Community College of Philadelphia

Meeting of the Board of Trustees, March 4, 2021, 3:00 p.m.

AGENDA

The Goals for the March meeting in addition to routine matters are:

- Enhance Board understanding of current budget
- Emphasize Board Commitment to annual event
- Update the Board on evolving diversity, equity, inclusion, belonging work

(1) Meeting Called to Order

(2) Public Comment

(3) President's Report

(a) Budget 2021 Update

(b) Strategic Planning Pillar: Diversity, Equity, Inclusion, Belonging

(c) Update on College Data

(d) Foundation Report

(4) Report of the Business Affairs Committee

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(5) Report of the Student Outcomes Committee

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(6) Report of the Workforce Subcommittee

2-4-21 Workforce Board Package[46648].pdf Page 58

(7) Consent Agenda

(a) Proceedings & Minutes of Decisions and Resolutions, Meeting of February 4, 2021

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Dr. Generals Presentation.pptx Page 97

Catto Presentation to Board_2-4-2021.pptx Page 108

(b) Gifts and Grants

Record of Grants & Gifts (MAR 2021)[46557].pdf Page 114

(c) Purchase of 500 Dell Laptops

(d) Resolution of Support for FY 2021-22 PDE Capital Applications

(e) RFP for Broker Insurance Services

(f) 35 Smart Technology Classrooms

(8) Report of the Chair

(a) Board Feedback on Committee of the Whole Sessions

(b) Board Committees: Nominating, President's Evaluation

(c) Middle States Update (Sharon Jean-Baptiste)

(9) New Business

(10) Next Meeting: Thursday, April 1, 2021, 3:00 p.m.

(11) Executive Session

Future Committee Meetings

Business Affairs, Wednesday, March 3 & 24, 2021, 9:00 a.m.

Audit Committee, Tuesday, March 23, 2021, 10:00 a.m.

Workforce Subcommittee, Friday, March 26, 2021, 10:00 a.m.

Student Outcomes, Thursday, April 1, 2021, 1:00 p.m.

Upcoming Events

College Spring Break - March 8-12, 2021

Foundation Virtual Trivia Night, Thursday, March 18, 2021, 6:00 p.m.

Foundation Virtual Black and Gold Gala - Wednesday, June 23, 2021 - 6:30 p.m.

COMMITTEE AS A WHOLE
ZOOM MEETING OF THE BUSINESS AFFAIRS
COMMITTEE OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Thursday, February 4, 2021 - 9:00 A.M.

Present for the Business Affairs Committee: Mr. Steve Herzog, presiding, Mr. Rob Dubow, Mr. Harold Epps, and Mr. Michael Soileau.

Present for the Trustees: Ms. Chekemma Fulmore-Townsend and Ms. Mindy Posoff

Present for the Administration: Dr. Donald Guy Generals, Mr. Jacob Eapen, Ms. Carol de Fries, Ms. Leslie Bluestone, Ms. Josephine DiGregorio, Dr. Judith Gay, Ms. Marsia Henley, Dr. Samuel Hirsch, Mr. Gim Lim, Dr. Shannon Rooney, Mr. Derrick Sawyer, Dr. David E. Thomas, Mr. John T. Wiggins, Ms. Mikecia Witherspoon, Dr. Mellissia Zanjani, and Victoria L. Zellers, Esq.

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

PUBLIC SESSION AGENDA

Mr. Herzog called the meeting to order at 9:02 A.M. and asked Mr. Eapen to proceed with the first agenda item.

(1) Approval of Contract with The Riff Group (Action Item)

Discussion: Mr. Eapen stated that, as part of the Library and Learning Commons renovations, the space occupied by the Faculty Center for Training and Learning (FCTL) will be converted into the new Café space. FCTL will now be moved to B2-36. To accommodate these moves, renovations will be performed to enhance and make space usable. Renovations will include demolition of walls, new lights, flooring and painting.

Mr. Eapen stated bids were solicited with seven bidders through PennBid. The lowest reasonable responsible bidder was The Riff Group at $110,420. Russ Kelly's bid was lower, but bid documents were not included resulting in disqualification. Please refer to Attachment A.

Mr. Eapen stated that The Riff Group is a WBE (Women's Business Enterprise) firm. He asked Ms. Henley to report on the demographics of the firm. Ms. Henley stated that The Riff Group has a total of 53 employees. There are two owners, one female and one male. She stated that eight percent of The Riff Group's workforce is African American and four percent are Hispanic. Ms. Henley mentioned that The Riff Group is located in Phoenixville, PA.

Mr. Dubow asked if the project was budgeted. Mr. Eapen stated that the project was part of the College's 3-year Capital Budget Plan. Mr. Epps asked what was the total amount in the 3-year Capital Budget Plan. Mr. Eapen stated that the total 3-year Capital Budget Plan was in the "ballpark" of $14 million. He reminded the Committee that staff provides a budget update to the

Trustees in September based on what was spent, what was not spent and updates on new projects. Mr. Eapen stated that staff continuously does a 3 –year Capital Budget Plan. Mr. Dubow asked if a project comes in higher, will a scale of another project be reduced. Mr. Eapen stated that the scale of the project may be reduced or the budget will go into the following budget cycle. He emphasized that the FCTL renovations project will not affect the scale of another project.

Action: Mr. Epps moved and Mr. Dubow seconded the motion that the Committee recommend to the full Board that the contract be awarded to The Riff Group in the amount of $110,420 to perform the renovations for the FCTL (Faculty Center for Training and Learning). The motion passed unanimously

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

Discussion: Mr. Eapen stated that New Age Development Group (NADG) is the General Contractor (GC) for the Library & Learning Commons (LLC) Project. He stated that this is Change Order Number four. This change order is the result of conditions which include code compliance, leveling of floors, painting, and unforeseen conditions. This Change Order, in the amount of $158,000, will be in addition to Change Orders 1, 2 & 3, totaling $610,912 which will increase the original contract amount of $7,693,491 to $8,462,403 which is a 10% increase. Please refer to Attachment B.

Mr. Eapen then reviewed with the Committee the bids that were received 18 months ago for the LLC Project. He stated that 5 bids were received for the GC: NADG came in at $7.2 million, with Bedwell at $8.7 million. Mr. Eapen pointed out that every change order that the College receives, staff looks closely at the work and the unforeseen conditions and then negotiates the prices down with the understanding that the firm is meeting the specifications and the needs of the College.

Mr. Eapen asked Mr. Wiggins, the College's Interim Associate VP for Facilities and Construction Management, to report on this change order. Mr. Wiggins stated that City inspector requires compliance for hanging the decorative wood ceiling from steel. In order to maintain the fire rating, additional fire protection installation had to be applied causing an increase of scope of work. Mr. Wiggins stated that it was found that floors were not on the same levels when walls were removed to make smooth transitions through now open walkways. Floors have to be ramped to prevent trip hazards. With regard to the painting, Mr. Wiggins reported that there was an issue with the Library stairs that connect to the West Building to the lower level. This area was unforeseen and missed by the Architect. He stated that to make the area look attractive will add to the scope of work

Mr. Soileau asked about the total change orders to date. Mr. Eapen stated that the total change orders to date is $768,912. He further stated that the Mint Building is a 120-year-old, well-constructed building which makes it difficult to know what is behind the walls. Mr. Herzog asked if there was still undiscovered scope. Mr. Eapen stated that the project is 3 months delayed due to COVID. The major work remaining is completing the stairwell going from the café into the ground as well as the curtain wall on 17th Street. There may be issues that could arise; but staff believe that the majority of issues have been resolved.

Mr. Epps asked, on a percentage basis, how far along is the project. Mr. Eapen stated that 85 percent of the work has been completed. Mr. Herzog asked at this point does staff expect any further changes. Mr. Eapen stated that, unless something arises with the curtain wall, he does not believe there will be additional change orders. Mr. Wiggins stated that through exploratory work, it was discovered that dimensions were wrong from the architectural drawings to the curtain wall drawings. He further stated that he is working with the Architect and Contractor to minimize any impact. Mr. Epps asked Mr. Wiggins what is the value of change orders that he would not accept. Mr. Wiggins provided an example of the fireproofing which had an original cost of $100,000. He looked closely at the scope of the work for fireproofing and told the contractor that $100,000 was not acceptable. The contractor, in turn, offered $75,000 which was more in the range of where the work should be. Mr. Wiggins stated that he needs to be fair to the contractor, but also needs to manage the College's budget.

Action: Mr. Epps moved and Mr. Soileau seconded the motion that the Business Affairs Committee recommend to the full Board the approval of the New Age Development Group Change Order Four for the Library & Learning Commons Project in the amount of $158,000. The motion passed unanimously.

(3) Next Meeting (Information Item):

The next regularly scheduled meeting of the Committee is set for Wednesday, February 17th at 9:00 A.M.

The Public Session adjourned at 9:18 A.M.

EXECUTIVE SESSION

An Executive Session followed the Public Session.

JE/lm
Attachments

ATTACHMENT A

The Riff Group for the FCTL - Faculty Center for Teaching & Learning (RFP#10124)

Description	QTY UOM	Riff Group	ParkOrouke Associates	Russ Kelly & Associates	Smith Construction Inc.	Flatiron Building Co.	Gassis Global Investments LLC.	TE Construction Services LLC	Mas General Contractors LTD
Base Bid: General Construction	1 Lot	$106,500	$112,609	$95,541	$136,000	$142,250	$109,829	$161,000	$140,000
Option: Sprinkler Head Relocation(4)	1 Lot	$3,920	$10,000	$1,000	$15,000	$7,000	$4,000	$1,880	$14,000
Total		$110,420	$122,609	$96,541	$151,000	$149,250	$113,829	$162,880	$154,000

Attachment B

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

	Prime	Negotiated price	Reason
Painting	NADG-GC	$60,000	Contractor Change and Added Scope
Additional Fire proofing	NADG-GC	$75,000	City Ordinance Compliance
Floor Leveling	NADG-GC	$23,000	Unforeseen

Original Contract Amount	Prime	Total approved to Date	Amount pending Board Approval	Percent in change orders to original contract
$7,693,491	NADG-GC	$610,912	$158,000	10%

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

MINUTES

Thursday, February 4, 2021
1:00 p.m.
Zoom

Presiding: Ms. Fulmore-Townsend

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

Board Participants: Mr. Dubow, Mr. Epps

College Members: Ms. de Fries, Ms. Di Gregorio, Dr. Generals, Dr. Hirsch, Dr. Roberts, Dr. Thomas

Cabinet Members: Dr. Zanjani, Ms. Zellers

Attendees: Dr. Gay, Ms. Maynard

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of January 7, 2021

The minutes were approved unanimously.

(b) **Catto Scholarship**

Dr. Thomas provided information on the Catto Scholarship and addressed four aspects of the program: investment, scholarship, impact, and portrait of the scholars. The City will invest $47.4 million over the five-year plan. The program will serve 4,500 at full enrollment over that period; this estimate is based on past enrollment patterns. Building on the education continuum from pre-K to community school to the school district and then to a postsecondary credential can lead to better economic outcome for the City and can positively impact retention for those students who would otherwise not attend because of needing to work. Dr. Thomas described the

eligibility requirements for students to take part, including residency, high school diploma, FAFSA, family contribution, and placement for English and math.

Supports go beyond the classroom and include the last dollar scholarship; free bridge program to ensure college "readiness"; and basic needs supports. The basic needs support totals $1,500 per semester and provides for books/course materials, food, and transportation. The program works with Single Stop to determine challenges students may have (such as childcare challenges). There is a full support staff providing wrap-around services, with more staff being added in other key areas. The Catto Scholarship staff includes an executive director, an associate director, three success coaches, a Single Stop specialist, and a research analyst, with other positions in the process of being filled. The program is working to ensure the staff mirror the student make-up. Regarding impact, it is expected that the retention rate will increase by 15 percentage points over the current level from one term to another, while the three-year completion rate will increase to 25% by 2025. For all outcomes, an equity lens will be applied to close gaps.

The overall College student population mirrors the City's population in many ways, and it is expected and will be monitored so that the Catto scholars also mirror the City. As of February 3rd, 95 students have been designated as Catto scholars. The map of zip codes represented by Catto students shows that there is a solid distribution of students across high schools and zip codes. The attached PowerPoint presentation contains additional information on average expected family contributions (EFC) (disaggregated by race) and age. The majority of students are younger than 20 years old, and African-American females comprise the largest group. There are 25 programs of study represented across the 95 Catto students; the most popular are Health Care Studies, Liberal Arts, and Criminal Justice. Regarding placement, most students placed into developmental math (FNMT 016, 017, or 019) and into college-level English that requires a reading/writing support course. Almost half (47%) of the Catto scholars work; most have indicated that they want to work or to continue to work.

It is expected that the program should be at full enrollment (120 students) by the beginning of the second 7-week session. Several students are currently going through the verification process, which has many steps. The program is working with Admissions in Enrollment Management to help students through the verification process. Feedback from eligible students who are not taking part shows that some students simply cannot afford to not work full-time, while some students did not want to start their first year fully online. Many high school students graduating this year are interested in starting in the upcoming fall semester.

(c) Middle States Standards for Accreditation – Standards 3, 4, 5

Dr. Hirsch gave an overview of the standards for accreditation from the Middle States Commission on Higher Education that align with the Committee's work. All standards now contain an assessment criterion. Standard III (Design and Delivery of

the Student Learning Experience) requires that an institution provide students with an experience that is rigorous, regardless of how it is delivered (e.g., modality, part of term). Dr. Hirsch directed the Committee through the criteria for this standard, which address: programs with coherent curricula that foster student learning; faculty and professional development; publicizing of programs of study; supports and resources; general education (which the College has recently revised to align with Middle States' expectations); 3rd party providers; and assessment. This standard addresses academic program reviews. Standard IV addresses support of the student experience. These criteria encompass: admissions and onboarding; articulation agreements; confidential record-keeping; extra-curricular opportunities; 3rd party providers; and assessment. Standard V addresses educational effectiveness assessment and is a significant component of the self-study. These criteria cover: assessment of learning objectives and goals; a systematic assessment process; using results for improvements (with multiple areas specified); 3rd party providers; and assessment. For each standard, the working groups will be developing research questions that will be addressed in the self-study and will demonstrate compliance with accreditation standards.

(d) College Credit Momentum KPIs

As part of Guided Pathways, the College has been working with the Community College Research Center (CCRC), which has developed momentum key performance indicators (KPIs). The College submits updated data every February. The data presented here is a follow-up to the line graph the Board had seen of Alamo College's data and deemed helpful to review. The first slide presents data on credit accumulation. Research has shown that when students accumulate more credits early in their studies, they are more likely to continue and complete. The data includes both full- and part-time students. There have been increases since 2015-16, when the College began its Pathways work. When the College reviews the data, it must also look at the possible causes. For instance, the KPI for earning 6+ college credits in the first term spiked in 2016, which was when the College made changes to English and math placement.

The second slide presents data on completion rates based on credit accumulation. For each metric, students who met the KPI (6+ college credits in 1st term; 15+ college credits in year 1; etc.) had a higher likelihood of completing their degree within three years. For instance, 46.8% of the Fall 2017 cohort who had earned at least 24 college credits in their first year completed their degree; of those students in the same cohort who earned fewer than 24 credits in their first year, only 5.1% completed their degree within three years.

The third slide provides data on completion of college-level math and/or English in year 1. This metric has proven the most challenging. Regarding completion of college-level English, there were increases for the Fall 2017 cohort when the co-requisite model was first piloted, and again in Fall 2018 when it was fully implemented. However, the percent of students in the Fall 2019 cohort who

completed college-level English in their first year decreased; this may be due to the COVID-19 disruption in Spring 2020. There will be a follow-up to look more closely at the increases in college-level Math completion, including examining disaggregated data. Additional data will be presented to the Committee, including looking at outcomes for career and for transfer programs. Dr. Generals noted that assessment at the College comprises a multi-tiered and complex system. This system includes assessing course learning outcomes and program learning outcomes to determine specific possible areas for improvement. Dr. Hirsch explained that assessing support services is also part of this system, which is made more complex because of the number of programs and supports the College offers.

Dr. Hirsch then gave a short overview of some recent significant outcomes. When instruction was moved to be completely online last March, this impacted health programs which could not be completely remote, including Dental Hygiene and Diagnostic Medical Imaging (DMI). The College was able to make adjustments to ensure that learning continued in the fall semester. Board exams for both the Dental Hygiene and DMI programs took place in January 2021; 100% of the College's students taking these exams passed them. Additionally, the first cohort for the post-baccalaureate nursing program completed their program in December 2020; all 18 students who took the NCLEX passed that exam. These three programs are examples of how the College was able to come together quickly to effectively support students.

(e) **New Business**
There was no new business.

Next Meeting
The next meeting of the Student Outcomes Committee of the Board is scheduled for March 4, 2021 at 1:00 p.m. via Zoom.

Attachments:
Minutes of January 7, 2021
Octavius Catto Scholarship PowerPoint presentation
Middle States Commission on Higher Education (MSCHE): Standards of Accreditation and Requirements of Affiliation
College Credit Momentum KPIs

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

MINUTES

Thursday, January 7, 2021
1:00 p.m.
Zoom

Presiding: Ms. Fulmore-Townsend

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

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

Cabinet Members: Ms. Zellers

Guests: Mr. Acosta-Morales, Ms. Gordon, Dr. Kahn, Mr. Musumeci, Mr. Prejsnar, Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of November 5, 2020

The minutes were approved unanimously.

(b) Academic Program Review: Religious Studies (A.A. Degree)

Ms. Gordon (Office of Assessment and Evaluation) noted the following for the Religious Studies program: it was previously called Liberal Arts: Religious Studies option; it became an independent degree program in 2014; and enrollment has been shrinking. Detailed assessments are clearly taking place, but there is a lack of documentation regarding actions taken based on assessment data. Recommendations for this Academic Program Review replicate those from the review five years ago. This indicates that the program continues to face the same challenges. As such, it is being recommended that the program be discontinued, that Religious Studies courses still be offered, and that a Religious Studies proficiency certificate be an option for Liberal Arts students. If the program is not discontinued, then it needs to address the recommendations which mirror those in the last report regarding enrollments, transfer rates, assessments, etc.

Dr. Sweet (Dean of the Liberal Studies Division) said that low enrollments were not a result of the program's efforts, which have been extensive but had limited effect. Mr. Prejsnar (Program Coordinator and Assistant Professor) highlighted the program's outreach efforts (including with the Presbyterian Historical Society) and the development of a new course and proficiency certificate. In regard to the Presbyterian Historical Society, a student recently had a paid internship with them and wrote a series of articles for their website. The Committee expressed its appreciation for Mr. Prejsnar's efforts and dedication. With discontinuing the Program, the College will use established protocols for a discontinued program which include contacting students to alert them and offer options such as completing the program or moving to a different program.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees discontinue the Religious Studies AA. program.

(c) Academic Program Review Follow-Up Report: International Studies (A.A. Degree)

Dr. Sweet explained that there was a full audit of the program two years ago and since then the program has been working on recommendations from the review and implementing changes. Dr. Khan (Program Coordinator and Assistant Professor) described how one central recommendation was to establish an identity for the program to distinguish it from other Liberal Studies programs. To those ends, the program has created a course which introduces students to the field of global studies, Introduction to Global Studies 101, and is considering a second Global Studies course. The second recommendation was to revise the program learning outcomes, which the program has done. Dr. Kahn has developed a listserv to easily reach out to students. The program is also considering partnering up with 4-year institutions; for example, Drexel and CCP have decided to apply for a grant together. Regarding the recommendation to expand and build relationships with businesses, Dr. Kahn has spoken with the director of the College's Power Up Your Business program who provided several useful suggestions. By increasing these relationships with businesses, students who want to enter the workforce have more options. The program is showing the community how it is preparing students for the global market that exists in Philadelphia. With the recent program developments, students with this degree who transfer to a 4-year institution will have been properly trained for the field.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review follow-up report for the International Studies A.A. program with approval for five years.

(d) Student Outcome Data

The student outcome data presented is a continuation of the review from the summer. The demographic data shows the number of students who took online courses in

Summer 2019 and those in Summer 2020. The number of students for Summer 2019 is smaller than for 2020 because the data is for online courses only and most courses in 2019 were in person. The data is disaggregated for race/ethnicity and for gender. An analysis of grades for online courses was also completed, looking at passing grades (A/B/C/P), lower or non-passing grades (MP/D/F/FS) and for incompletes and withdrawals, with data disaggregated by race/ethnicity. For the most part, students did at least as well in Summer 2020 as they did in 2019 and there was a decrease in MP/D/F/FS grades. Disparities still exist between African American and Hispanic students and White students. Strategies continue to be put in place to address these gaps. In Summer 2020, there was more personalized outreach to students. Virtual support services were also in place for Summer 2020. The College closely monitored flags and communications raised by faculty in Starfish, which resulted in more follow-up with students. The College provided in-depth training for faculty who had not taught online before and for students to help them prepare for online learning.

(e) Requested Information

Career Program Advisory Committee Membership

Dr. Hirsch presented information on career program advisory committees. The list of advisory committee members provides an overview of the business partnerships programs have. Diversity, equity, and inclusion have been a focus for the last two years, including in regards to breadth of businesses and representation. There should be active engagement among the advisory committees, including mentoring students, providing contacts for jobs, and offering work-based learning opportunities for students during their studies. Being on an advisory committee can benefit businesses; Allied Health advisory committees have members looking for future employees. Faculty also participate in the advisory committee meetings, further strengthening relations between businesses and programs. Department heads work with faculty to develop meeting agendas and determine what should be discussed. Dr. Hirsch stated that a goal is to develop a website for advisory committees so that this information is available to everyone.

Career Connections Employers by Program Map

The handout shows the relationships with employers by Academic Pathway. Career Connections has this information in a database with program connections; the database allows them to find gaps. Since a wide variety of programs need support, Career Connections works with the deans and the Vice President to determine what the Career Coordinators should prioritize. The handout has the number of employers with whom the College is already working, the number of prospective employers, and the number of students by program. The committee noted that information about the size and diversity of the employers would be helpful. Ms. Fulmore-Townsend requested that committee members consider what guidance and insights they can offer.

(f) **New Business**

There was no new business.

Next Meeting
The next meeting of the Student Outcomes Committee of the Board is scheduled for February 4, 2021 at 1:00 p.m. via Zoom.

Attachments:
Minutes of November 5, 2020
APR Executive Summary: Religious Studies
APR Executive Summary and Follow-up Report: International Studies
PowerPoint Online 7 Week
Career Programs Advisory Committees 2020
Career Connections Employers by Program Map

MSCHE
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

Standards for Accreditation and Requirements of Affiliation

Thirteenth Edition

Published by the

Middle States Commission on Higher Education
3624 Market Street, Suite 2 West
Philadelphia, PA 19104

Telephone: (267) 284-5000
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www.msche.org

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Revised for clarification with editorial changes, May 2015

Revised for clarification with editorial changes to the Requirements of Affiliation, November 2015.

Standards for Accreditation and Requirements of Affiliation replaces all the earlier editions of Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation: 1919, 1941, 1953, 1957, 1971, 1978, 1982, 1988, 1989, 1994, 2002, and those revised with editorial changes in 2006, 2007, 2008 and 2011.

Permission is granted to colleges and universities within the jurisdiction of the Middle States Commission on Higher Education to photocopy this handbook for the purpose of institutional self-study and peer review. The text of this publication also may be downloaded from the Commission's website at www.msche.org/standards.

Printed in the United States of America

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Preamble

Statement Regarding the Purpose of and Commitment to Accreditation

by the Middle States Commission on Higher Education

An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. The Middle States Commission on Higher Education (MSCHE), through accreditation, mandates that its member institutions meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, and this permits them to state with confidence: “Our students are well-served; society is well-served.”

Introduction

Middle States Commission on Higher Education accreditation is an expression of confidence in an institution's mission and goals, its performance, and its resources. An institution is accredited when the educational community has verified that its goals are achieved through self-regulation and peer review. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to striving for and achieving excellence in its endeavors.

The Middle States Commission on Higher Education Accreditation Standards and Requirements of Affiliation are comprised of the enclosed seven standards and 15 requirements which serve as an ongoing guide for those institutions considering application for membership, those accepted as candidate institutions, and those accredited institutions engaged in self-review and peer evaluation. Accredited institutions are expected to demonstrate compliance with these standards and requirements, to conduct their activities in a manner consistent with the standards and requirements, and to engage in ongoing processes of self-review and improvement.

Four principles guided the development of these standards: first, the mission-centric standards acknowledge the diversity of institutions; second, the focus of the standards is on the student learning experience; third, the standards emphasize institutional assessment and assessment of student learning; fourth, the standards support innovation as an essential part of continuous institutional improvement. These standards affirm that the individual mission and goals of each institution remain the context within which these accreditation standards are applied. They emphasize functions rather than specific structures, recognizing that there are many different models for educational and operational excellence.

Each standard is expressed in one or two sentences and is then followed by criteria. The criteria specify characteristics or qualities that encompass the standard. Institutions and evaluators will use these criteria together with the standards, within the context of institutional mission, to demonstrate or determine compliance. Institutions and evaluators should not use the criteria as a checklist.

Requirements of Affiliation

To be eligible for, to achieve, and to maintain Middle States Commission on Higher Education accreditation, an institution must demonstrate that it fully meets the following Requirements of Affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during any other evaluation of the institution's compliance. Once eligibility is established, an institution then must demonstrate on an ongoing basis that it meets the standards for accreditation.

1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.

   Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

2. The institution is operational, with students actively enrolled in its degree programs.

3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.

4. The institution's representatives communicate with the Commission in English, both orally and in writing.

5. The institution complies with all applicable government (usually Federal and state) laws and regulations.

6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.

7. The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.

8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

10. Institutional planning integrates goals for academic and institutional effectiveness

and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.

13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.

15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Standard I

Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:

   a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;

   b. address external as well as internal contexts and constituencies;

   c. are approved and supported by the governing body;

   d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;

   e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;

   f. are publicized and widely known by the institution's internal stakeholders;

   g. are periodically evaluated;

2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;

3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and

4. periodic assessment of mission and goals to ensure they are relevant and achievable.

Standard II

Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. in all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;

2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;

3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;

4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;

5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;

6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;

7. as appropriate to its mission, services or programs in place:

   a. to promote affordability and accessibility;

   b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;

8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

   a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

   b. the institution's compliance with the Commission's Requirements of Affiliation;

   c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;

   d. the institution's compliance with the Commission's policies; and

9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Standard III

Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;

2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

   a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;

   b. qualified for the positions they hold and the work they do;

   c. sufficient in number;

   d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

   e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;

4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;

5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

   a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

   b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and

c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;

6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;

7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and

8. periodic assessment of the effectiveness of programs providing student learning opportunities.

Standard IV

Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

   a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;

   b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;

   c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;

   d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;

2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;

3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;

4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;

5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and

6. periodic assessment of the effectiveness of programs supporting the student experience.

Standard V

Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;

2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

   a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;

   b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;

   c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

   a. assisting students in improving their learning;

   b. improving pedagogy and curriculum;

   c. reviewing and revising academic programs and support services;

   d. planning, conducting, and supporting a range of professional development activities;

   e. planning and budgeting for the provision of academic programs and services;

   f. informing appropriate constituents about the institution and its programs;

   g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;

   h. implementing other processes and procedures designed to improve educational programs and services;

4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Standard VI

Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. institutional objectives, both institution- wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;

3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/ objectives;

4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;

5. well-defined decision-making processes and clear assignment of responsibility and accountability;

6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;

7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;

8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and

9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Standard VII

Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;

2. a legally constituted governing body that:

   a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;

   b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;

   c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;

   d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;

   e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

   f. appoints and regularly evaluates the performance of the Chief Executive Officer;

   g. is informed in all its operations by principles of good practice in board governance;

   h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;

   i. supports the Chief Executive Officer in maintaining the autonomy of the institution;

3. Chief Executive Officer who:

   a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

   b. has appropriate credentials and professional experience consistent with the mission of the organization;

   c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;

   d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;

4. an administration possessing or demonstrating:

   a. an organizational structure that is clearly documented and that clearly defines reporting relationships;

   b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

   c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;

   d. skills, time, assistance, technology, and information systems expertise required to perform their duties;

   e. regular engagement with faculty and students in advancing the institution's goals and objectives;

   f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and

5. periodic assessment of the effectiveness of governance, leadership, and administration.

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Questions?

info@msche.org

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MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

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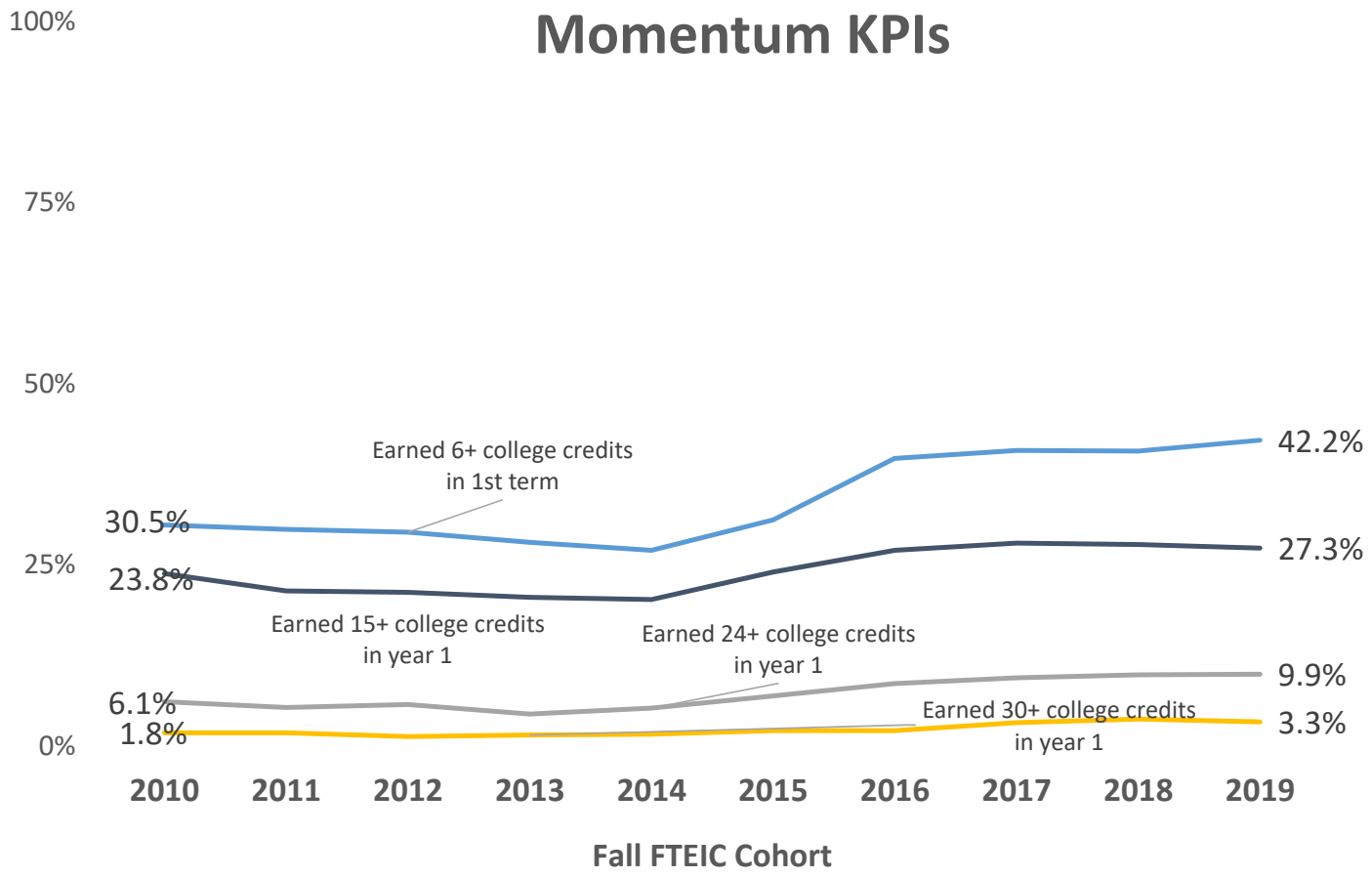
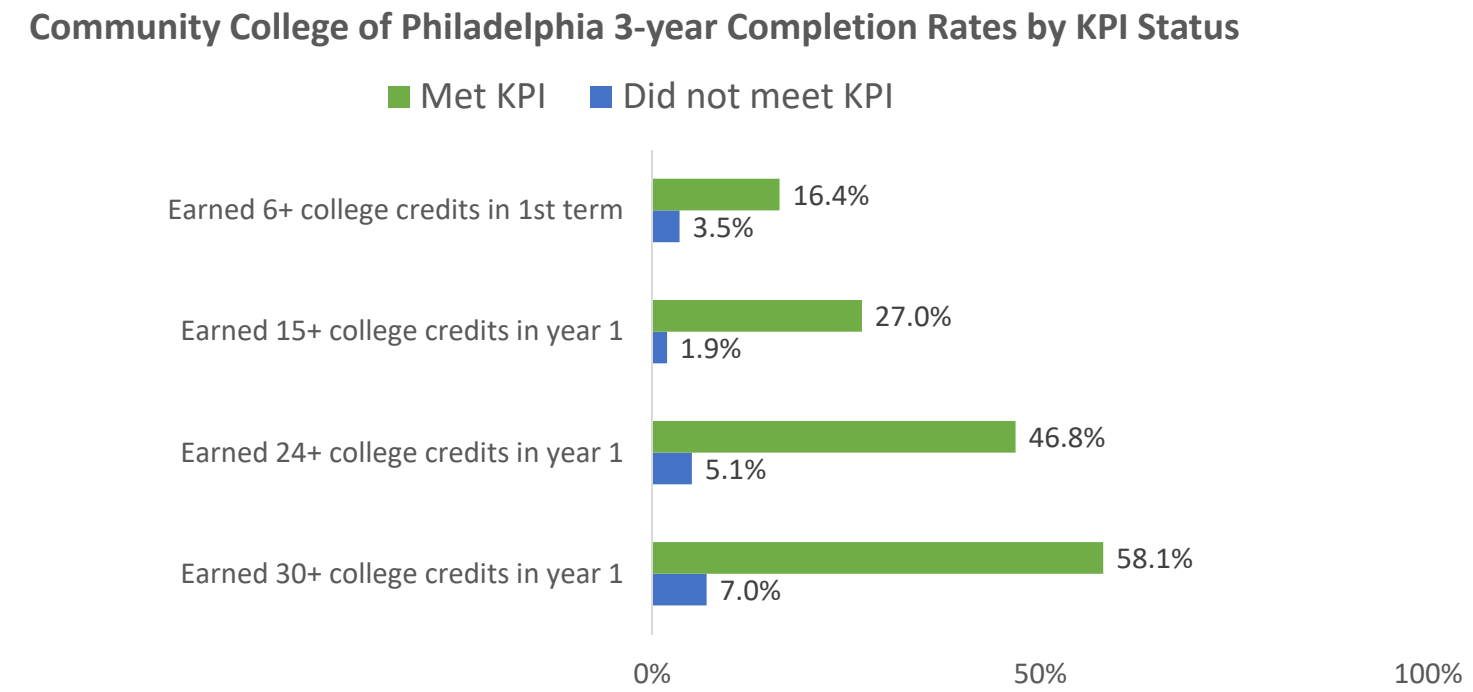
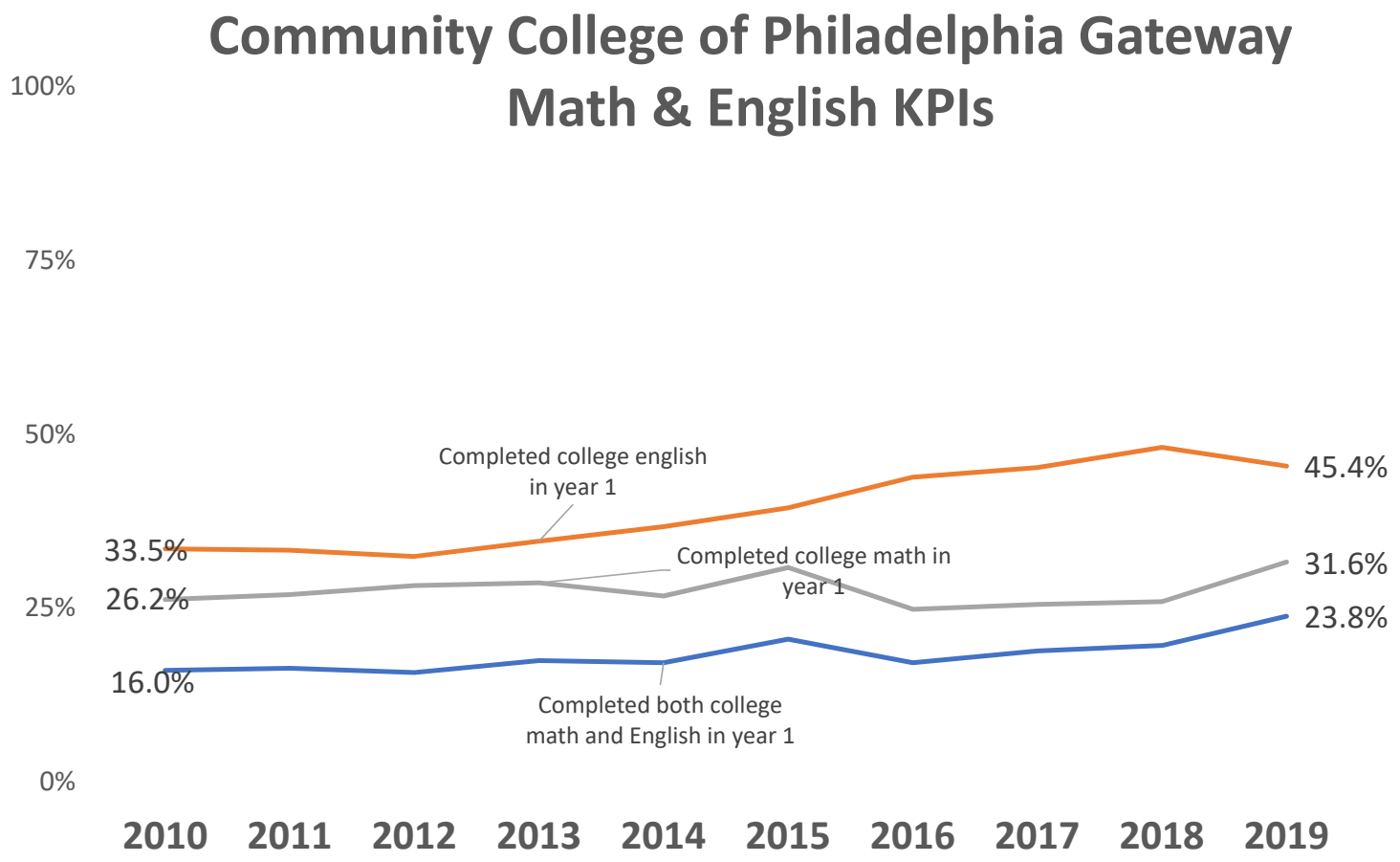
Community College of Philadelphia Credit Momentum KPIs





Note: Graphs shows comparison rates for Fall 2017 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, 16.4% of students who earned 6+ college credits in their first term completed within three years.


Community College of Philadelphia Gateway
Math & English KPIs
100%
75%
50%
25%
0%
Completed college english in year 1
Completed college math in year 1
Completed both college math and English in year 1
33.5%
26.2%
16.0%
45.4%
31.6%
23.8%
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019

LET FREEDOM RING

FREE COLLEGE AND THE **SUPPORT** YOU NEED TO **SUCCEED.**

OCTAVIUS CATTO SCHOLARSHIP

Community College *of* Philadelphia

Learn more:
ccp.edu/catto

Contents

1	The Investment
2	Octavius Catto Scholarship
3	The Impact
4.	Portrait of a Catto Scholar

Investing in Quality Education for All

Investing in the Transformative Power of Education

- The City is investing **$47.4M over the Five Year Plan** in the Catto Scholarship ($4.8M in FY 21)
    - Approximately 4,500 students over five years can benefit
- Builds on the City's investments in PreK, Community Schools, and the School District to create an **education continuum**
- Better prepares Philadelphians for **economic prosperity** by gaining a postsecondary credential
- Tackles the barriers for residents, especially from **low-income households** from starting and completing college

Catto Scholarship Eligibility & Supports

Eligibility*

New, Full-Time Students	
Philadelphia Residency (City resident for at least 12 months)	✓
High School Diploma, **Commonwealth Diploma** (GED) from: **Any high school located in Philadelphia** (including PA cyber charter, Homeschool)	✓
Complete **FAFSA** each year**	✓
Meet Income Eligibility (Expected Family Contribution "EFC" equal to or less than $8,000)	✓
Enter **college-ready** or **one level below**	✓
**Accommodations will be made for undocumented students regarding the FAFSA	

**To maintain eligibility students must participate fully in student supports (advising, tutoring, coaching), make steady progress toward completion of a credential within three years and achieve a 2.0+ GPA by the end of every year.*

Examples of **Eligible** Expected Family Contribution (EFC)

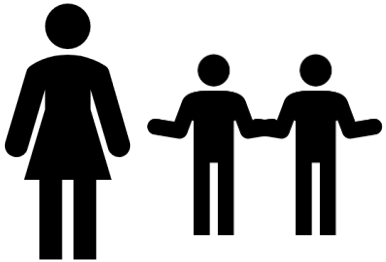
EFC is derived from the information families provide in their FAFSA.

Family of 4
1 child in college

Income = $64,887

EFC = $7,080

Family of 3
Single Parent w/
2 children in
college



Income = $83,691

EFC = $7074

Family of 2
Single Parent w/
1 child in college

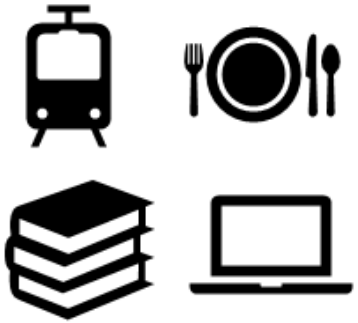
Income = $44,000

EFC = $2,900

Catto Scholarship - Support Beyond the Classroom

Eligible students will receive:

- **Tuition-free enrollment** via last-dollar aid
- **Free bridge** to ensure “college-readiness”



- Up to **$1,500 in basic needs supports** each semester
- **Leveraging City resources** for supporting students

- **Support staff** to help students successfully **navigate college**
- Enhanced **counseling and advising supports**

Catto Scholarship Staff

Dr. April Voltz, Executive Director
Dr. Aubria Nance, Associate Director
Mrs. Jazzmin Poole-Prosper, Success Coach
Mr. Frederick Fleming, Success Coach
Mr. Michael DiSalvio, Success Coach
Mr. Keith Watkins, Single Stop Specialist for Catto
Mr. Dominic Nguyen, Research Analyst for Catto (start date 2/8)

Positions in the process of being filled:
Student Success Navigator, Financial Aid Specialist, Academic Advisor, Career Connections Pathways Coordinator

Impact

“Topline” Outcomes for Catto Scholarship

- Retention rate increase **15 percentage points** over current level from one term to another
- Three-year completion (Graduation) rate increase to **25% by 2025**
- Apply an **equity lens** with the goal of closing the gap so that all population groups are achieving at a high level

The City's College

At Community College of Philadelphia, the student population mirrors the city's population in many ways. For first-time, full-time students:

- 47 percent Black/African American
- 21 percent White
- 15 percent Hispanic
- 17 percent Other

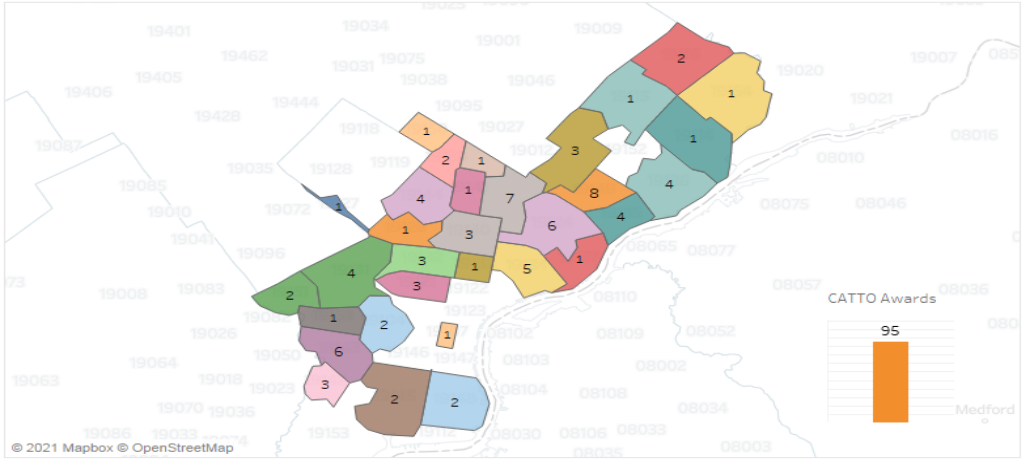
Additionally 52 percent are female and 48 percent are male

Approximately 70 percent of CCP students are eligible for Pell Grant funding.

Portrait of a Catto Scholar

Demographics

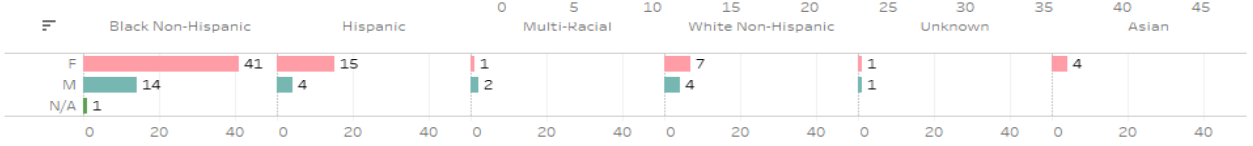
CATTO Awards



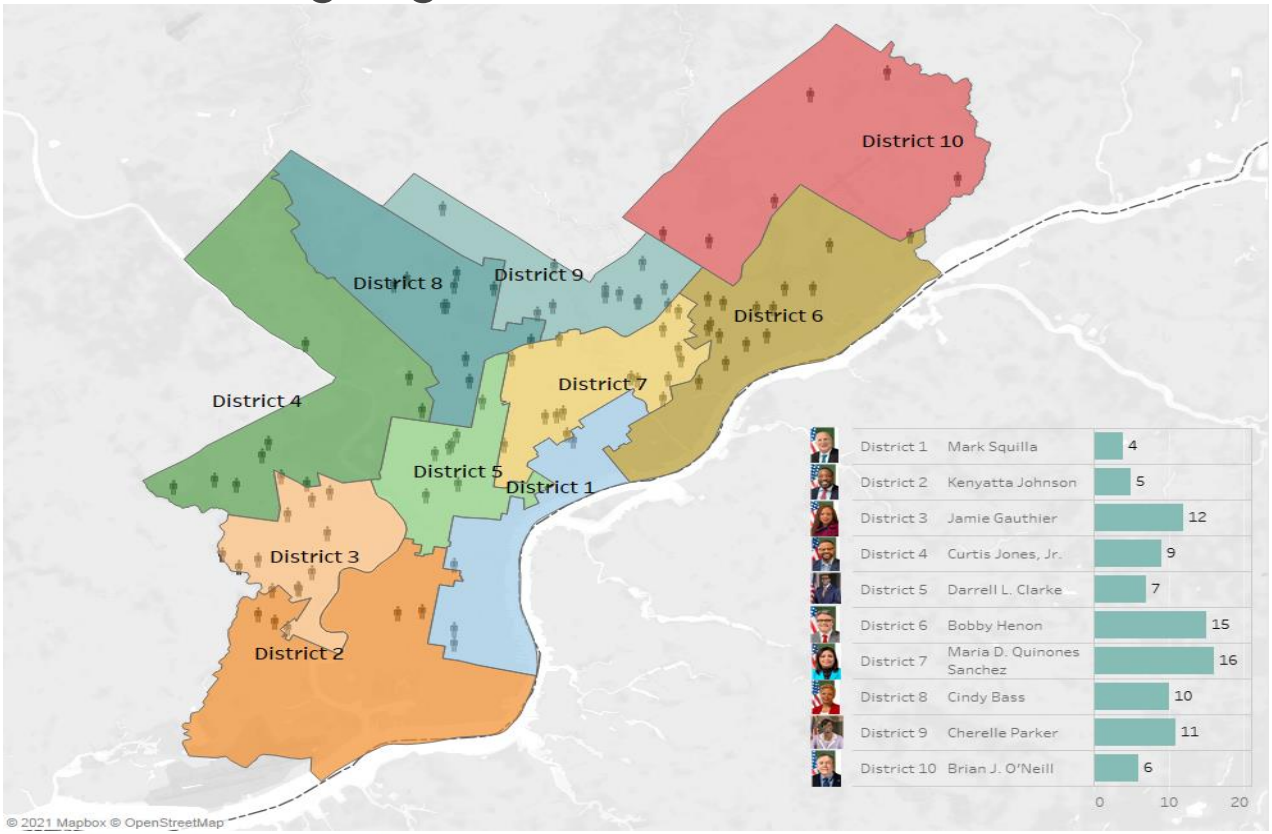
Student Residential Zip Code

19104	19135
19107	19136
19111	19137
19114	19138
19115	19139
19116	19140
19120	19141
19121	19142
19124	19143
19126	19144
19127	19145
19129	19148
19131	19149
19132	19150
19133	19151
19134	19154

Average CATTO EFC		Avg EFC
White Non-Hispanic	$1,743	*$5,534*
Hispanic	$975	*$2,675*
Black Non-Hispanic	$828	*$3,079*
Unknown	$77	*$2,766*
Multi-Racial	$0	*Null*
Asian	$0	*$2,045*



Residency by Council District



High School, Major and Placement Data

Number of Philadelphia High Schools

63

Top 3

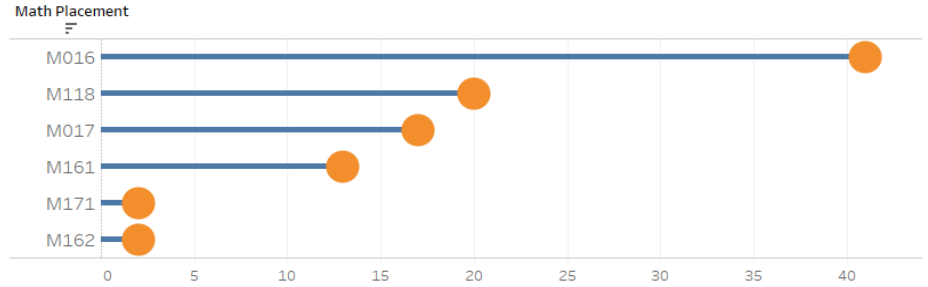
General Education Development
Abraham Lincoln H S
Parkway Center City H S

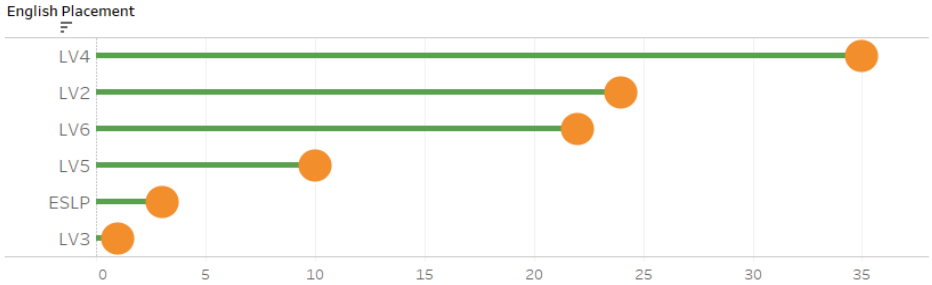
Number of Majors

27

Top 3

Health Care Studies
Liberal Arts
Criminal Justice





Catto Scholar Employment Stats

47% (n=45) Catto Scholars are currently working (11 full-time, 34 part-time).

Additionally,

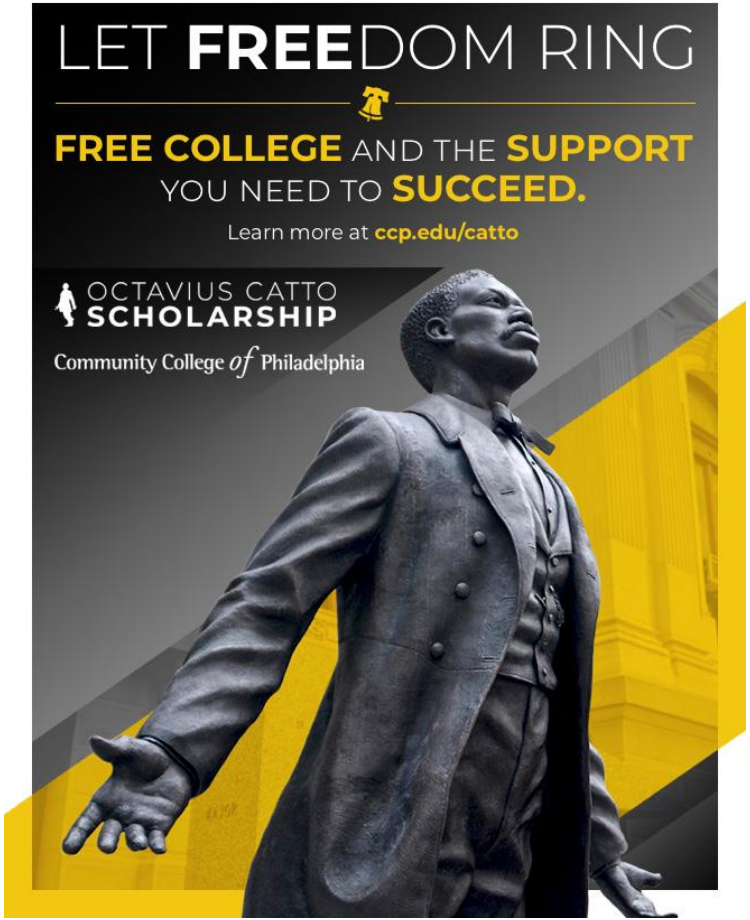
- 68% (n=65) Catto Scholars expressed plans to continue to/seek work while in college (4 desire full-time, 61 desire part-time).
- Two (2) Scholars reported that they are attending college because they were furloughed or laid off from their job(s).

“I feel proud of myself and excited to start a new journey… the Catto Scholarship is an amazing idea. Some students might be scared to even think about college because of how much it costs, but now more students will be able to go.”

Contact the Catto Office

cattoscholarship@ccp.edu

Learn more at ccp.edu/catto



Questions

Community College of Philadelphia

Workforce Subcommittee
Thursday, February 4, 2021
11:00 a.m. – 12:30 p.m.
Minutes

Presiding: Mr. Jeremiah White (Mr. White left the meeting at 12:00 p.m. and turned meeting over to Ms. Ireland to chair the remaining part of the meeting.)

Committee Members Attending: Mr. Bradley, Mr. Clancy, Ms. Fulmore-Townsend, Mr. Herzog, Ms. Ireland (chaired meeting from 12:00 – 12:30 p.m.), Ms. Posoff

College Members and Guests: Dr. Generals, Dr. Gay, Dr. Hirsch, Dr. Rooney, Dr. Zanjani, Dr. Thomas, Ms. Zellers, Ms. de Fries, Ms. Witherspoon, Ms. Washington, Ms. McGarry, Mr. Legge (presenter)

Committee Members Absent: Mr. Bradley

Mr. White called the meeting to order at 11: 00 AM.

1. Mr. White asked the Subcommittee to approve the minutes of the January 25, 2021 meeting Ms. Posoff made a motion to approve. Mr. Clancy seconded. Minutes were approved unanimously.

2. Philadelphia Labor Market Information, Presentation by Ed Legge, Director, Center for Workforce Information and Analysis, PA Department of Labor and Industry, Workforce Development

   Sheila Ireland introduced Mr. Edward Legge, who serves as the Director of the Center for Workforce Information and Analysis (CWIA). The Center is part of the PA Department of Labor and Industry and the Workforce Development directorate that she oversees. Mr. Legge's presentation was titled, "**Assessing Employment Demand in the Philadelphia Area".** The presentation was in response to the Committee's questions around labor market data and how this data is used to move the College forward.

   Mr. Legge provided a very detailed presentation on assessing employment demand in the Philadelphia area. His presentation focused on more generally the types of information CWIA produces and its role. The information covers both industry related information as well as occupational level information. Mr. Legge provided detailed information on recent/current employment situation in Philadelphia. This included a general Philadelphia County

Geographic profile, Industries of Interest, New Hire Information, Real Time Dashboards covering Unemployment Claims, and Job Postings, and online job postings. He then shifted to a presentation on Employment Outlook, including long-term projections from 2018-28 for industry and occupation in Philadelphia County, a summary of fastest growing occupations comparing Pennsylvania versus Philadelphia County, and a percentage breakdown of educational requirements for local jobs for Philadelphia. Mr. Legge noted that the breakdown for Philadelphia for the Educational Requirements for local Jobs was 46.4% Today (high school plus one year of training), 20.6% Tomorrow (Associates), and 32.9% for Future (Bachelors). This compared to the State breakdown of 52% Today, 23% Tomorrow, and 25 Future. Mr. Legge ended his presentation with a look at High Priority Occupation (HPO) data specific for Philadelphia. Mr. Legge provided an overview of the differences between HPO and PA IDOL (In Demand) information in terms of goal of data, geography, timeframe, data focus, coverage, adding occupation and relevance for CTE.

There were robust questions throughout the presentation. Of particular interest was how much of the data can be broken down by race, ethnicity and gender especially at the state and local level around specific job occupations; how the data captures gig workers and if COVID has impacted the number of discouraged workers, those who have given up looking for work and who aren't captured in a lot of the data presented. Mr. Legge also noted that more forward forecasting for the state, city and region is forthcoming.

The presentation helped the Subcommittee members better understand the importance of labor market data and how that can help identify where growth is happening in Philadelphia and where we should be targeting the efforts of workforce development. Members also noted that education of the community and demystifying stages of career development are important aspects of promoting the College's programs aligned with workforce development. Dr. Generals asked if the fastest growing jobs data is available regionally. The State breaks out information based on each county. He can see if that can be aggregated for us. Mr. Clancy also noted that Philadelphia Works also looks at regional labor market information.

Finally, Ms. de Fries requested if CWIA could access employment data of our students. Mr. Legge indicated that the College is viewed as a public entity and therefore we could either enter into a direct agreement or through Philadelphia Works. This needs to be discussed in more detail.

3. Overview of CCP's Use of Labor Market Information – Ms. de Fries provided an overview of labor market information that the College uses, reviewing a variety of data sources we access. Ms. de Fries described to the subcommittee how the College uses this information including helping to inform industry and pathways where the College needs to focus its efforts, the occupational programs that it needs to create, and how to inform any adjustments that are required to the curriculum. We also use it to inform students about important aspects of job availability in the market, and wages attached to the careers. We use it to ensure that our staff are aligned with the important industries in our service area to help inform their conversations with employers and students. Ms. Ireland asked that at a future meeting Carol and Sam create a process map for how this information is used in the creation of a program. She gave the example of Massage Therapy, as a way to walk the subcommittee through how this gets applied in that process. How do we decide to proceed with Massage Therapy, how long does it take to

create a program, how long to get it up and running, and what are the data points used to evaluate success. Ms. Fulmore-Townsend asked for the flowchart from a student perspective, and how they can navigate career programs. Ms. Posoff asked for an example with an employer attached to the program.

4. Community College Workforce Case Studies – This topic was deferred to a future meeting given time limitations.

The meeting adjourned at 12:37 p.m.

Attachments: CWIA Presentation, CCP Labor Market Overview, Community College Workforce Case Studies

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Assessing Employment Demand in the Philadelphia Area

Ed Legge, Director (elegge@pa.gov; 717-787-8646)
Center for Workforce Information & Analysis (CWIA)
February 4, 2021

Who is CWIA?

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CWIA (Center for Workforce Information & Analysis) is a bureau within L&I that produces workforce and economic statistics and analysis.

CWIA's key roles:

- Provide labor market information (LMI) products & services to wide range of customers
- Measure and report on PA's labor force (employed and unemployed), employers, industries, occupations, wages, and skills through various products & services
- Calculate performance and outcome metrics for workforce program participants
- Perform data analysis and reporting on Unemployment Compensation program activities

CWIA website: www.workstats.dli.pa.gov

Customer Service: 877-493-3282 (877-4WF-Data) or Email: workforceinfo@pa.gov

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An Official Pennsylvania Government Website

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Center for Workforce Information & Analysis

1

Research & Historical Data | Products | Learning Center

2

Online Job Posting Data

By Workforce Development Area

View Now

3

Media Center | Glossary | Products A to Z | Products by Geography | LMI Forum | What's New?

COVID-19 Cases Are At An All-Time High. It's More Important Than Ever To Wear A Mask, Keep Your Distance, And Download The COVID Alert PA App.

POPULAR ON WORKSTATS.DLI.PA.GOV

Last 24 Hours	Last 7 Days	Last 30 Days	Last 365 Days

County Profiles	High Priority Occupations (HPOs)
Monthly News Releases	Top 50 Employers & Industries
PA Unemployment Compensation Activity	Research & Historical Data
Weekly UC	Products A to Z
Career Guide	Unemployment Compensation

www.workstats.dli.pa.gov

www.workstats.dli.pa.gov

Products A to Z

- Actuarial Evaluation
- Areas of Interest*
- Career Guide*
- Career Posters*
- Civilian Labor Force Packet
- County Profiles*
- Economic Review of PA*
- e-Learning Videos*
- Employment by Size Code
- Equal Employee Opportunity (EEO) Data
- Forecasts, Occupational/Industries*
- High Priority Occupations (HPOs)*
- Industries of Interest*
- Industry Clusters
- Job Skills*
- Labor Surplus Areas
- LMI Dashboards*
- LMI Programs Overview
- Minimum Wage Reports*
- Monthly News Releases*
- New Hires
- Occupational Outlook Handbook
- Occupational Videos
- Occupational Wages
- OES FAQ Report
- PA In-Demand Occupations List (PA-IDOL)*
- PA Monthly WorkStats*
- PA Quarterly WorkStats*
- PA Unemployment Compensation Activity*
- Pennsylvania Profile
- Pennsylvania's Projected Job Skills*
- Presentations*
- A Profile of Pennsylvania's Unemployed
- Projections, Occupational/Industries*
- Standard Occupational Classification (SOC) Dictionary
- Statewide Average Weekly Wages (SAWW)
- Survey of Occupational Injuries & Illnesses (SOII)
- Survey of Pennsylvania's Unemployment Compensation Recipients
- Top 50 Employers & Industries
- Top 50 Job Skills Reports*
- Veterans in PA
- Workforce Development Area (WDA) Profiles*

Industry versus Occupation

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- Much of CWIA's data is assigned by:
  - **Industry** or
  - **Occupation**

- While these terms are often used interchangeably, they are in fact very different when it comes to data.
  - ***Industry*** refers to the type of business or organization where an individual works
  - ***Occupation*** refers to the job duties that an individual actually performs at their place of work

- An industry has workers in various occupations while a single occupation can be found in many different industries.

  Example:
  - **Industry** – Hospital or Residential Construction
  - **Occupation** – Registered Nurse or Carpenter

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Recent/Current Employment Situation

Geographic Profiles

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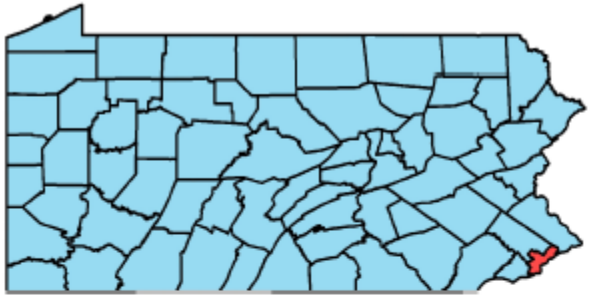
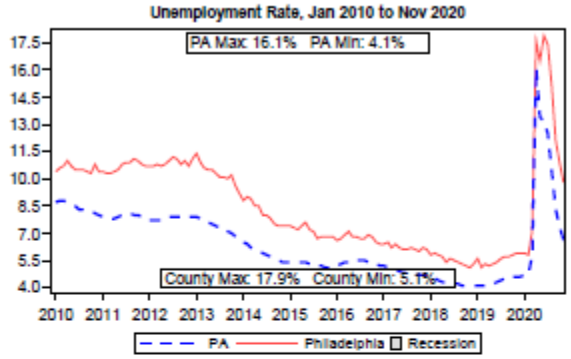
Philadelphia County Profile

January 2021





2019 Population		
Demographic	County	PA
Total Population	1,579,075	12,791,530
Female	831,596	6,526,417
Male	747,479	6,265,113
Population by Race		
White	40.7%	80.5%
Black	42.1%	11.2%
Other	17.2%	8.3%
Hispanic Origin (all races)	14.7%	7.3%
Population by Age		
Ages 0 to 17	21.9%	20.8%
Ages 18 to 24	10.1%	9.2%
Ages 25 to 34	18.9%	13.1%
Ages 35 to 44	12.4%	11.7%
Ages 45 to 54	11.7%	13.2%
Ages 55 to 64	11.6%	14.1%
Ages 65 to 74	7.7%	10.0%
Ages 75 and Older	5.8%	7.9%
Median Age	34.4	40.8

Source: U.S. Census 5 Year Estimate 2015-2019 (Tables: DP05 and B01001)

2019 Veterans	County	PA
Total Veterans	58,670	759,474
Median Veteran Income	$33,418	$38,725

Local Area Unemployment Statistics		
Nov 2020	County	PA
Unemployment Rate	9.8%	6.6%
Labor Force	711,500	6,333,000
Employed	642,100	5,915,000
Unemployed	69,400	418,000

Notes: Current month's data are preliminary. Data are Seasonally Adjusted.

Unemployment Compensation Exhaustees				
Dec 2019 to Nov 2020	Volume		Percent of Total	
Pre-UC Industry	County	PA	County	PA
Natural Resources & Mining	20	3,590	0.0%	1.0%
Construction	2,440	28,130	4.0%	8.5%
Manufacturing	2,320	30,370	4.0%	9.0%
Trade, Transportation & Utilities	10,030	63,760	16.5%	19.0%
Information	650	4,310	1.0%	1.5%
Financial Activities	1,870	10,660	3.0%	3.0%
Professional & Business Services	8,210	47,960	13.5%	14.5%
Education & Health Services	12,260	46,920	20.5%	14.0%
Leisure & Hospitality	18,690	77,590	31.0%	23.0%
Other Services	2,840	15,300	4.5%	4.5%
Government	620	2,630	1.0%	1.0%

Monthly compilation of selected economic, geographic and demographic data for all PA counties. Similar documents for the state and each Workforce Development Area.

This statistical snapshot includes information in the following areas:

- Map with the county highlighted
- Population of the county
- Online Job Postings
- Labor Force and unemployment rate
- Personal income
- Major employers
- Employment & wages by industry sector
- Wages by major occupational group

Link: https://www.workstats.dli.pa.gov/Products/CountyProfiles/Pages/default.aspx

Industries of Interest (IOI)

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- Definition: Year-over-year employment growth/decline of at least five percent and a net employment gain/loss of at least 25.
- Source: Quarterly Census of Employment & Wages; 1st Quarter 2020
- Coverage: All employment by NAICS code (down to six digit detail)
- Geography: PA, Workforce Development Area and County
- Format: Excel and PDF files; Interactive Dashboard

WDA	Industry Code	Industry Description	Employer Change from 2019q1	Establishment Change from 2019q1	Employment 2020q1	Employment Change from 2019q1	Percent Change from 2019q1	Type of Change
3-Digit								
Philadelphia County WDA	**237**	**Heavy and Civil Engineering Construction**	**3**	**3**	**3,571**	**185**	**5.5%**	**LT_Growth**
Philadelphia County WDA	238	Specialty Trade Contractors	81	82	6,096	-540	-8.1%	LT_Decline
Philadelphia County WDA	311	Food Manufacturing	5	5	4,424	214	5.1%	LT_Growth
Philadelphia County WDA	**325**	**Chemical Manufacturing**	**4**	**4**	**1,839**	**197**	**12.0%**	**Growth**
Philadelphia County WDA	**334**	**Computer and Electronic Product Manufacturing**	**-2**	**-2**	**276**	**-35**	**-11.3%**	**Decline**
Philadelphia County WDA	335	Electrical Equipment, Appliance, and Component Manufacturing	-1	-1	525	-114	-17.8%	LT_Decline
Philadelphia County WDA	336	Transportation Equipment Manufacturing	1	1	1,614	-346	-17.7%	LT_Decline
Philadelphia County WDA	**423**	**Merchant Wholesalers, Durable Goods**	**-2**	**-2**	**4,827**	**-502**	**-9.4%**	**LT_Decline**
Philadelphia County WDA	**444**	**Building Material and Garden Equipment and Supplies Dealers**	**-1**	**-1**	**2,376**	**145**	**6.5%**	**Growth**
Philadelphia County WDA	454	Nonstore Retailers	9	10	2,067	423	25.7%	LT_Growth
Philadelphia County WDA	484	Truck Transportation	77	77	1,460	75	5.4%	LT_Growth
Philadelphia County WDA	492	Couriers and Messengers	2	2	5,079	1,719	51.2%	LT_Growth
Philadelphia County WDA	493	Warehousing and Storage	-5	-5	2,997	223	8.0%	Growth
Philadelphia County WDA	**511**	**Publishing Industries (except Internet)**	**18**	**18**	**2,870**	**152**	**5.6%**	**LT_Growth**
Philadelphia County WDA	512	Motion Picture and Sound Recording Industries	1	2	688	70	11.3%	Growth
Philadelphia County WDA	**515**	**Broadcasting (except Internet)**	**1**	**0**	**1,640**	**136**	**9.0%**	**Growth**
Philadelphia County WDA	624	Social Assistance	-150	-152	53,869	3,633	7.2%	LT_Growth
Philadelphia County WDA	713	Amusement, Gambling, and Recreation Industries	30	29	5,328	543	11.3%	LT_Growth
Philadelphia County WDA	721	Accommodation	5	6	7,505	522	7.5%	Growth
Philadelphia County WDA	**813**	**Religious, Grantmaking, Civic, Professional, and Similar Organization**	**22**	**25**	**10,704**	**527**	**5.2%**	**LT_Growth**
Philadelphia County WDA	814	Private Households	-37	-37	509	-50	-8.9%	LT_Decline
Philadelphia County WDA	926	Administration of Economic Programs	0	0	2,908	279	10.6%	LT_Growth

Link: https://www.workstats.dli.pa.gov/Products/IndustriesOfInterest/Pages/default.aspx

New Hires

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- New Hires by place of residence measures area residents who obtained employment during the specified quarter. Employment may have been obtained outside of the state. Data are also available by place of work.
- Nearly 62,000 Philadelphia residents were new hires in 3Q20. That was down 23,500 from more than 85,000 in 3Q19.
- The Health Care & Social Assistance sector had the most new hires (15,600), followed by Accommodation & Food Service (10,300); Administrative & Waste Services (5,900) and Retail Trade (5,100).

Industry (NAICS)	2019 Q3 New Hires	2020 Q3 New Hires
Food Services & Drinking Places (722)	12,068	9,140
Social Assistance (624)	12,581	8,439
Administrative & Support Services (561)	8,297	5,436
Educational Services (611)	8,159	4,617
Ambulatory Health Care Services (621)	4,352	4,082
Professional, Scientific & Technical Services (541)	3,356	2,286
Nursing & Residential Care Facilities (623)	3,447	2,192
Clothing & Clothing Accessories Stores (448)	1,278	1,349
Accommodation (721)	1,333	1,181
Couriers and Messengers (492)	976	1,174
Religious, Grantmaking, Civic, Professional & Similar Org'ns (813)	1,494	1,126
Amusement, Gambling & Recreation Industries (713)	1,193	999
Specialty Trade Contractors (238)	1,218	998
Hospitals (622)	1,702	888
Personal & Laundry Services (812)	1,012	815

Real-Time Dashboards

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To be more responsive to customer inquiries, CWIA launched two dashboards in 2020:

1) Unemployment Compensation (UC) Claims – initial and continued UC claims by County with demographic and industry detail. The dashboard is updated weekly. Adding data on those individuals who exhaust their UC benefits in the near future.

2) Job Postings – summary of recent online job postings for the state and each Workforce Development Area (WDA). Aggregations by industry, occupation, employer, etc. Data is updated monthly.

Note: The software used to develop our dashboards has known compatibility issues with Internet Explorer. Please use other browsers for optimal viewing.

Online Job Postings

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In December 2020, there were 28,900 online job postings in Philadelphia County.

Top 10 Postings by Industry

Industry	Job Postings
Colleges, Universities, and Professional Schools	1,636
General Medical and Surgical Hospitals	1,300
Direct Health and Medical Insurance Carriers	610
Other Scientific and Technical Consulting Services	599
Cable and Other Subscription Programming	485
Home Health Care Services	318
Commercial Banking	317
Administrative & General Management Consulting Svcs	301
Electronic Shopping	247

Top 10 Postings by Occupation

Occupation	Job Postings
Registered Nurses	1,338
Managers, All Other	942
Sales Representatives, Wholesale & Manufacturing	893
Software Developers, Applications	735
Medical and Health Services Managers	595
Heavy and Tractor-Trailer Truck Drivers	513
Retail Salespersons	461
Sales Managers	456
Customer Service Representatives	422

Source: Burning Glass Technologies' Help Wanted Online data set

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Employment Outlook

Employment Projections

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Newly-released 2018-28 industry and occupational local employment projections.

1) Long-term employment projections are produced for a 10-year period and are revised every two years (Statewide, Metropolitan Statistical Areas, and Workforce Development Areas).

2) Based largely on information from two Bureau of Labor Statistics programs; Quarterly Census of Employment & Wages (QCEW) and Occupational Employment Statistics.

3) Projections are meant to span normal economic cycles. They can be used to predict worker demand for the future, to develop/modify training programs to meet that demand, and to help educate job seekers of both today and tomorrow for those opportunities.

4) Philadelphia County WDA expected to have a higher growth rate (6.3%) than the state overall (5.0%).

Employment Outlook by Industry

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Long-Term Industry Projections for Philadelphia County WDA (2018-28)

Industry	Employment (2018)	Projected Employment (2028)	Employment Change (2018-28)	
			Volume	Percent
Total Jobs	*737,140*	*783,910*	*46,770*	*6.3%*
Goods-Producing Industries	32,070	32,910	840	2.6%
Agriculture, Mining & Logging	180	160	-20	-11.1%
Construction	12,010	13,150	1,140	9.5%
Manufacturing	19,870	19,600	-270	-1.4%
Services-Providing	665,250	710,860	45,610	6.9%
Trade, Transportation & Utilities	91,450	92,810	1,360	1.5%
Information	10,930	10,150	-780	-7.1%
Financial Activities	39,810	41,010	1,200	3.0%
Professional & Business Services	92,220	98,090	5,870	6.4%
Education & Health Services	248,360	278,400	30,040	12.1%
Leisure & Hospitality	74,080	80,590	6,510	8.8%
Other Services, Except Public Admin.	31,400	32,640	1,240	3.9%
Federal, State & Local Government	77,000	77,170	170	0.2%
Self-Employed Workers	39,830	40,140	310	0.8%

Employment Outlook by Occupation

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Long-Term Occupational Projections for Philadelphia WDA (2018-28)

Occupational Title	Employment (2018)	Projected Employment (2028)	Employment Change (2018-28)		Annual Demand
			Volume	Percent	
Total, All Occupations	*737,140*	*783,910*	*46,770*	*6.3%*	*88,432*
Management, Business & Finance	85,290	90,820	5,530	6.5%	8,342
Computer, Engineering & Science	38,240	41,050	2,810	7.3%	3,440
Education, Legal, Social Service, Arts & Media	105,320	114,030	8,710	8.3%	10,792
Healthcare Practitioners, Technicians & Support	95,590	109,140	13,550	14.2%	8,990
Protective, Food, Building & Personal Service	152,380	167,470	15,090	9.9%	25,113
Sales & Related	52,060	51,810	-250	-0.5%	7,368
Office & Administrative Support	113,390	109,740	-3,650	-3.2%	12,643
Farming, Fishing & Forestry	360	340	-20	-5.6%	53
Construction & Extraction	17,860	19,090	1,230	6.9%	2,161
Installation, Maintenance & Repair	19,480	20,410	930	4.8%	2,032
Production	18,370	18,240	-130	-0.7%	2,143
Transportation & Material Moving	38,800	41,770	2,970	7.7%	5,356

Fastest Growing Occupations

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Pennsylvania

Traditional (By Volume Growth)	Emerging (By Percent Growth)	Foundational (By Annual Openings)
Personal Care Aides	Statisticians	Combined Food Prep & Serving Workers
Combined Food Prep & Serving Workers	Physician Assistants	Cashiers
Registered Nurses	Home Health Aides	Retail Salespersons
Home Health Aides	Occupational Therapy Assistants	Laborers & Material Movers
Laborers & Material Movers	Information Security Analysts	Personal Care Aides
Cooks, Restaurant	Nurse Practitioners	Waiters & Waitresses
Nursing Assistants	Personal Care Aides	Office Clerks, General
Software Developers, Applications	Operations Research Analysts	Customer Service Representatives
Janitors & Cleaners	Actuaries	Janitors & Cleaners
General & Operations Managers	Health Specialties Teachers	Stock Clerks & Order Fillers

Philadelphia County WDA

Traditional (By Volume Growth)	Emerging (By Percent Growth)	Foundational (By Annual Openings)
Personal Care Aides	Personal Care Aides	Combined Food Prep & Serving Workers
Registered Nurses	Home Health Aides	Personal Care Aides
Home Health Aides	Statisticians	Cashiers
Combined Food Prep & Serving Workers	Physician Assistants	Waiters & Waitresses
Nursing Assistants	Taxi Drivers & Chauffeurs	Office Clerks, General
Cooks, Restaurant	Nurse Practitioners	Retail Salespersons
Laborers & Material Movers	Information Security Analysts	Registered Nurses
Janitors & Cleaners	Respiratory Therapists	Laborers & Material Movers
Waiters & Waitresses	Cooks, Restaurant	Janitors & Cleaners
Medical Assistants	Speech-Language Pathologists	Nursing Assistants

Educational Requirements for Local Jobs

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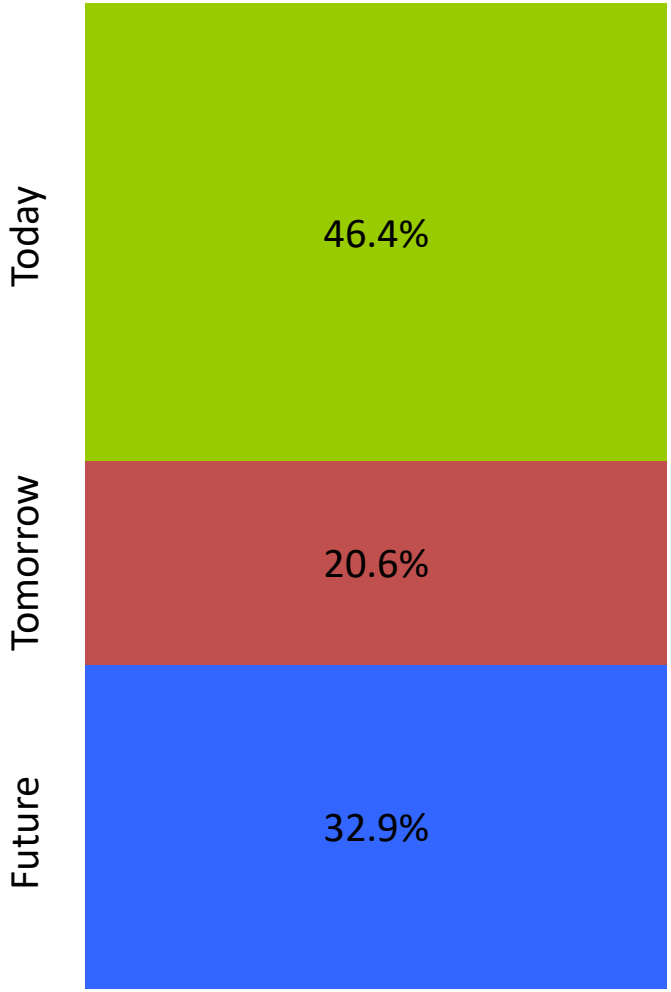

Career Options:

- *TODAY*
  More than 46 percent of all jobs in Philadelphia County can be entered directly after high school graduation (or GED completion) and require no more than one year of on-the-job training.
- *TOMORROW*
  One out of every 5 jobs will require some extended period of training, a formal certification, or completion of an Associate degree for entry.
- *FUTURE*
  Nearly 33 percent of jobs in the region require a bachelor's degree or higher. That's about 1 out of every 3 jobs.

Additional education may be required to retain employment and/or to qualify for promotional opportunities.

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High Priority Occupations (HPOs)

High Priority Occupations (HPOs)

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Occupations that are:

- In demand by employers
- Have higher skills
- Provide family-sustaining wages (For PA: $35,244 in 2020)

- Produced annually for 22 Workforce Development Areas (WDAs)
- HPO lists are in effect from August 1- July 31
- Data plays an important role – current employment, outlook, wages, unemployment, supply
- Training funds may be available through local PA CareerLink® offices
- Philadelphia County WDA has 101 HPOs in 2020

HPO link: https://www.workstats.dli.pa.gov/Products/HPOs/Pages/default.aspx

HPOs versus PA IDOL

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	HPOs	PA IDOL
Goal:	Targeted list of occupations used to align local workforce training funding to best fit job prospects	Career exploration tool to identify occupations that are in-demand in PA
Geography:	Local Workforce Development Areas	Statewide
Timeframe:	Annual, Effective 8/1/20-7/31/21	Released annually, with HPOs
Data focus:	Employment growth and demand, wages and wage change, unemployment, and completers	Employment growth and demand, existing supply
Coverage:	Occupations of focus for workforce – high and low end often excluded	All occupations
Adding occupations:	Petition process through local Boards	No formal process in place
Relevance for CTE:	Anything through PA CareerLink® - eligible training provider list, mostly adult programs	Anything through PDE, including equipment grants, industry-recognized credentials, etc.

CWIA Contact Information

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Ed Legge: elegge@pa.gov; 717-787-8646

Customer Response: 877-493-3282 (877-4WF-Data)

Email: workforceinfo@pa.gov

Online: www.workstats.dli.pa.gov

A "**Contact Us**" button appears in the gray footer of every page on the website. The Contact Us page lists our phone number and e-mail address and includes a form that you can fill out and send to us with your questions.

How does CCP use Labor Market trends to inform their Workforce strategy?

Sources – We are regularly evaluating sources below and participating in a variety of key industry initiatives to help keep up to date on the landscape in the region.

- Center for Workforce Information & Analysis (CWIA) Workstats – County Profiles, HPO lists, Top 50 Employers, Wage Data, Unemployment Claims, Industry Profiles and Projections, and more.
- Regular review of State's **High Priority Occupation** (HPO) and PA IDOL (In Demand Occupations) Lists - What are the demands in Philadelphia and our region? Are we providing offerings in these areas? Do we have partners that can deliver these programs quickly? These lists are important for funding reasons.
    - HPO - based on historical data – Credit and Non-Credit programs aligned with HPO's are placed on Pennsylvania's Eligible Training Provider List. **College has 20 programs on the current ETPL List**.
    - IDOL - Lists occupations that are growing and categorized into Today, Tomorrow, and Future. Responds to the issue of what we anticipate in the coming 10 years. A good source to evaluate for future program development.
- PWI reports - Job Openings in the 5-County SE PA Region Reports; Fast Facts and Job Openings Data: Philadelphia Labor Market in 2020, others posted on their website.
- BLS and O-Net Source Data - O*NET OnLine is sponsored by the U.S. Department of Labor, Employment & Training Administration. We look at national and local trends. BLS Occupational Handbook provides demographic information on all occupations.
- EMSI Labor Market Data Subscription – We use this information to validate the development of programs; links on program pages with real time data and jobs in the specific occupation.
- LinkedIn - The College through its participation in Campus Philly and the National League of Cities has access to Bimonthly Philadelphia Workforce Updates; these are based on real time information of postings, trends of user and employer content.
- Indeed/Monster.com/Other Job Sites – We search local career sites to validate openings in the current market linked to our programs.
- Virtual Job Shadow – Career Exploration and Career Planning program. Allows students to understand occupations and careers in depth.
- College staff participation in Industry Specific Taskforces and Initiatives so we can align the College to the recommendations of the reports/initiatives:
    - PEL's Driving Tech Talent Growth in PHL
    - Mayor's PHLpreK Workforce Meeting
    - Mayor's Rebuild Taskforce
    - Fueling Philadelphia's Talent Engine and, PEL Industry Data generated for FPTE report
- Local and State WIOA Plans - Pennsylvania WIOA Combined State Plan (2020-2024), Southeast Workforce Planning Region PY2017-2019 WIOA Multi-Year Regional; Philadelphia Works WIOA Multi-Year Local Area Plan approved in January

2020 – College typically provides feedback and participates in meetings held around plans.

- Participation and assignment of staff to attend Industry Partnership Meetings - Manufacturing, Healthcare, Retail & Hospitality, Technology, Proposed Transportation & Logistics
- Local Thought Partners – Active participation in the activities of those looking at workforce development trends and best practices. Examples include:
    - Federal Reserve of Philadelphia Reports - Opportunity Occupations Revisited: Exploring Employment for Sub-Baccalaureate Workers Across Metro Areas and Over Time; "The Opportunities of a Tight Labor Market"; State of Urban Manufacturing; 10/2 A New Kind of Back to Work: Talent, Recovery and Future of Greater Philadelphia
    - Pennsylvania Workforce Development Association Reports
    - National Associations - AACC, ACE, LERN, NACE, NAACE, ACHE, NCCET
- Ongoing discussions with Burning Glass about opportunities around our programs and labor market information.

What do we do with this information?

- Align College Pathways and program offerings with priority industries of the local and regional market.
- Create programs that are responsive to employer needs; helps us stay ahead of trends; distinguish the college and raise visibility of the programs we offer; understand top skills and competencies employers are looking for in different careers.
- Support students in understanding career pathways in the region; students are more successful when they better understand what is available around them; and what competencies are expected in these jobs.
- Identify employers in these growth areas that are willing to partner with College to inform curriculum, outline technical and soft skills essential to success, hire our students.
- Aligned WEI staff to support these critical industries in the region
    - Business Development staff have industry focus so they understand what is going on in their sectors and can be knowledgeable with their clients and prospects.
    - Career Connections staffing with aligned with Pathways and priority industries; staff must be informed of labor market data in their industry areas to be viewed as understanding what business needs are and to help students understand what employers want in their employees.
- Utilize information to conduct ongoing program reviews and drive discussions around updates to curriculum or other program improvements.
- Helps ensure resources and new program development aligned with where the jobs are now and in the future.

- Provide skills gap analysis to drive curriculum development, identify critical skills that should be embedded into programs; provides context for supply and demand for those skills.
- College leadership, faculty and staff stay abreast of trends to ensure offerings are relevant and tied to employers needs.
- Quickly identify opportunities for new program creation or targeted contract trainings – mobile food, contact tracing, diversity & inclusion, essential skills, skills of the future
- Reinforce investment decisions made – CATC required review of labor market data before Board approved; hired Econsult to do a market scan of CCP alignment and what potential new programs we could focus on; included Burning Glass analysis.
- Identify shifts in industries that we think need to be discussed and vetted within the curriculum committees or advisory committees for program review.

References:

- PA High Priority Occupation (HPO) List: https://www.workstats.dli.pa.gov/Products/HPOs/Pages/default.aspx
- PA IDOL - https://www.workstats.dli.pa.gov/Products/IDOL/Pages/default.aspx
- ETPL List: https://www.pacareerlink.pa.gov/jponline/JobSeeker/ManageServices/SearchTrainings.aspx
- PWI Data & Trends: https://www.philaworks.org/data-trends/
- Center for Workforce Information & Analysis: https://www.workstats.dli.pa.gov/Pages/default.aspx
- EMSI: https://www.economicmodeling.com/
- O-Net: https://www.onetonline.org/
- Occupational Outlook: https://www.bls.gov/ooh/
- Virtual Job Shadow: https://www.virtualjobshadow.com/

Community College Workforce Case Studies

Highlighted below are three Community College's that have a strong workforce approach across their College. The links below are meant to be explored prior to our 2/4/21 Workforce Subcommittee and to spark discussion about their approaches and how CCP can work towards growing and advancing its workforce mission.

Cuyahoga Community College - https://www.tri-c.edu/

- Workforce Training - https://www.tri-c.edu/workforce/index.html
- Workforce Programs - https://www.tri-c.edu/workforce/workforce-programs.html
- Corporate College – https://www.tri-c.edu/corporatecollege/index.html
- Tri-C/Cuyahoga County Workforce Development Alliance - https://www.tri-c.edu/workforce/cuyahoga-county-workforce-development-alliance.html
- Ideation Station - https://www.tri-c.edu/workforce/ideation-station.html
- Advanced Technology Training Center - https://www.tri-c.edu/campuses-and-locations/attc/index.html
- Manufacturing Technology Center - https://www.tri-c.edu/campuses-and-locations/manufacturing-technology-center/index.html
- TechCred - https://www.tri-c.edu/workforce/techcred.html

Trident Technical College - https://www.tridenttech.edu/

- Continuing Education - https://www.tridenttech.edu/ce/index.htm
- S.C. Aeronautical Training Center - https://www.tridenttech.edu/SCATC.htm
- Equip Your Workforce - https://www.tridenttech.edu/ce/programs/equip.htm
- Youth Apprenticeships - https://www.tridenttech.edu/career/workforce/car_youth_apprentice.htm

Northern Virginia Community College - https://www.nvcc.edu/

- Labor Market Information - https://www.nvcc.edu/workforce/research/
- Coordinated Internships & Cooperative Education - https://www.nvcc.edu/co-op/index.html#panel7
- Elevate - https://blogs.nvcc.edu/workforce/elevate/
- Alarm.com GRIT Apprenticeship - https://nvcc.augusoft.net/index.cfm?fuseaction=1065
- NOVA 18-19 Workforce Report - https://www.nvcc.edu/workforce/docs/2018-19-Impact-Report.pdf

Community College of Philadelphia
Proceedings of the Meeting of the Board of Trustees
Thursday, February 4, 2021 – 3:00 p.m.

Present: Mr. White, presiding; Mr. Clancy, Mr. Bradley, Mr. Dubow, Mr. Epps, Ms. Fulmore-Townsend, Ms. Gamble, Ms. Hernández Vélez, Ms. Ireland, Ms. Jean-Baptiste, Ms. McPherson, Ms. Posoff, Mr. Soileau, Dr. Generals, Dr. Rooney, Ms. Di Gregorio, Dr. Gay, Mr. Eapen, Dr. Hirsch, Ms. Witherspoon, Dr. Zanjani, Ms. de Fries, and Ms. Zellers

(1) Meeting Called to Order

Mr. White called the meeting to order.

(2) Public Comment

Ms. Marissa Johnson, Assistant Professor of English and Secretary, Faculty and Staff Federation Union, and Mr. Jamie Reinstein, Adjunct Faculty, English Department, addressed the Board regarding the loss of healthcare insurance by adjunct faculty due to non-assignment of courses for the spring semester.

Mr. White thanked both Ms. Johnson and Mr. Reinstein for bringing this important issue to the Board's attention.

(3) President's Report

Dr. Generals provided a presentation (**Attachment A)** on enrollment for the spring 2021 semester, the student experience, and a framework for success of ways the College can reach the Aspen Prize.

Dr. Generals reported that staff are reviewing the guidelines pertaining to the distribution of the CRRSA Act funds. He stated that the College has not received the funds as of yet in order to reconcile some of the issues.

Dr. Generals reported that the College's Nursing department will be working closely with Dr. Ala Stanford of the Black Doctors Consortium to provide Nursing students who can help administer vaccinations as well as other students who will work in less clinical responsibilities. Dr. Generals stated that staff were also working to align our clinical experience with the program. Dr. Generals stated the he has offered Dr. Stanford the use of the College's gymnasium as a vaccination and testing site if and when she receives more vaccines.

(3a) Catto Scholarship Update

At the request of Dr. Generals, Dr. Thomas provided an update (**Attachment B**) of the Catto Scholarship in terms of demographics, residency by City Council districts, high schools, and placement data. Dr. Thomas stated that to date, 99 Catto scholars are registered and taking classes. He indicated that he expects that 100 students will be attending for the spring semester. Dr. Thomas stated that there will be a significant increase in the number of Catto students attending the College in the fall.

(3b) Legislative Update

At the request of Dr. Generals, Ms. Witherspoon stated that the National Legislative Virtual Summit is scheduled February 8-10, 2021. She provided the following Biden Administration's agenda for higher education:

- Investing in community colleges; a tuition-free community college. Ms. Witherspoon noted the Catto Scholarship as being a model for other states and cities.
- Extension of existing pause on student loan debt payments due to the COVID-19 pandemic.
- Expansion of Pell grants where students will be able to use their Pell grants, state aid, and other aid to help cover expenses beyond tuition and fees.
- Higher Education Act Reauthorization.

Ms. Witherspoon stated that she is planning to provide the Board with a presentation of the College's legislative priorities for the City, State, and Federal levels at a future date.

(3c) Foundation Report

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

- Highlighted two grants in the amount of $25,000 each to support Single Stop and the Nursing Department's Zip Code Project.
- Informed the Board that she will be announcing two large gifts from individuals in support of scholarships and naming rooms in the Library and Learning Commons(LLC) and the Career and Advanced Technology Center(CATC).
- The Foundation is working on plans for a comprehensive capital campaign. Additional details will be forthcoming.

Dr. Zanjani stated that Dr. Waller was unable to attend today's Board meeting. She stated that she wanted to share the following information that Dr. Waller may have shared with the Board:

- The Foundation is seeking 100% support from both the Foundation Board of Directors and the Board of Trustees. Options include events such as the Black and Gold Gala scheduled for June 23, 2021, and Trivia Night scheduled for March 18, 2021. The theme for Trivia Night is a Celebration of Women's History Month. Invitations for both events will be sent to both Boards. Dr. Zanjani stated that other options for donations for scholarships or programs are Dr. Judith Gay Leadership Program for which the goal is to raise $30,000, and adding your name to the wall of the CATC or LLC.

Mr. Soileau challenged members of the Board for 100% participation for support of the Virtual Black and Gold Gala and Trivia night.

(3d) Greater Philadelphia Social Innovation Awards

At the request of Dr. Generals, Dr. Celenza reported that Community College of Philadelphia's Nursing Program won first place for one of the Greater Philadelphia Social Innovation Awards. The Nursing Program was recognized at a reception on Thursday, January 21, 2021. Dr. Celenza stated that the Nursing

Program won first place in the Innovations in Social Mobility: Workforce Development category. The award was given for their work in addressing the needs of underserved populations in Philadelphia.

(4) Report of the Business Affairs Committee

At the request of Mr. White, Mr. Eapen reported that the Business Affairs Committee met earlier in the day. The Committee approved two action items which are part of the Consent Agenda.

(5) Report of the Workforce Subcommittee

Mr. White reported that the Workforce Subcommittee met earlier in the day. He stated that Mr. Ed Legge, Director of the Pennsylvania Department of Labor and Industry's Center for Workforce Information and Analysis, gave a presentation on data and workforce trends entitled "Assessing Employment Demand in the Philadelphia Area." The presentation was in response to the Committee's questions around labor market data and how this data is used to move the College forward.

Ms. de Fries stated that Mr. Legge had provided an engaging presentation and that using this information and other sources we have access to is very important to the work that we do at the College.

(6) Report of the Student Outcomes Committee

Ms. Fulmore-Townsend reported that the Committee had met on January 7, 2021 and discussed two academic program reviews: Religious Studies A.A. Degree and the follow-up report of the International Studies A.A. Degree.

Related to the Religious Studies Program, Ms. Fulmore-Townsend stated that enrollment in the program has been shrinking. She stated that assessment is taking place, but there was a lack of documentation regarding actions taken based on assessment data. Ms. Fulmore-Townsend stated that the Committee heard from faculty noting that low enrollments were not a result of the program's efforts, which had been extensive but had limited effect. Therefore, the

Committee was recommending that the Religious Studies A.A. program be discontinued.

Regarding the International Studies A.A. Degree follow-up report, Ms. Fulmore-Townsend stated that a full audit of the program was conducted two years ago and since that time the program has been working on recommendations from the review and implementing recommendations. Ms. Fulmore-Townsend stated that one recommendation was to establish an identity for the program to distinguish it from other Liberal Studies programs, which has been accomplished by the creation of a global studies course. Additionally, the program has revised the program learning outcomes, and is working on building partnerships with four-year institutions and businesses. Ms. Fulmore-Townsend stated that the Committee was recommending that the program review follow-up report be accepted and that the International Studies A.A. program be approved for five years.

Ms. Fulmore-Townsend stated that the Committee had reviewed and discussed data of the student experience for summer 2019 and 2020 in transitioning to online learning. She stated that while overall student achievement outcomes for summer 2020 are good, there is still an equity gap between African-Americans and other groups. Ms. Fulmore-Townsend stated that staff continue to expand support services to students with the goal of improving equitable outcomes.

(7) Consent Agenda

Mr. White requested Board approval of the following Consent Agenda:

(a) Proceedings and Minutes of Decisions and Resolutions Meeting of January 7, 2021
(b) Gifts and Grants
(c) Academic Program Review: Religious Studies (A.A. Degree)
(d) Academic Program Review Follow-Up Report: International Studies (A.A. Degree)
(e) Approval of Contract with The Riff Group
(f) Approval of New Age Development Group Change Order for the Library & Learning Commons Project

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

(8) Report of the Chair

(8a) Board Nominations Conversations with Mayor Kenney

Mr. White stated that he had conversations with Mayor Kenney and Mr. Dubow regarding Board of Trustees nominations.

(8b) Nominating Committee for Board Officers

Mr. White stated that he had requested Ms. McPherson to serve as the Chair of the Nominating Committee for Board Officers. He stated that he hoped that the other two committee members would continue to serve on the Committee.

Mr. White stated that he planned to appoint a President's Evaluation Committee. He indicated that Mr. Epps will chair the Committee.

Mr. White informed the Board that Dr. Generals has been selected to receive the National Pacesetter of the Year Award for 2021 from the National Council for Marketing and Public Relations (NCMPR). He stated that Dr. Generals was selected for his "outstanding leadership and mastery of messaging to keep the College community informed and focused, our partners in sync, and our funders committed to supporting the vital mission of the College."

Members of the Board congratulated Dr. Generals on the award.

(9) New Business

There was no new business discussed.

(10) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, March 4, 2021 at 3:00 p.m.

The meeting adjourned at 4:25 p.m.

The Board reconvened in Executive Session.

(11) Executive Session

The Executive Session was devoted to labor negotiations and personnel matters.

Community College of Philadelphia
Meeting of the Board of Trustees
Thursday, February 4, 2021 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. White, presiding; Mr. Clancy, Mr. Bradley, Mr. Dubow, Mr. Epps, Ms. Fulmore-Townsend, Ms. Gamble, Ms. Hernández Vélez, Ms. Ireland, Ms. Jean-Baptiste, Ms. McPherson, Ms. Posoff, Mr. Soileau, Dr. Generals, Dr. Rooney, Ms. Di Gregorio, Dr. Gay, Mr. Eapen, Dr. Hirsch, Ms. Witherspoon, Dr. Zanjani, Ms. de Fries, and Ms. Zellers

(1) Meeting Called to Order

Mr. White called the meeting to order.

(2) Public Comment

Ms. Marissa Johnson, Assistant Professor of English and Secretary, Faculty and Staff Federation Union, and Mr. Jamie Reinstein, Adjunct Faculty, English Department, addressed the Board regarding the loss of healthcare insurance by adjunct faculty due to non-assignment of courses for the spring semester.

(3) President's Report

Dr. Generals provided a presentation on enrollment for the spring 2021 semester, the student experience, and a framework for success of ways the College can reach the Aspen Prize.

(3a) Catto Scholarship Update

The Board was provided with an update of the Catto Scholarship.

(3b) Legislative Update

The Board was provided with a report on the Biden Administration's agenda for higher education.

(3c) Foundation Report

The Board was provided with a report on a number of grants that had been received as well as several fund-raising opportunities that the Board can support.

(3d) Greater Philadelphia Social Innovation Awards

The Nursing Program won first place in the Greater Philadelphia Social Innovations Awards, specifically in the Innovations in Social Mobility: Workforce Development category.

(4) Report of the Business Affairs Committee

The Committee met and approved two action items which are part of the Consent Agenda.

(5) Report of the Workforce Subcommittee

The Workforce Subcommittee met and was provided with a presentation on data and workforce trends by Mr. Ed Legge, Director of the Pennsylvania Department of Labor and Industry's Center for Workforce Information and Analysis.

(6) Report of the Student Outcomes Committee

The Committee met and discussed two academic program reviews: Religious Studies A.A. Degree and the follow-up report of the International Studies A.A. Degree. The Religious Studies A.A. Degree was discontinued, and the International Studies, A.A. Degree follow-up report was accepted and the Program was approved for five years. Both items are part of the Consent Agenda.

(7) Consent Agenda

The Board approved the Consent Agenda.

(8) Report of the Chair

(8a) Board Nominations Conversations with Mayor Kenney

Mr. White stated that he had discussed Board of Trustees nominations with Mayor Kenney and Mr. Dubow.

(8b) Nominating Committee for Board Officers

Mr. White appointed Ms. McPherson Chair of the Nominating Committee for Board Officers.

Mr. White stated that he planned to appoint a President's Evaluation Committee. Mr. Epps will chair the Committee.

Dr. Generals has been selected to receive the National Pacesetter of the Year Award for 2021 from the National Council for Marketing and Public Relations (NCMPR).

(9) New Business

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(10) Next Meeting

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The meeting adjourned at 4:25 p.m.

The Board reconvened in Executive Session.

(11) Executive Session

The Executive Session was devoted to labor negotiations and personnel matters.

Student Experience

ATTACHMENT A

- Our goal was to create an organic environment that reinforced student learning both in the classroom and beyond the doors of the classroom. In consideration of the whole student, it's important we provide opportunities for students to develop in non-cognitive ways.
- Psycho-Social Development provides the confidence to be successful; it helps student develop a sense of self (self identity and self-esteem) and a self of belonging.
- Identity formation includes sexual, racial, leadership…purpose
- Encourage independence, foster aspirations and goal achievement by providing pathways and reinforcement of goals and aspirations.

Aspen Institute College Excellence: Framework for Success

Learning

Do colleges set expectations and measure learning, and use that information in a process of continuous improvement?

Completion

Do students choose a program of study, make timely progress, and earn a degree or other meaningful credential?

Equity

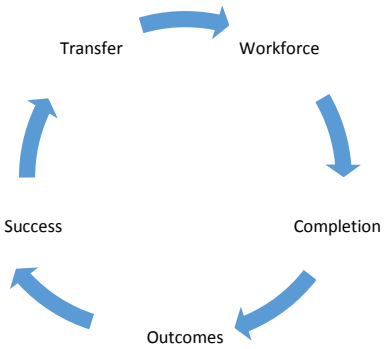
Do colleges strive for equitable access and outcomes for underserved minority and low-income students?

Transfer

Do students who transfer go on to earn bachelor's degrees?

Workforce

Do graduates find strong employment opportunity in well-paying jobs?



Student Engagement

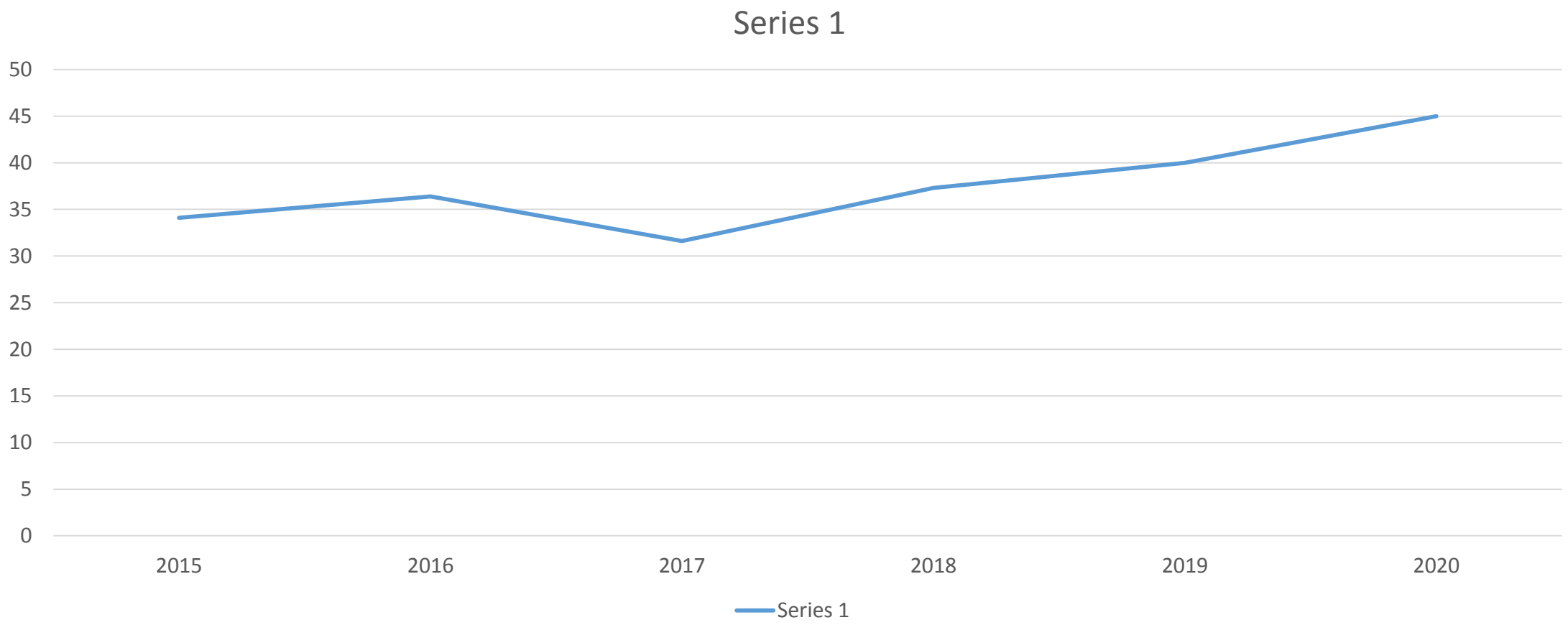
- Learning: Guided Pathways

- The student experience will be redesigned to be highly structured, beginning with an intake process that clarifies students' **goals** and **career directions**. All students, including those who need to strengthen foundational skills, will be provided with clear **academic program roadmaps** as well as intentional advising coupled with progress tracking and individually-designed support. Through first year **experience** courses, students will also develop **financial** and **career** roadmaps for their time at the College and beyond.

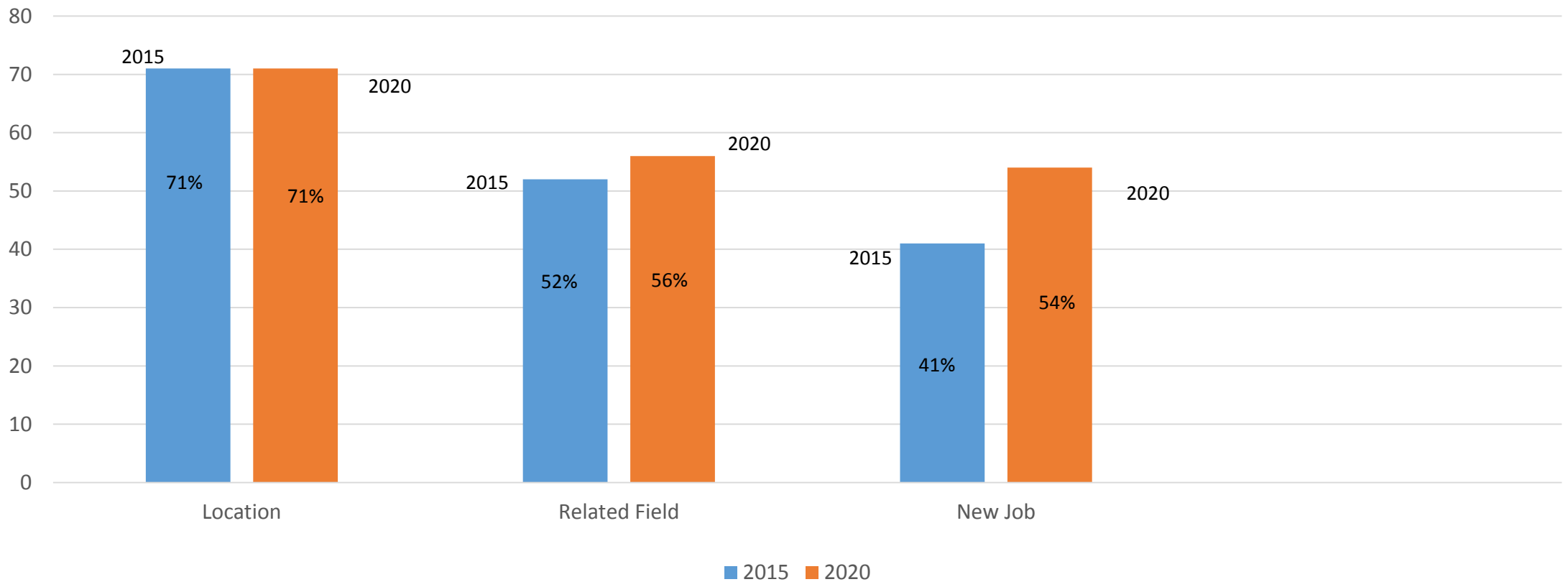
- Student Experience

- This focus extends beyond the classroom, encompassing connections with the community, the educational pathways of students before and after their time with us, the regional economy and workforce…(Impact 2025)
- Understanding Racial/Cultural Differences

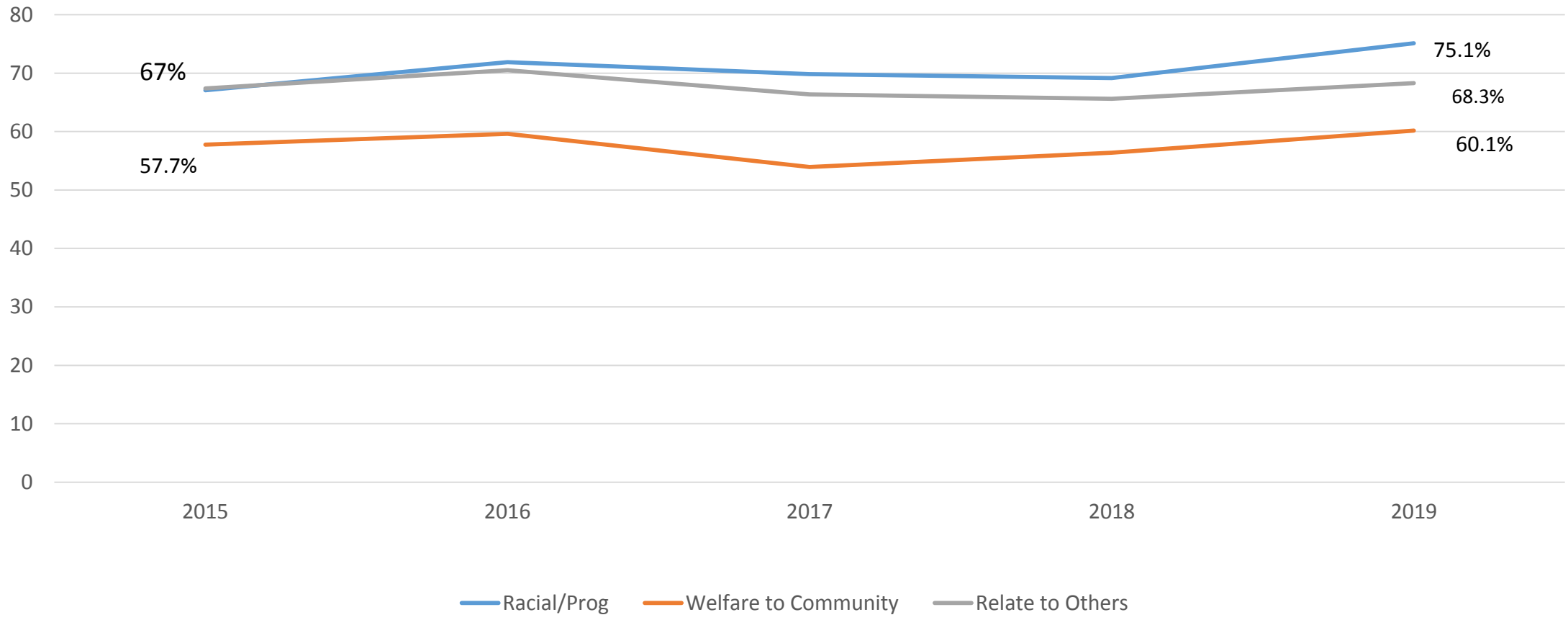
Overall Satisfaction



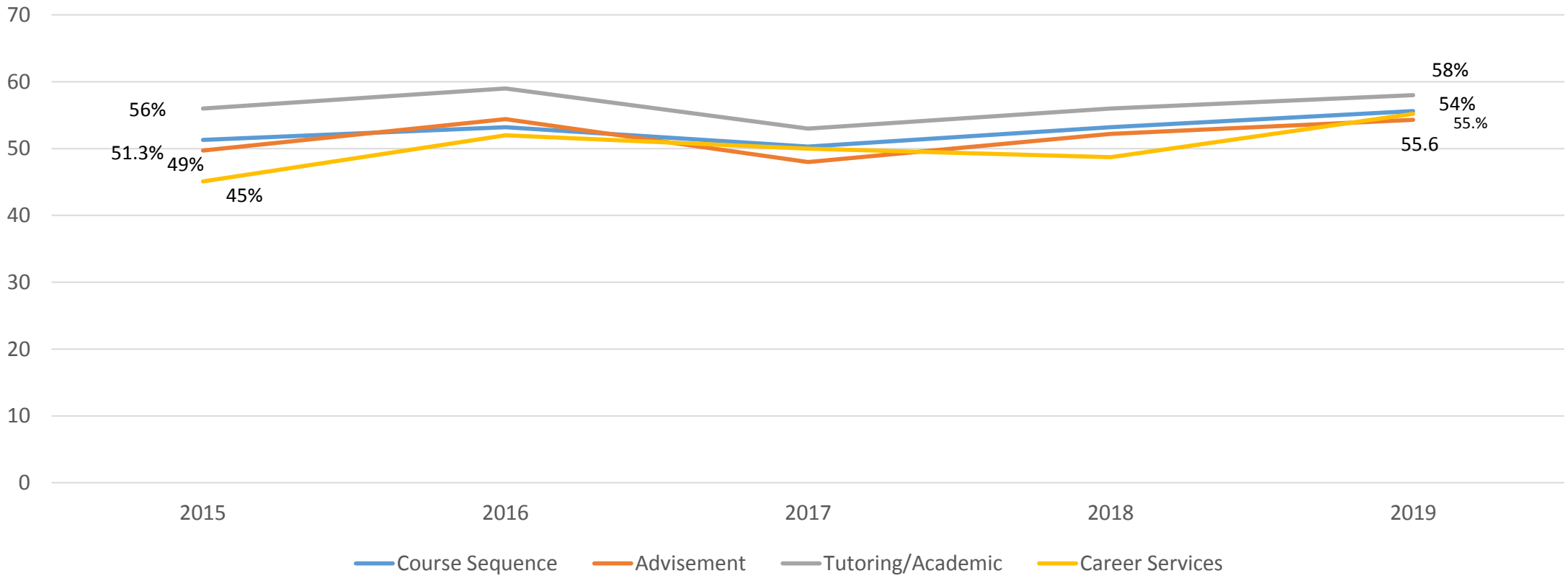
Employment Outcomes



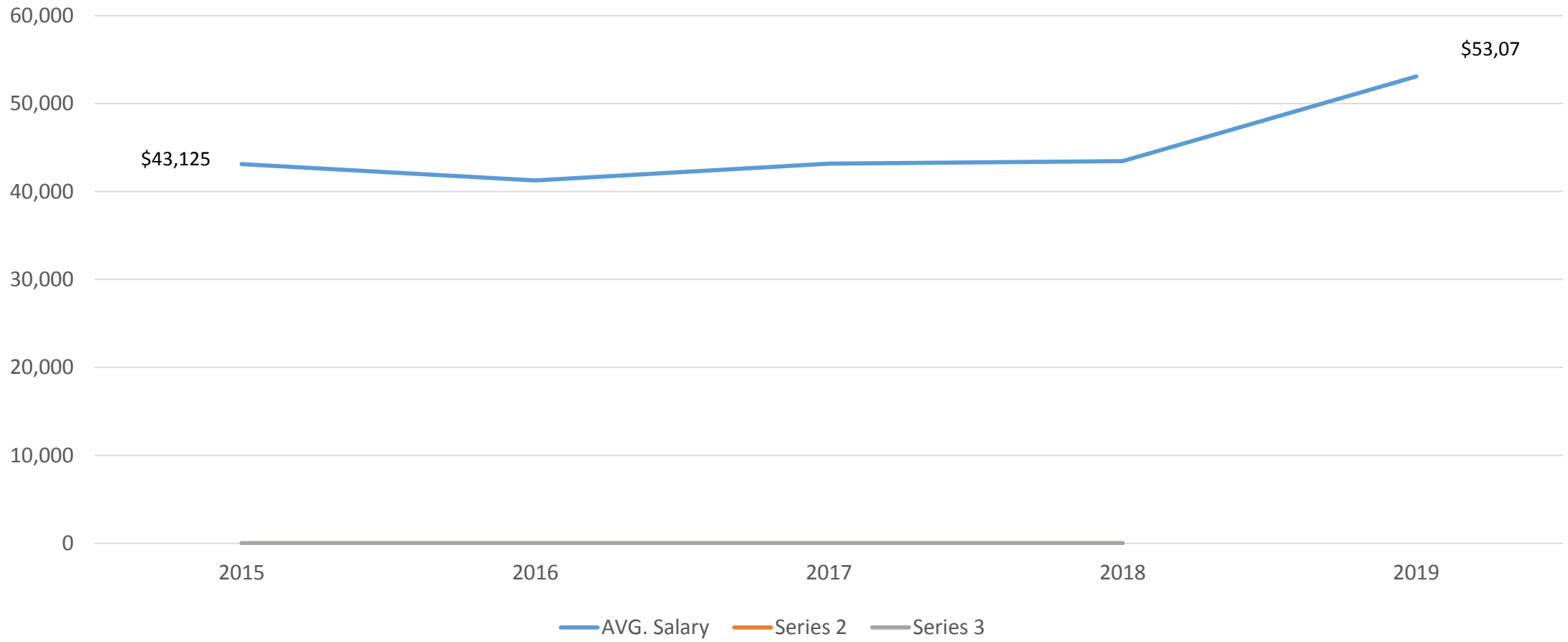
Considerable Progress in understanding people of different racial and ethnic background (Graduate Survey)



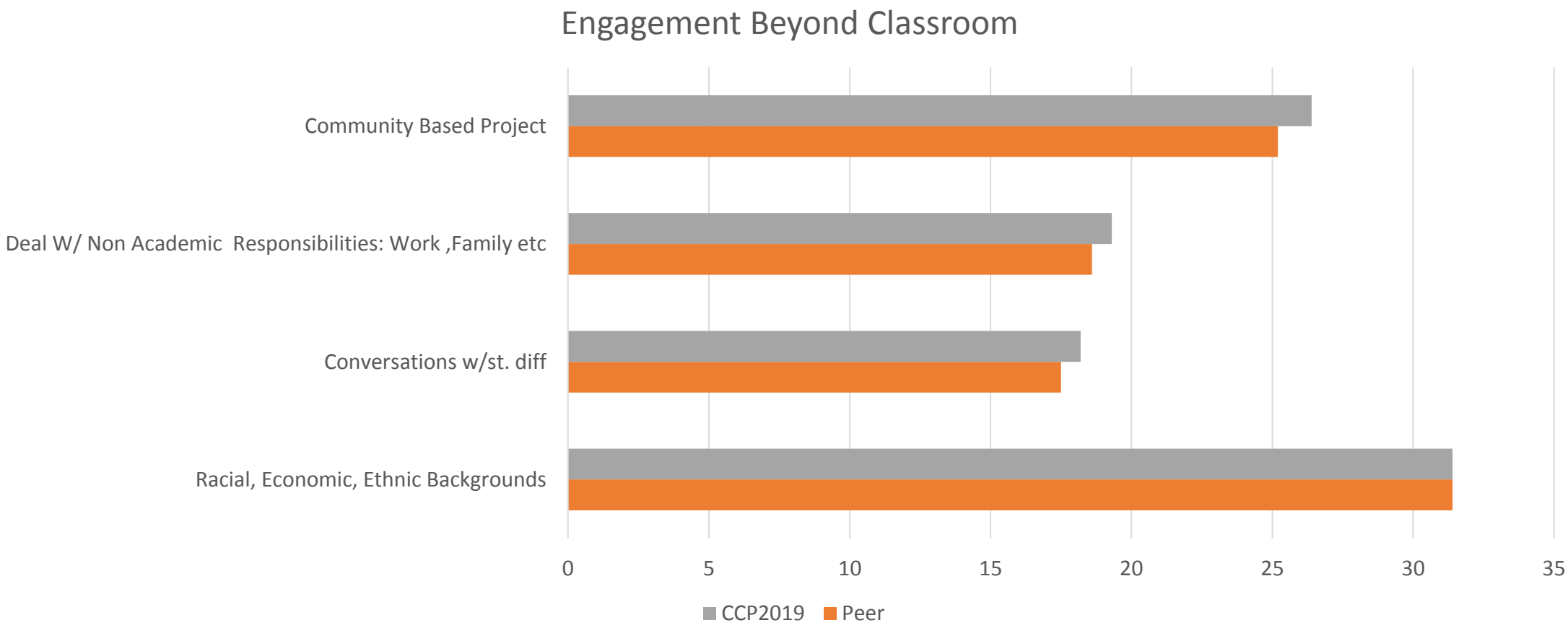
Academic support services (Graduate Survey)



Annual Average Salary



Community College Survey of Student Engagement (CCSSE)



National Community College Benchmark Survey

- Penetration Rate = 12th Percentile
- Minority Penetration Rate =19th Percentile
- 98th Percentile in Academic Challenge
- 82nd Percentile in collaborative Learning
- 6 yr. Transfer Rate = 84th Percentile
- 3yr in the 75th Percentile.

The college's market penetration—measured by dividing its number of students by the area's entire adult population—has been relatively low. In the 2012-13 academic year, for instance, CCP's total enrollment of 34,506 students—which included credit and noncredit, full and part time, online and on campus—equaled 2.9 percent of the city's 18-and-older population. The median market penetration of the transfer-peer colleges—those located in other college-saturated regions—was 6.1 percent of their service areas' adult populations. St. Louis Community College, also located in a region with a high concentration of colleges, enrolled about 6 percent of its area's adults. So did Allegheny County Community College, which is surrounded by many other schools in Pittsburgh. The seven City Colleges of Chicago collectively reached 5.5 percent of Chicago's adults, and the City College of San Francisco enrolled 12.5 percent of that city's adults. In the Philadelphia suburbs, community colleges in Bucks, Montgomery, Delaware, and Camden counties enrolled a median 6.2 percent of adults in their respective service areas.

ATTACHMENT B

LET FREEDOM RING

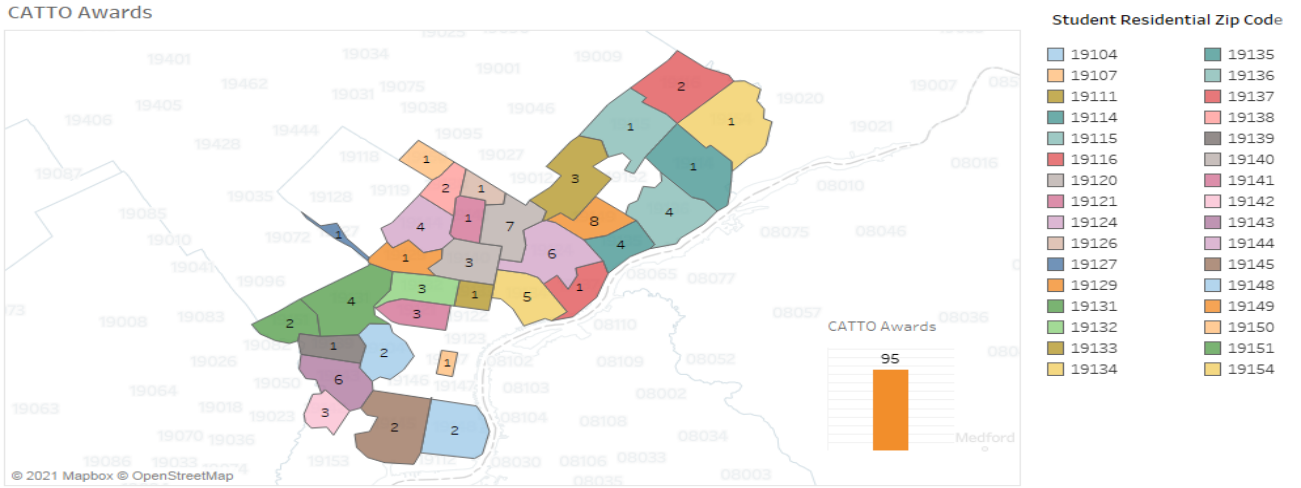
FREE COLLEGE AND THE SUPPORT YOU NEED TO SUCCEED.

OCTAVIUS CATTO SCHOLARSHIP

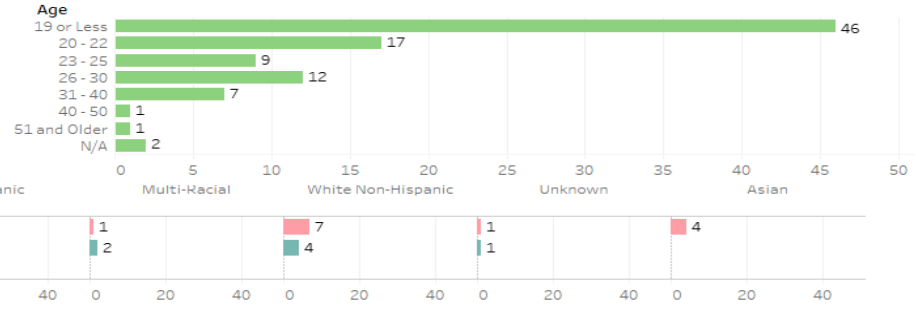
Community College of Philadelphia

Learn more:
ccp.edu/catto

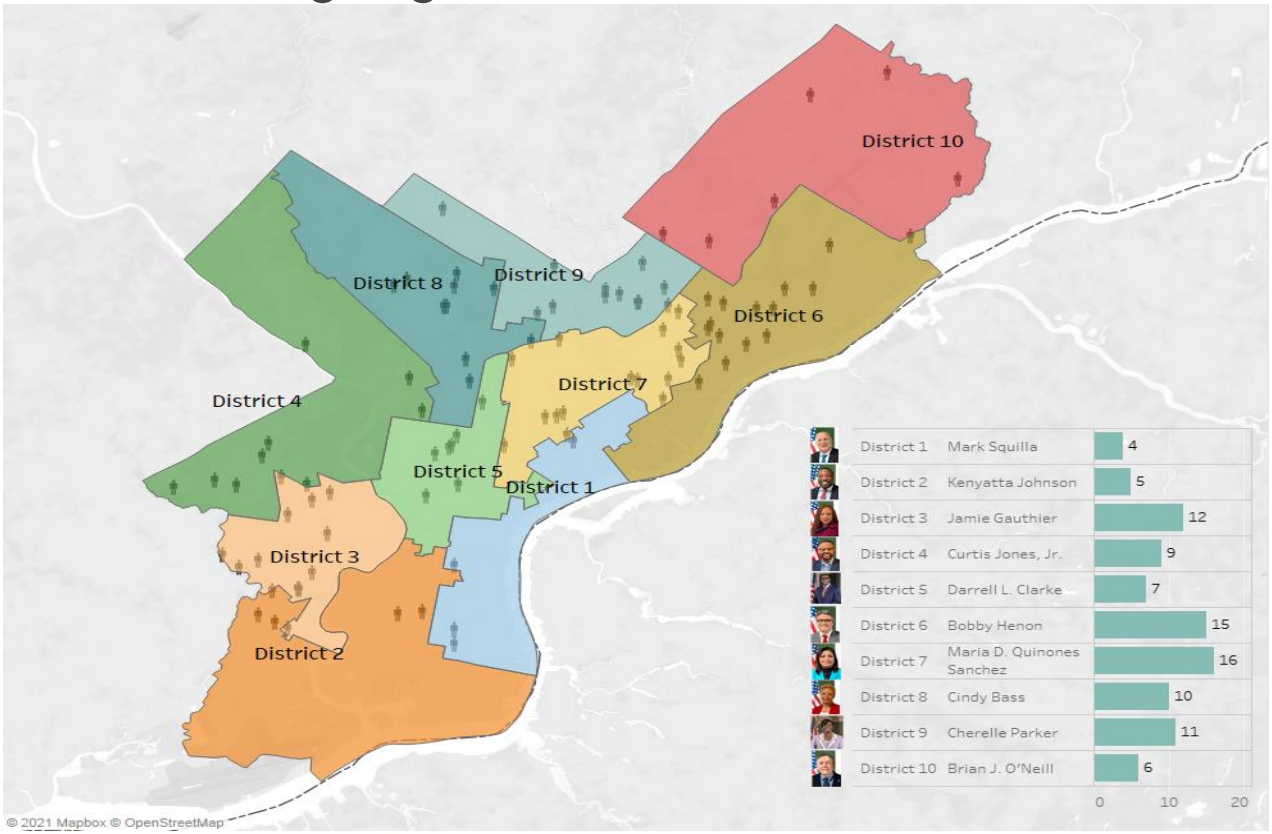
Demographics



Average CATTO EFC		Avg EFC
White Non-Hispanic	$1,743	*$5,534*
Hispanic	$975	*$2,675*
Black Non-Hispanic	$828	*$3,079*
Unknown	$77	*$2,766*
Multi-Racial	$0	*Null*
Asian	$0	*$2,045*



Residency by Council District



High School, Major and Placement Data

Number of Philadelphia High Schools

63

Top 3

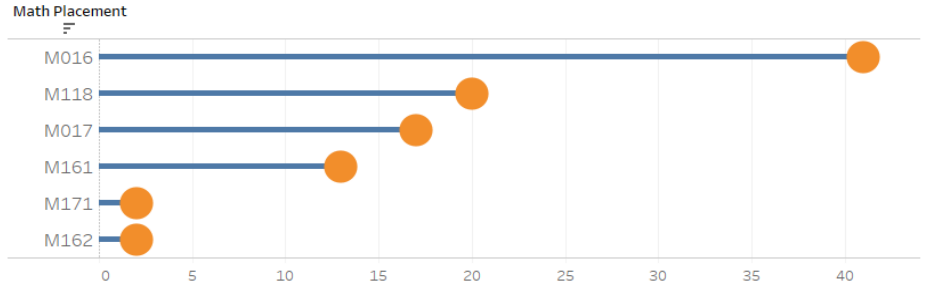
General Education Development
Abraham Lincoln H S
Parkway Center City H S

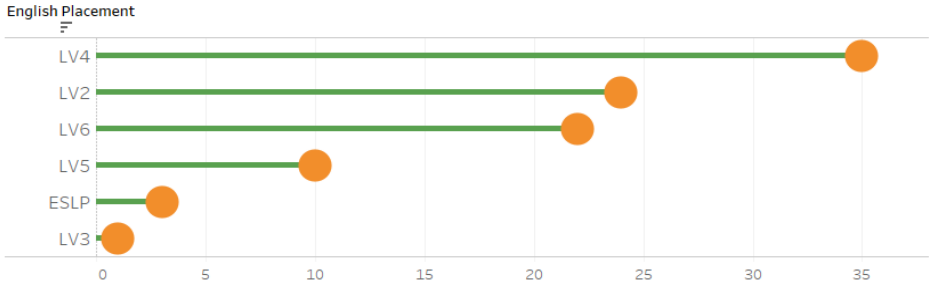
Number of Majors

27

Top 3

Health Care Studies
Liberal Arts
Criminal Justice





Catto Scholar Employment Stats

47% (n=45) Catto Scholars are currently working (11 full-time, 34 part-time).

Additionally,

- 68% (n=65) Catto Scholars expressed plans to continue to/seek work while in college (4 desire full-time, 61 desire part-time).
- Two (2) Scholars reported that they are attending college because they were furloughed or laid off from their job(s).

Questions

Community College of Philadelphia
Office of Institutional Advancement
Record of Grants and Major Gifts
March 4, 2021 Meeting of the Board of Trustees

GRANTS and MAJOR GIFTS

Summary by Source:

	FY 2021		FY2020
Public Grants to College	**1/25/21 - 2/21/21**	**7/1/20 - 2/21/21**	**7/1/19 - 2/21/20**
Federal	$ 26,701	$ 3,047,886	$ 414,475
State	$ -	$ 4,200,696	$ 2,225,920
Local	$ -	$ 29,800	$ -
Public Total	**$ 26,701**	**$ 7,278,382**	**$ 2,640,395**
Private Grants/Gifts to Foundation	**1/25/21 - 2/21/21**	**7/1/20 - 2/21/21**	**7/1/19 - 2/21/20**
Corporation	$ -	$ 140,000	$ 22,500
Foundation	$ 324,000	$ 634,916	$ 519,681
Individual	$ 30,000	$ 60,000	$ 328,000
Organization	$ -	$ -	$ -
Private Total	**$ 354,000**	**$ 834,916**	**$ 870,181**
TOTAL	**$ 380,701**	**$ 8,113,298**	**$ 3,510,576**

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

FEDERAL GRANTS

The U.S. Department of Education awarded $5,500 through the University of Pennsylvania for Title VI National Resource Center Funding from 8/15/2020 through 8/14/2021. This supports the College's ongoing project with the South Asia National Resource Center at University of Pennsylvania to introduce less taught languages and cultures to students in urban institutions that serve ethnic and social minorities.

The U.S. Department of Education awarded $21,201 as supplemental funding for the CARES Act - Minority Serving Institutions Portion from 7/07/2020 through 7/06/2021.

PRIVATE GRANTS

The Christian R. & Mary F. Lindback Foundation awarded $4,000 for the Lindback Distinguished Teaching Award. This award is presented to a faculty member who has exemplified excellence and outstanding service to the teaching profession.

The Philadelphia Foundation awarded $20,000 to the Reentry Support Project from 10/01/20 through 9/30/2021.