks and resources when possible to strengthen and grow the College's workforce activities, and to support its profitability and revenue generation capabilities.
- Monitor and assess performance relative to the workforce strategies embedded in the College's mission and strategic plan for the purposes of improvement (e.g. revenue, enrollments and other outcomes identified by the Committee).
- Recommend and guide adjustments as needed to address the opportunities and the challenges and changes in the market.
- Engage in other activities as appropriate that support continuous improvement of the workforce activities at the College.



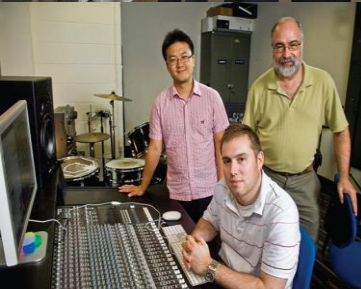
Community College of Philadelphia

Workforce Committee December 2021

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WORKFORCE & ECONOMIC INNOVATION

Vision:

The College's Workforce and Economic Innovation unit is an integral partner in the success of Greater Philadelphia as a top tier global region known for its talent, business growth, diversity, economic opportunity, and innovation.

Mission:

The role of the Workforce and Economic Innovation (WEI) unit is to serve as a catalyst for the robust development of our City, regional, and State economy by:

- training and educating a highly prepared workforce matched with Philadelphia's growing industries;
- providing our business community with the tools to improve operations, grow revenue and jobs;
- developing industry-led programs that reflect the future of Philadelphia's economy;
- partnering with employers and other organizations to create workplace opportunities that align with students' fields of interest and match the skills and talent needs of our businesses.

Guiding Principles:

Student Success
 Customer Service
 Integrity

Quality
 Collaboration
 Innovation

WORKFORCE & ECONOMIC INNOVATION

Corporate Solutions – Working with Philadelphia's industries and businesses to upskill, train, and educate its existing and future workforce; training Philadelphians for family sustaining jobs matched with the City's growing industries.

Entrepreneurship Programs – Providing Greater Philadelphia's small businesses with the education and tools to improve operations, and grow revenue and jobs.

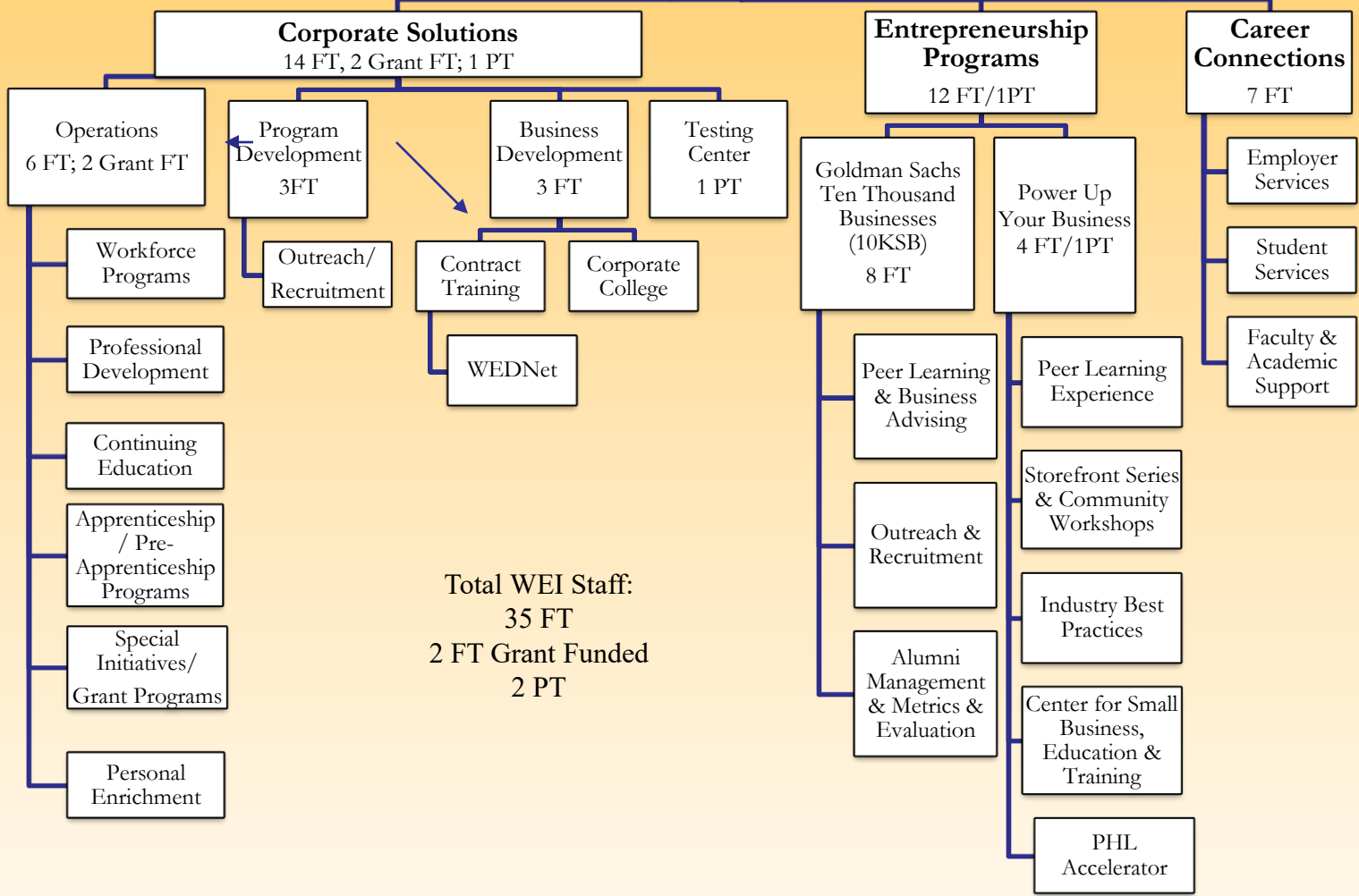
Career Connections – Preparing our students for the world of work; partnering with employers to create workplace opportunities aligned with students' field of interest; assisting businesses in their search for talent.





WORKFORCE & ECONOMIC INNOVATION

2 FT



WORKFORCE & ECONOMIC INNOVATION

Spring 2021

Workforce Programs Offered Spring:

Healthcare

Massage Therapy (Hybrid)
Dental Assistant (Hybrid)
Dialysis Technician (Online)
EKG Technician (Hybrid)
Clinical Medical Assistant (Hybrid)
Pharmacy Technician (Hybrid)
Phlebotomy Technician (Hybrid)
Electronic Health Record Management (Hybrid)
Certified Nurse Assistant (in person when clinicals are returned)

Advanced Manufacturing

CNC Precision Machining (In-Person)
Electro-Mechanical (Industrial Maintenance) (In-Person)
Gas Pipeline Mechanic (In-Person)
HVAC (Hybrid)
Safety Inspection Mechanic Training Certification
Emissions Inspector Certification

Education

Child Development Associate (Online)

Business/Finance

Bookkeeping (Online)

Technology

A+ Certification
CompTIA Security +
Amazon Web Services
Certified Cloud; Certified Solutions Architect
Coding Certificate
Cybersecurity

Professional Development (examples)

Microsoft Word, Excel
QuickBooks
AutoCAD
Creating Mobile Apps
Marketing on Social Media
Transformational Coaching
E-Commerce Management
Grant Writing
Nonprofit Management
Diversity & Inclusion Institute



The Path to Possibilities

Community College of Philadelphia

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Workforce & Economic Innovation Enrollments

Key Performance Indicator	Baseline 16/17	3- Year Projected Outcome 17/18	18/19	19/20* COVID Spring	3 Year Average		20/21 - Fall (thru Oct.)	20/21 - Spring Projected	5-Year Projected Outcome 20/21, 21/22	8-Year Projected Outcome 22/23, 23/24, 24/25	
					3 Year Average	3 Year Avg %					
<i>Increase in program enrollment</i>		5%							10%	20%	
Corporate College	826	833	793	702	776	-6%	385	215	600		
Open Enrollment/Grant Initiatives	1279	1368	1060	715	1048	-18%	246	320	566		
Contract Training	925	1097	593	735	808	-13%	60	60	120		
Online Partnerships Ed2Go/MindEdge/UGotClass Enrollments	65	160	314	2028	834	1183%	505	250	755		
Power Up Peer Learning & Global Participants	28	56	78	94	76	36%	21	55	76		
iHub (18/19)/LA21 PHL Accelerator (20/21)			17		17	N/A	15	30	45		
Industry Best Practices - Launched 18/19			20	16	18	N/A	N/A	15	15		
10KSB Enrollment	76	74	78	88	80	5%	33	32	65		
Total	3199	3588	2953	4378	3657	14%	1265	977	2242	3519	4055

Sheet1

	Spring '20 Enrollment*	Spring '21 Enrollment**
HEALTH CARE		
<i>Degree Programs</i>		
Dental Hygiene	62	30
Diagnostic Medical Imaging	39	20
Medical Laboratory Technician	39	33
Nursing	284	241
Respiratory Care Technology	49	25
<i>Proficiency Certificate Programs</i>		
Medical Assistant	35	41
Medical Insurance Billing	45	43
Ophthalmic Technician	7	3
Patient Service Representative	20	31
SCIENCE and TECHNOLOGY		
<i>Degree Programs</i>		
Applied Science and Engineering Technology	66	36
Computer Information Systems – IT	630	265
Cybersecurity	96	64
Network Technology Management and Administration	15	10
<i>Proficiency Certificate Programs</i>		
Biomedical Equipment Technology I and II	40	21
Computer Programming I – Application, Web and Database Development	30	28
Computer Programming II – Algorithms and Computation	-	2
Cybersecurity I and II	22	17
•Data Science	NA	2
•Mobile Application Development	NA	-
Network and Systems Administration	25	17
Web Development I	6	9
Web Development II – Cloud Computing	-	-
DESIGN, CONSTRUCTION and TRANSPORTATION		
<i>Degree Programs</i>		
Automotive Technology	52	24
Building Science	5	-
Construction Management	72	28
Facilities Management	10	5
<i>Proficiency Certificate Programs</i>		
Advanced Automotive Repair Professional	-	-
Architectural Visualization	1	2
Automotive Service I	6	1
Automotive Service II	-	-
BUSINESS, ENTREPRENEURSHIP and LAW		
<i>Degree Programs</i>		
Accounting	165	90
Business Leadership	21	18
Criminal Justice	230	117
Culinary Arts	107	38
Fashion Merchandising and Marketing	29	17
Fire Science	13	7

Sheet 1

Paralegal Studies	74	36
Technical Studies	1	1
<i>Proficiency Certificate Programs</i>		
Accounting Paraprofessional	39	31
Business Leadership	7	3
Corporate Social Responsibility	1	-
Culinary Arts I	10	5
Culinary Arts II	1	3
Electronic Discovery	3	3
Entrepreneurship	13	14
Fashion Retail and Customer Service	1	-
Fire Science and Public Safety	-	-
Geographic Information Systems	1	2
Paralegal Studies	35	25
Post-Baccalaureate Accounting	13	17

CREATIVE ARTS

<i>Degree Programs</i>		
Digital Video Production	107	32
Photographic Imaging	45	16
Sound Recording and Music Technology	103	29
<i>Proficiency Certificate Programs</i>		
Digital Imaging	14	5
Digital Video Production	16	5
Music Production	24	15
•Piano Technician	NA	1
Technical Theater	2	2

EDUCATION and HUMAN SERVICES

<i>Degree Programs</i>		
Behavioral Health/Human Services	469	224
<i>Proficiency Certificate Programs</i>		
Early Childhood Education	43	21
Recovery Leadership	10	6

LIBERAL ARTS and COMMUNICATIONS

<i>Degree Programs</i>		
American Sign Language/English Interpreting	36	19
<i>Proficiency Certificate Programs</i>		
American Sign Language/English Interpreting I and II Post-Baccalaureate	4	6

*Spring 2020 Enrollment is as of the first day of the semester

**Spring 2021 Enrollment is as of December 7, 2020

•New Program as of Fall 2020

ACADEMIC PATHWAYS 2020-2021

Community College of Philadelphia offers degree programs that, upon successful completion, will earn you an associate degree and the possibility of transferring to a four-year college or help you get started on the path to a new career in an in-demand field. The College also offers academic and proficiency certificate programs designed to be the path to a new career or an associate degree.

HEALTH CARE

Degree Programs

- Dental Hygiene*
- Diagnostic Medical Imaging*
- Health Care Studies
- Health Services Management*
- Medical Laboratory Technician*
- Nursing*
- Respiratory Care Technology*

Proficiency Certificate Programs

- Medical Assistant
- Medical Insurance Billing
- Ophthalmic Technician
- Patient Service Representative

• New Programs, Fall 2020

* **Select program; please refer to the All Offerings page on the College website for additional information.**

Revisions may be made to the College's program offerings.

Please refer to the College Catalog at www.ccp.edu/college-catalog for the most up-to-date list of programs.

SCIENCE AND TECHNOLOGY

Degree Programs

- Applied Science and Engineering Technology
- Biological Sciences
- Biology*
- Chemistry*
- Computer Information Systems – IT
- Computer Science*
- Cybersecurity
- Engineering Science*
- Mathematics*
- Network Technology Management and Administration

Proficiency Certificate Programs

- Biomedical Equipment Technology I and II
- Computer Programming I – Application, Web and Database Development
- Computer Programming II – Algorithms and Computation
- Cybersecurity I and II
- Data Science
- Mobile Application Development
- Network and Systems Administration
- Web Development I
- Web Development II – Cloud Computing*

DESIGN, CONSTRUCTION AND TRANSPORTATION

Degree Programs

- Architecture
- Automotive Technology
- Building Science
- Construction Management
- Facilities Management
- Interior Design

Academic Certificate Program

- Energy Conservation

Proficiency Certificate Programs

- Advanced Automotive Repair Professional
- Architectural Visualization
- Automotive Service I
- Automotive Service II*

Community
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ACADEMIC PATHWAYS 2020-2021

BUSINESS, ENTREPRENEURSHIP AND LAW

Degree Programs

Accounting
Business - Accelerated*
Business - General
Business Leadership
Criminal Justice
Culinary Arts
Fashion Merchandising and Marketing
Fire Science
Paralegal Studies*
Technical Studies*
Tourism and Hospitality Management

Proficiency Certificate Programs

Accounting Paraprofessional
Business Leadership
Corporate Social Responsibility
Culinary Arts I
Culinary Arts II*
Digital Investigations
Electronic Discovery
Entrepreneurship
Fashion Retail Sales and Customer Service
Fire Science and Public Safety
Geographic Information Systems
Paralegal Studies*
Post-Baccalaureate Accounting*
Tourism and Hospitality Management

CREATIVE ARTS

Degree Programs

Art and Design
Digital Video Production
Music Performance*
Photographic Imaging
Sound Recording and Music Technology
Theater

Proficiency Certificate Programs

Acting
Digital Imaging
Digital Video Production
Music Production
• Piano Technician
Technical Theater

LIBERAL ARTS AND COMMUNICATIONS

Degree Programs

American Sign Language/
English Interpreting*
Black Studies
Communication Studies
English
International Studies
Liberal Arts
Liberal Arts - Honors Option*
Mass Media
Religious Studies

Academic Certificate Program

Creative Writing

Proficiency Certificate Programs

American Sign Language/English
Interpreting I* and II* Post-Baccalaureate

EDUCATION AND HUMAN SERVICES

Degree Programs

Behavioral Health/Human Services
Education: Early Childhood
Education: Middle Level
Education: Secondary Humanities/
Social Studies Option
Education: Secondary Math/Science
Option
Liberal Arts – Social/Behavioral Science
Psychology

Academic Certificate Programs

Human Services
Recovery and Transformation

Proficiency Certificate Programs

Early Childhood Education
Recovery Leadership

- **New Programs, Fall 2020**

* **Select program; please refer to the *All Offerings* page on the College website for additional information.**

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