Community College of Philadelphia

Meeting of the Board of Trustees, Thursday, May 6, 2021, 3:00 p.m.

AGENDA

(1) Meeting Called to Order

(2) Public Comment

(3) President's Report

(a) Foundation Report

(4) Report of the Business Affairs Committee

(5) Report of the Student Outcomes Committee

4.1.21 Student Outcomes Committee Minutes.pdf Page 3

(6) Report of the Workforce Subcommittee

3.26.21 Workforce Subcommittee.pdf Page 22

4.23.21Workforce Subcommittee.pdf Page 49

(7) Consent Agenda

(a) Proceedings & Minutes of Decisions & Resolutions, 4.1. 2021

4.1.21BoardProceedings.pdf Page 94

4.1.21MinutesofDecisions&Resolutions.pdf Page 102

Black & Hispanic Male Outcomes Data (1).pdf Page 106

(b) Gifts and Grants

Record of Grants & Gifts (MAY).pdf Page 112

(c) Academic Program Review: Health Care Studies (A.A. Degree)

(d) Academic Program Review: Health Services Management (A.A. Degree)

(e) Data Center VxRall-Hyper Converged Infrastructure & Storage Area Network (SAN) Replacement

(f) Electrical Wiring for Smart Technology Classrooms

(g) Elevator Maintenance

(h) Furniture for Catto Scholarship Office

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

(j) Air Handling Unit Refurbishments (RFP 10141)

(k) 125 Smart Technology Classrooms

(l) Appointment of Labor Relations Counsel

(m) Appointment of Third Coast Higher Education as Financial Aid Consultant

(n) Ann Hill Makerspace in Library and Learning Commons

(o) AEC Partners

(8) Report of the Chair

(a) Nominations Committee

(9) New Business

(10) Next Meeting: June 3, 2021

(11) Executive Session

Future Committee Meetings

Business Affairs Committee - Thursday, May 6 and Wednesday, May 19, 2021 - 9:00 a.m.

Student Outcomes, Thursday, May 6, 2021, 1:00 p.m.

Workforce Subcommittee, Thursday, May 6, 2021, 11:00 a.m. & Friday, May 28, 2021, 10:00 a.m.

Audit Committee, Tuesday, June 15, 2021, 9:00 a.m.

Upcoming Events

Virtual Commencement Launch, Saturday, May 8, 2021, 10:00 a.m.

College Virtual Budget Hearing, Tuesday, May 11, 2021, 2:00 p.m.

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

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

MINUTES

Thursday, April 1, 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. Generals, Dr. Hirsch, Dr. Roberts, Dr. Rooney, Dr. Thomas Ms. Witherspoon, Dr. Zanjani, Ms. Zellers

Guests: Dr. Celenza, Ms. Davidson, Ms. Gordon, Dr. Lewis, Ms. Lukacik

(1) Executive Session

Discussion of a legal matter took place.

(2) Public Session

(a) **Approval of the Minutes of March 4, 2021**

The minutes were approved unanimously.

(b) **Academic Program Review: Health Care Studies (A.A. degree)**

Dr. Celenza, Dean of the Division of Math, Science, and Health Careers, provided a brief overview of the Health Care Studies and Health Services Management programs, which are of high quality with faculty who are dedicated to maintaining that quality. Health Care Studies A.A. is for students interested in a health care career. This was one of the first programs to embrace the Guided Pathways movement and provide students with a first-year experience course, which is important for this program, for Nursing, and for the Allied Health programs. This program allows students to complete courses for the degree while taking prerequisites for an Allied Health program, or complete a degree to transfer to an institution with a program the College does not have, or complete a degree and go directly into workforce.

Ms. Gordon (Office of Assessment and Evaluation) noted that Health Care Studies is the largest enrolled program at the College. Enrollment for the program fell slightly but less than for the College. The fall-to-spring retention rate is higher than the College's; the program also has higher rates than the College average for graduates, transfers, and graduates who transfer and graduate from the transfer institution. There are five program learning outcomes, four of which are assessed in AH 101. To supplement the assessments in this first-year experience course, the program conducts a seven-point assessment every year and uses indirect measures such as student surveys. Recommended actions include incorporating equity data into the dashboard; examining enrollment patterns for male students; and implementing strategies to encourage gender parity.

Ms. Davidson, the program coordinator, explained that the program focuses on student success and is very responsive to assessments with almost immediate changes. Students are provided guidance very early on regarding their coursework. Improvements have been significant since transitioning from the Culture, Science and Technology program to the Health Care Studies program. Regarding capacity, generally speaking, the goal is to allow as many students as possible who want to work in health care to enroll in the program. The capacity limitations are with the select programs, such as Nursing, which have limitations in part because of lab space and clinical experiences. The program is virtually unlimited in the number of students it can bring in, although it also has a responsibility to ensure it provides enough options for students. An example of providing options is the increased numbers of proficiency certificates and of transfer agreements. Dr. Celenza noted that courses for proficiency certificates, such as for Ophthalmic Assistant and Medical Assistant, fit seamlessly into the Health Care Studies program.

Ms. Davison described the program's seven-point assessment model. This model allows the program to have more data to understand how students are doing throughout the program. Data points include AH 101 completion data; AH 101 course learning outcomes data; and success in courses that follow AH 101 (comparing results for students who did and those who did not complete AH 101). The program also sends Starfish progress reports and faculty can flag students with early alerts. When students are flagged, Ms. Davidson then surveys them to determine what issues may be affecting their work and how the program can address these.

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

(c) **Academic Program Review: Health Services Management (A.A. degree)**

Ms. Gordon provided information about the Health Services Management program. While enrollments are down, this could be due to external extenuating factors including students moving into new programs and that the program has a high graduation rate. Program graduates who transferred to another institution were four

times more likely to graduate from that institution than graduates from other programs. Assessments are robust, with all program learning outcomes assessed each semester. As with Health Care Studies, Health Services Management documents continuous improvements well. Per action items from the last audit, all negative trends have been reversed since then. Recommended action items from this program review pertain to increasing enrollments and examining equity in assessments.

Dr. Lewis, the department head, explained that the program works with Admissions to hold monthly evening information sessions; based on follow-up questions, the program anticipates increasing enrollments. Ms. Lukacik, the curriculum coordinator, explained that her major responsibility is to assist students, who often are older than average, balancing multiple responsibilities, and starting their college career later in life. Students come from a variety of fields, including insurance, hospitals, and health care organizations. An individualized approach helps these students, which may contribute to the diversity of students in the program. Dr. Lewis indicated that the program continues to pursue professional development opportunities related to equity so that faculty have more tools in their toolbox to support students. She also described how the program provides students with opportunities related to interprofessional education, apprenticeships, and job shadowing.

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

(d) **Impact of CARES Act Funds on Student Success**
Due to time constraint, the review of the report on the impact of students receiving CARES Act funds was postponed until the May Committee meeting.

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

Next Meeting
The next meeting of the Student Outcomes Committee of the Board is scheduled for May 6, 2021 at 1:00 p.m. via Zoom.

Attachments:
Minutes of March 4, 2021 meeting
Academic Program Review: Health Care Studies
Academic Program Review: Health Services Management

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

MINUTES

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

Presiding: Ms. Fulmore-Townsend

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

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

Cabinet Members: Ms. Witherspoon, Dr. Zanjani

Guests: Mr. Asencio, Dr. Iepson, Mr. Perkins, Dr. DiRosa, Dr. Scoles, Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of February 4, 2021

The minutes were approved unanimously.

(b) Update on the Academic Program Review Recommendations: Liberal Arts: Honors and Behavioral Health/Human Services

Liberal Arts: Honors Audit Update

Dr. Iepson provided an update on the recommendations for the Liberal Arts: Honors program from the November 5, 2020 meeting. Dr. Iepson, who has assumed responsibility for the Liberal Arts: Honors program at this time, described how the program has completed the environmental scan, market analysis, and a review of student characteristics. Surveys have been sent to current students and students who were invited to join the program but did not. This input will help the program determine how to recruit and retain students more effectively. The program will also be completing a focus group with faculty from other divisions in March to uncover

ways that the Liberal Arts: Honors curriculum can collaborate with other divisions. The division's new assistant dean, who was the Honors coordinator at her previous institution, has provided helpful information on growing the program. Articulation agreements are being pursued with Shippensburg University and Thomas Jefferson University. The program is developing academic and proficiency certificates so that if a student takes Honors courses but does not complete the Honors degree, they can still receive recognition for their Honors work.

Action: The Student Outcomes Committee unanimously recommends the program complete an additional progress report to be presented at the June meeting.

Behavioral Health/Human Services Audit Update

Dr. Scoles, the new program coordinator, explained that the program completed an environmental scan and received input from 27 area agencies. Over the past several months, he has met with the Mayor's Commission on Addiction and Recovery and the Faith-Based Advisory Board. The program evaluated a variety of agencies in the City for an overview of the program's strengths (such as working with individuals and groups) and areas for improvement (such as enhancing its work on community issues). The curriculum is being revised to include a trauma course in the curriculum (to begin in Fall 2021) and address issues such as social determinants of health and disparities that exist in the community. The program has also surveyed both students and faculty. Overall, the program needs to do more outreach in the community while also bringing community concerns (e.g., intimate partner violence, addiction studies, elder care, youth development) into the program more; many students are impacted by such issues. The program developed an extensive assessment plan, which helped provide direction for the environmental scan. The program currently has two practicum experience courses and hopes to expand placements beyond diagnostic counseling placements to include work with more community agencies, community health issues, and education. The program will continue to work with students after they graduate and find employment so that they can continue their studies while working.

Action: The Student Outcomes Committee unanimously recommends the program complete an additional progress report to be presented at the June meeting.

(c) I Am More: Reentry Engagement Program

The College has recently revamped its reentry program; Mr. Perkins, Director of Center for Male Engagement and now for Student Transition Success, presented on the new *I am More: Reentry Engagement Program*. Currently in Philadelphia, about 25,000 returning citizens are released each year from prison; most are undereducated, disproportionately Black, under 40 years old, and are returning to the highest poverty rates of the City. Within this context, there is a 33.9% recidivism rate. The City hopes to reduce this to 25% within the next five years; with the *I am More: Reentry*

Engagement Program, the College is contributing to these City-wide efforts. The Reentry Support Program has existed at the College since 2010 and enabled the College to work with a variety of partners. The grant for this program ended in November 2020, which provided the College the opportunity to revamp the program with a new name and director. The new program has a more positive message to destigmatize being a returning citizen and support students in their decisions going forward. The *I am More: Reentry Engagement Program* is fully integrated across the College with wrap-around services, including monitoring student progress with Starfish. The program has two pathways – non-credit (workforce development) and credit programs. The goal is to recruit at least 150 students over the next three years. The expected outcomes of the program are to increase fall-to-fall retention (target is at least 50% retention); to increase students who remain in good academic standing; and to reduce recidivism.

The program includes for students: personal support coaches; academic supports (e.g., advising, career and leadership development); life skills development; and mentorship. Eligibility requirements include enrolling in a College program; having been sentenced and served in a correctional facility; and signing a participation agreement, which holds the student accountable to be an active participant in the program and the College accountable to support the students. Mr. Perkins provided the success story of a student who had been in prison on drug charges, went on to complete a degree at the College, continued his studies at Howard University, and became a 3rd grade teacher in Philadelphia. This student has become a motivational speaker, written a book, and been nominated to represent the City in an Obama administration program. The *I am More: Reentry Engagement Program* allows the College to expand its support to students in their pursuits.

(d) Impact of CARES Act Funds on Student Success

Due to time constraints, this agenda item will be placed on the April 1 agenda.

(e) New Business

There was no new business.

Next Meeting

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

Attachments:

Minutes of February 4, 2021 meeting
Program Review Recommendations from November 2020
Liberal Arts: Honors Audit Update
Behavioral Health/Human Services Audit Update
I am More Reentry Engagement Program PowerPoint presentation

Community College of Philadelphia

Academic Program Review: Health Care Studies A.A.

Authors:

Laura Davidson, Dr. Jocelyn Lewis, and Lizzie Gordon

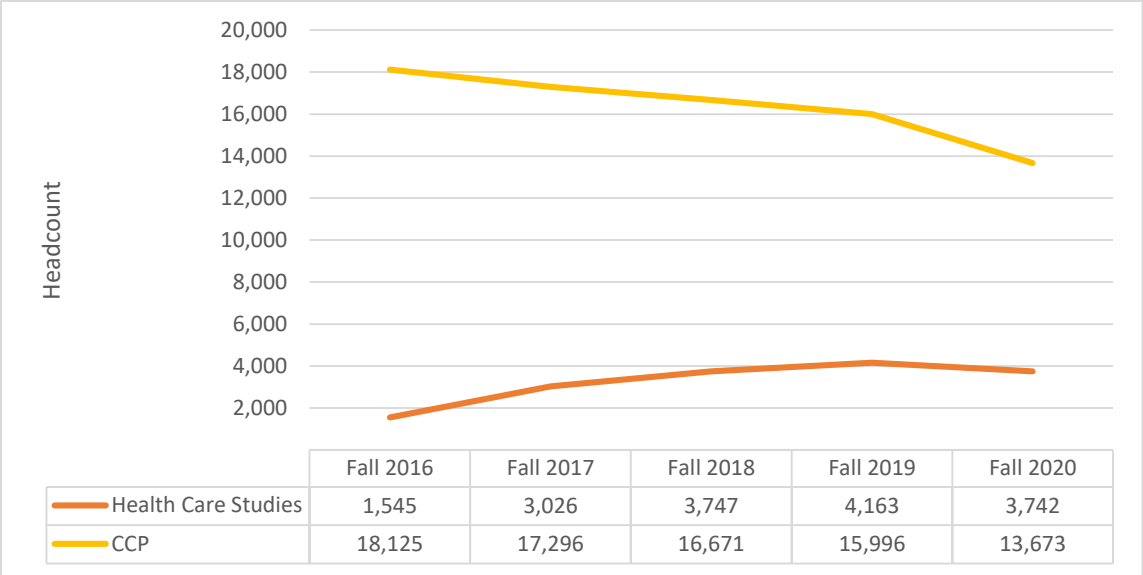
Spring 2021

1. Executive Summary

A. Key Findings

Enrollment and Demographics

1. Over the period studied, Program enrollment increased from 1.545 students in Fall 2016 to a high of 4,163 students in Fall 2019, then declined to 3.742 students in Fall 2020.



	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Health Care Studies	1,545	3,026	3,747	4,163	3,742
CCP	18,125	17,296	16,671	15,996	13,673

2. On average, the Program enrolled a higher proportion of full-time students (28.5%) than did the College overall (27.9%).
3. The Program enrolled a larger proportion of students who identified as Black females (41.2%) than did the College overall (30.7%), and a smaller proportion of students who identified as male across all ethnic categories (16.7%) than did the College overall (35.7%).

Retention

4. Fall to Spring, the Program averaged a higher proportion of students who persisted within the same program (70.3%) than did the College overall (64.4%). The Program averaged lower proportions of students who returned to different programs (2.2%), graduated (1.1%), and did not persist (26.4%) than did the College overall (4.8%, 2.9%, and 27.9%, respectively).
5. Fall to Fall, an average of 42.3% of Program students returned to the same program compared to the College's 33.6%, and an average of 3.6% of students graduated, compared to the College's 9.7%.

Success and Graduation

6. The Program awarded a total of 563 AA degrees during the period studied, awarding 21.7% of all AA degrees at the College in 2020.

Transfer

7. Over the period studied, a higher proportion of Program graduates transferred to another institution (61.4%) than graduates of the College overall (48.3%).
8. A higher proportion of Program graduates also graduated from their transfer institution (20.3%) than did graduates of the College overall (11.7%).
9. There are eighteen dual admissions agreements from the Health Care Studies Program to health career programs at universities including Temple University, West Chester University, Drexel University, Chestnut Hill College, Gwynedd Mercy University, Holy Family University, Alvernia University, and Thomas Jefferson University.

Assessment

10. The Program has five PLOs, which are all assessed annually.
11. To augment course-based assessment, the Program also conducted a seven-point assessment each semester, collecting and analyzing indirect assessment data on student success both within and after completion of the Program. As a part of the seven-point assessment, students were surveyed to identify barriers to success for students in AH 101. Survey results are used to develop action plans to address these barriers at both the course and Program level.
12. The Program made changes to exams, student support and advising activities, pedagogy, syllabi, and course materials as a result of assessment data. The impacts of these changes were assessed in subsequent seven-point assessments, resulting in robust documentation of continuous improvement by the Program.

Workforce Development

13. Between 2015 and 2020, targeted professions[1] grew over 10% in the Philadelphia metropolitan area. They paid median salaries of $59,495.

Cost

14. The Program ran an average of 24 sections of its required courses during the period studied, which were enrolled at 89% capacity on average.
15. Costs incurred per Full-Time Equivalent student (FTE) of the Health Care Studies program in Fiscal Year 19 averaged $3,696, lower than both the Division of Math, Science, and Health Careers' average of $4,940 per FTE, and the College average of $4,108 per FTE.

B. Action Items

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

Enrollment and Demographics

1. Increase Enrollment as follows:

[1] Registered Nurses (available to students after completion of post-transfer program), Customer Service Representative in the Health Care industry, and Medical Secretaries and Administrative Assistants.

	Fall 2019 (Benchmark)	Fall 2021		Fall 2023		Fall 2025	
Headcount	4163	4331	4% increase in headcount*	4506	4% increase in headcount	4688	4% increase in headcount
		# of students by category	% of students by category	# of students by category	% of students by category	# of students by category	% of students by category
Returned to Same Program	42.7 %	1813	41.9%	1849	41.0%	1886	40%
Graduated	4.9 %	212	4.9%	221	4.9%	230	4.9%

*Increase from Fall 2019 headcount

2. With a focus on increasing male enrollment in the Health Care Studies Program, Program should review application pools and enrollment patterns to determine how best to encourage gender parity in the Program. Once data is assessed, the Program should work with Enrollment Management or other relevant offices at the College to implement programmatic or institutional strategies as indicated.

Assessment

3. The seven-point assessment model has yielded a wealth of data over time, providing a strong foundation for continuous improvement. In order to assess student success and student learning equity, Program should also use the updated Academic Performance Measures dashboard to review student success data disaggregated by demographic measures where possible, and work with Institutional Research to include disaggregation measures in the data used for seven point assessments
4. Program should consider sharing seven-point assessment template as a model for other programs, particularly those with similarly flexible curriculum design.

C. Narrative

The fundamental principle of the Health Care Studies program is that all patients deserve respectful, appropriate, safe, quality care. Students need to be trained not only in the physical aspect of caregiving, but also in critical thinking, communication, quantitative reasoning, scientific principles and cultural competence.

The Program follows the progress of the first year experience course, AH 101: Introduction to the Health Care Professions for all students by analyzing course performance in the subsequent semester and the first semester of select health care programs. The Program also tracks headcount, degree completion, certificate completion and acceptance into select health care programs. Program goals are that students are aware of their career options in health care, choose wisely to fit their needs and interests, and attain their goals. Emphasis has been placed

on active learning techniques, student engagement, collaborative learning and trauma-informed teaching. Program faculty have been creative and responsive to student needs.

In 2018, health care surpassed almost all other sectors in terms of job growth (BLS). More than 16 million people, or 11 % of the workforce, worked in health care. As baby boomers age, demand will be driven by the need for health care services as well as their retirement from this sector. As models of care shift, the demand for specific health care professionals may change as well. Program faculty share information regularly and attend seminars on health care related topics as well as social justice and equity issues. Cultural competency, social determinants of health, life expectancy according to zip code, food insecurity and medical racism are a few of the topics addressed through assignments and discussions in Allied Health and Nutrition courses.

Eighteen dual admissions agreements offer students the chance to transfer seamlessly, with financial incentives, to a diverse array of health care programs including Exercise and Sports Science, Health Promotion, Health Sciences, Nutrition, Public Health, Health Information Management, Speech, Language and Hearing science, Therapeutic Recreation, Health Care Administration and Nursing.

Community College of Philadelphia

Academic Program Review: Health Services Management A.A.

Authors:

Francine Lukacik, Dr. Jocelyn Lewis, Lizzie Gordon

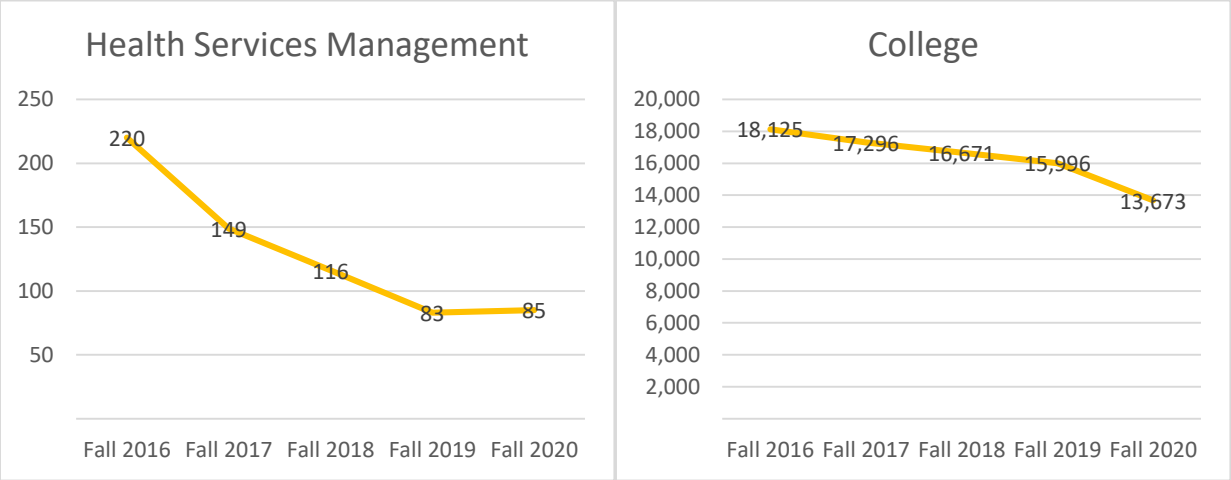
Spring 2021

1. Executive Summary

A. Key Findings

Enrollment and Demographics

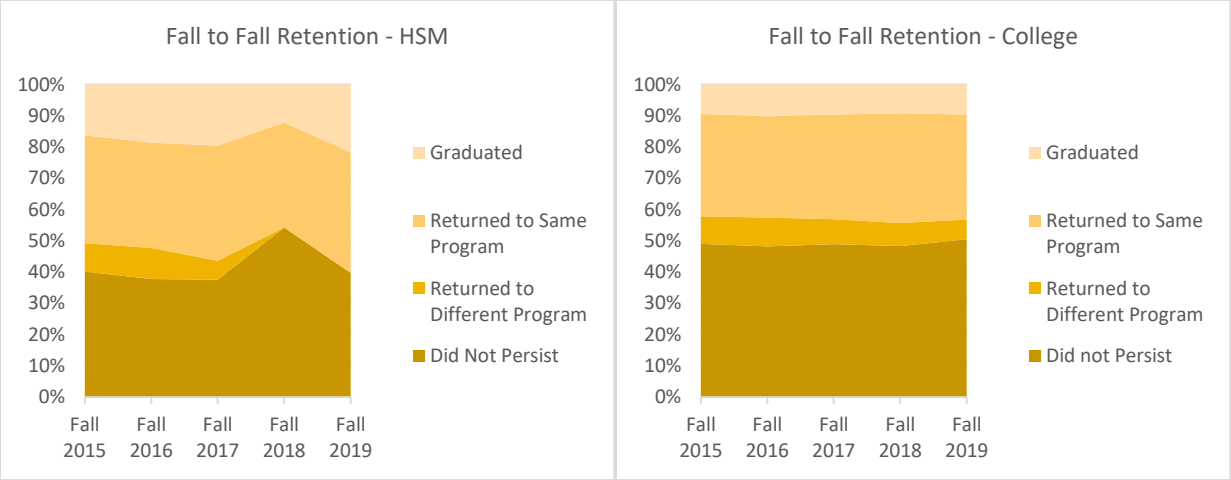
1. Over the period studied, the Program's highest Fall semester enrollment was 220 students in Fall 2016; its lowest Fall semester enrollment was 83 in Fall 2019.



2. On average, the Program enrolled a higher proportion of part-time students (82.4%) than did the College overall (72.1%).
3. About half of students enrolled in the Program identified as Black females (52.9%), a higher proportion than that of students identifying as Black females at the College overall (30.7%).
4. The Program enrolled a smaller proportion of students who identified as male across all ethnic categories (14.4%) than did the College overall (35.7%).
5. The Program enrolled a lower proportion of students between the ages of 16 and 21 (20.9%) than did the College overall (40.3%), and a higher proportion of students over the age of 30 (48.4%) than the College overall (25.0%).

Retention

6. Fall to Spring, the Program averaged a higher proportion of students who graduated (5.5%) and a lower proportion of students who did not persist (24.8%) than did the College overall (2.9% and 27.9%, respectively).
7. Fall to Fall, the Program averaged a higher proportion of students who returned to the same program (34.9%) and who graduated (17.5%) than did the College overall (33.5% and 9.6%, respectively).



8. Over the period studied, the Program enrolled a smaller proportion of students who had earned fewer than 24 credits (29.6%) than did the College overall (54.3%), and a correspondingly higher proportion of students who had earned more than 24 credits (70.9%) than the College's overall (45.7%).

Success and Graduation

9. Over the period studied, the Program averaged a higher proportion of students in good academic standing (93.0%) than the College's overall (91.9%), and a lower proportion of students on probation with full-time status (3.5%) than the College's (5.0%).
10. Over the period studied, the Program awarded 116 A.A. degrees.

Transfer

11. Over the period studied, a higher proportion of Program graduates transferred to another institution (72.4%) than graduates of the College overall (48.3%).
12. A higher proportion of Program graduates also graduated from their transfer institution (44.8%) than did graduates of the College overall (11.7%).

Assessment

13. The Health Services Management Program has four Program Learning Outcomes (PLOs), which were all assessed each semester during the period studied, for a total of eight cycles of assessment for each PLO.
14. The program employs a variety of direct assessment measures to assess each PLO in multiple courses each semester, primarily through embedded assignments as well as through quizzes.
15. Action plans, including changes to assessment instruments, pedagogy, test preparation and other student support actions are documented in each semester's assessment report.

Workforce Development

16. Between 2015 and 2020, the health services manager profession grew 40.1% in the Philadelphia metropolitan area, and paid a median salary of $101,522.

Cost

17. Over the period studied, the Program ran between 19 and 24 sections of its required courses each semester, which were enrolled at 72% capacity on average.
18. Direct costs incurred per Full-Time Equivalent student (FTE) of the Health Services Management program in Fiscal Year 19 averaged $3,422, lower than both the Division of Math, Science, and Health Careers' average of $4,940 per FTE, and the College average of $4,108 per FTE.

B. Prior Audit

Recommendations from Prior Audit and Program Response:

1. *Articulation Agreements/ Improve Transfer Opportunities*
   The majority of occupations in Health Services Management appear to require at least a bachelor's degree; therefore, transfer is critical to the success of the College's Health Services Administration students. Although the Program records a transfer rate on par with the College, Program faculty should focus more on encouraging and facilitating transfer. The faculty need to coordinate with the College Transfer Team in order to update the transfer information, investigate more effective articulation agreements, and explore ways to encourage transfer during interactions with students (transfer fair, giving out information, etc.)
   Timeline: Spring 2017
   Persons Responsible: Dean, Department Head, and Program Faculty

Program Response:

The coordinator of the Health Service Management program confers with Todd Jones, Counselor, Transfer Specialist and Sandra Gonzalez-Torres, Director of Articulation and Transfer regularly regarding changes to transfer and dual agreements. The College continues to develop and maintain relationships with institutions for transfer. In the past few years, the Health Service Management program has met with Drexel University to discuss the various transfer paths available for CCP students. A new transfer agreement was developed with Peirce College. The transfer agreements with Jefferson University and St. Joseph's University were revised and updated.

Students are informed about transfer at various intervals during their academic path. In AH101, Introduction to the Health Care Professions, counselors and advisors visit each section and discuss transfer opportunities. The coordinator of the Health Service Management Program discusses transfer with all students who schedule an appointment as well as during all Health Service Management information sessions. A class discussion occurs in AH260, Supervisory Management in Health Care regarding transfer opportunities and the importance of earning a bachelor's degree and master's degree to be a health service manager.

2. *Improve Student Retention and Recruit a Diverse Population*
   The Program records weaker fall to spring retention than the Division. However, the Program records stronger fall to fall retention than the Division and the College. The

Program should identify possible reasons for student departure between the first and second semester and create a retention plan based on findings.

The Program enrolls a higher proportion of females compared to the Division and the College and a substantially higher proportion of Caucasian students (almost double) compared to the Division and the College. The Program's participation in the College's Guided Pathways initiative; which aims to increase diversity through co-curricular development and integrated student support, will assist in the facilitation of retention and diversity efforts.

Timeline: Fall 2016
Persons Responsible: Dean, Department Head, Program Faculty

Program Response:

Recruitment

Many efforts are made to maintain student retention in the Health Service Management Program. To encourage enrollment into the program various activities have occurred. The program was represented at College sponsored Open Houses, Major Fairs and Welcome Week. In addition, the coordinator of the Health Service Management Program visits AH101 classes to inform students of the Health Service Management Program and career.

Diversity

According to the Demographics Data in Appendix B the Health Service Management program reflects diversity. The program has a higher percentage of Asian, African American, and Hispanic females than the College. The program does have a lower percentage of males for all demographics compared to the College Allied Health programs and careers in general tend to attract more females than males. The recruitment efforts do not target one specific demographic.

Retention

Students in the Health Service Management program have similar trends as the College. Those students who enter the program trend the same or slightly higher for persistence from fall to fall and fall to spring. Those that enter the program trend higher in graduation rates and lower in dropout rates than the College.

3. *Complete Program Revision*
   The Department is in the final stages of a program revision. In order for the revision to take effect in Fall 2016, the revision must be approved by March 1, 2016.
   Timeline: Obtain IWC approval by March 1st
   Persons Responsible: Dean, Department Head
   Note: This recommendation has been completed.

Program Response:

The program revisions proposed for academic year 2016-2017 were approved.

To strengthen the students' experience in the Health Service Management program, the program became a select program. All students who meet the entry requirements are admitted. The reason for this change was that many students in the Health Services Management program aspire to administrative and managerial positions in the health care facilities requiring strong writing, analytical and mathematical skills. When the program was open enrollment, many students entered and remained in developmental courses for years, often with difficulty advancing to program completion.

4. *Assessment*
   Complete assessment of all Program Learning Outcomes within one year. Make improvements to teaching and learning based on the assessment results. Once the program revision is approved and the outcomes are removed, the program will have assessed all PLOs.
   Timeline: Spring 2016
   Persons Responsible: Department Head
   Note: The Program Revision has been completed and the new PLOs are currently being used.

Program Response:

Health Service Management Program assesses each of the four program learning outcomes each time the three designated courses identified for assessment are offered. The three courses are AH260 Supervisory Management in Health Care, AH224 Current Issues and trends in Healthcare, AH222 Health Care Policy and Administration. All three courses are offered in the fall semester. AH260 and AH222 are offered in the spring semester and AH224 is offered in the summer 1 semester. Data is collected in the fall semester on all 4 PLO's. The spring and summer semesters are combined, and the data collected.

C. Action Items

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

Enrollment and Demographics

1. Increase Enrollment as follows:

	Fall 2019 (Benchmark)	Fall 2021		Fall 2023		Fall 2025	
Headcount	83	87	5% increase in headcount	91	5% increase in headcount	95	5% increase in headcount
		# of students by category	% of students by category	# of students by category	% of students by category	# of students by category	% of students by category
Returned to Same Program	38.6%	35	40.2%	39	42.8%	43	45.3%

Graduated	21.7%	20	23.0%	22	24.2%	24	25.3%
Did Not Persist	39.8%	28	32.2%	26	28.6%	24	25.3%
Returned to Different Program	0%	4	4.6%	4	4.4%	4	4.2%

*Increase from Fall 2019 headcount

2. Because both retention and graduation rates are high for the Health Services Management Program, enrollment growth will primarily be accomplished through recruiting and enrolling new students. Program should work with the offices of Enrollment Management and Marketing & Communications to develop and implement a recruitment and marketing plan.

Assessment

3. The Program's rigorous assessment cycle planning had yielded a wealth of data; Program should consider a periodic longitudinal review of PLO assessment data to potentially gain further insight into the effects of changes made over time.
4. Review disaggregated student success data using the updated Academic Performance Measures dashboard to assess Program equity.

D. Narrative; elements of Program Analysis, Future Directions of the Field

Health service managers help to ensure that general healthcare operations run efficiently, quality care is provided to clients, and employees are motivated and satisfied. They are responsible for the planning, directing, controlling, and organizing the provision of medical services to clients and the community. The Health Service Management Program at CCP is a choice for those who have a desire to seek a profession that involves helping and caring for people as well as contributing to making a difference in individual's lives.

According to the US Bureau of Labor Statistics, "employment of medical and health services managers is projected to grow 32 percent from 2019 to 2029, much faster than the average for all occupations.[1]" As health care changes, many of the services once offered in hospitals are now offered in a variety of health-related settings. Take for example, the growth Urgent Care Centers as well as services offered by pharmacy chains, such as Walgreens and CVS and telemedicine. The drive for health care cost efficiency will remain at the forefront of providing health services.

Technological advancements continue to impact healthcare involving health care managers to be key decision makers. As clients are becoming more demanding about the security of their private health information, health care managers are needed to control information and be concerned about privacy issues. Program faculty strive to include the latest changes in healthcare into the program. New healthcare laws and regulations are continually being passed and implemented to transform healthcare.

[1] Bureau of Labor Statistics, U.S. Department of Labor, "Medical and Health Services Managers," Occupational Outlook Handbook, Accessed March 6, 2021, https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm.

Future health service managers need to be taught the latest changes so that they are current in their field as they pursue the completion of their degree.

Minutes
Workforce Subcommittee Meeting
Friday, March 26, 2021 (via Zoom)
10:00 AM to 12:00 PM

Presiding: Ms. Fulmore-Townsend and Ms. Ireland

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

College Members and Guests: Dr. Generals, Dr. Rooney, Dr. Thomas, Ms. de Fries, Ms. Witherspoon, Mr. Coleman

Ms. Fulmore-Townsend called the meeting to order at 10:04 AM.

The minutes of the February 4, 2021 meeting were approved.

The leadership of the meeting was transitioned to Ms. Ireland.

Ms. Ireland requested that future agenda topics are assigned times.

Workforce Vision and Mission

A discussion of the Workforce Pillar from the College's strategic plan was initiated with Ms. de Fries indicating that it would be helpful to have input from the board on the pillar as we work towards updating the College's and Division's plan for the Fall. Ms. Ireland commented the strategic directions are perfect. Board members expressed some concern with the alignment of the Division of Workforce and Economic Innovation's (WEI) vision and mission with the College's strategic directions. Ms. Ireland indicated that the WEI vision is too broad and other board members indicated that they would like to see more clearly how the vision ties to the strategic directions.

Ms. de Fries discussed the relationship between the WEI Vision and Mission statements and the WEI strategic plan, WEI's goals, and how they align with the College's strategic directions. Ms. de Fries offered to provide documents outlining the WEI Goals aligned with the Strategic Directions, and then examples of activities that the Division is undertaking in each of the strategic directions. The members felt this would be useful in better helping them understand the mission and vision for the Division.

Several subcommittee members also commented about a lack of clarity around the strategic direction bullet related to entrepreneurial programs. They suggested that this may be further clarified as part of the review process for the College's updated strategic plan.

Dr. Generals mentioned once the vision and mission are revised, we may want to vet them with the Department of Commerce, Philadelphia Works, and the Chamber of Commerce.

Employer Relationships

Ms. de Fries introduced the Workforce Employer Relationship chart for the past four years. Ms. Ireland said the chart is enormously helpful. Ms. de Fries discussed the Einstein relationship as an example of the several ways the College engages with employers.

Ms. Posoff asked for the number of students touched in the categories, and if we could identify the top 5 relationships. Ms. Ireland summarized that we are trying to identify the key employer relationships. Who are the most important? Where do we need help?

Ms. Ireland asked about the number of employers listed to include WEDnetPA. Ms. de Fries explained the strategy of using WEDnetPA as a way to gain entry into companies to discuss their employee education and training needs.

Ms. de Fries initiated a discussion about AgustaWestland Philadelphia Corporation. Mr. Clancy indicated they have very high level training needs that tend to be expensive. Dr. Generals commented we should be discussing their needs and try to develop curriculum for them as part of the Career and Advanced Technology Center (CATC) project.

Ms. Ireland asked, "Are we thinking about where we need to be?" She indicated that the Navy is making a $100 billion dollar investment in the city to build 12 new ships. Ms. Ireland requested that we provide the subcommittee with the top organizations where we have our strongest relationships with and the organizations where we need help making inroads into to develop a relationship. Ms. Posoff added it would be helpful to know at what level we are currently going into the organizations.

NonCredit Program Development

Ms. de Fries walked the subcommittee through the sections of the Noncredit Program Development document giving a few examples. She walked the subcommittee through the Massage Therapy case study.

Ms. Ireland asked, "How did we choose massage therapy from the list of potential programs to develop?" Ms. de Fries responded, we saw massage therapy as trending to both healthcare and the growth of wellness services in our current economy. She noted it also provides entrepreneurial opportunities for individuals as well.

Ms. Fulmore-Townsend asked if we look at programs through the lens of earning potential and growth. Ms. de Fries indicated there are pipelines in healthcare and wellness, with potential to higher wages. Questions were asked about what triggers our decision to select a particular program, is it career pathway, revenue enhancement, employment opportunities, potential for earnings, completion, etc. How are we prioritizing course development decisions? Why massage therapy when there are so many middle skill IT positions available in the city?

Ms. de Fries responded that the Division did not select Massage Therapy at the expense of other programs in need of development. She noted that for the past 3 years, healthcare and technology were prioritized for program development and that while we were developing Massage Therapy, we were also working on specific IT related programs. Unfortunately, we have not seen the enrollment we need to run the IT programs. On the noncredit side we are not currently seen as the vehicle for providing technology offerings. We are increasing our marketing and outreach efforts in this area. Ms. Ireland suggested that we revisit the issues that block us in the technology space.

Discussion also focused on the College's attempt to broaden students' horizons on health care careers and how we have expanded our health care programs. Dr. Generals mentioned the nursing program as a program where demand exceeds capacity. There was a discussion about whether encouraging students to consider other allied healthcare programs at the college was a diversion strategy or another way to approach their career development. Ms. Posoff indicated this discussion helped her understand how the choice of massage therapy fits into the bigger picture.

Data Review

Ms. Ireland initiated a discussion about the data provided to the subcommittee. Members said the charts were helpful. Mr. Clancy asked if we have goals for each degree program. Ms. Ireland asked about the "floor" and "ceiling" for the programs. Dr. Generals mentioned a few programs have ceilings, some based on facilities, some based on accreditation. He said most programs still have capacity to grow. Under the new Enrollment Management unit programs will have enrollment goals.

Ms. Ireland asked about revenue goals. Dr. Generals said in general our goal is for revenue to exceed costs. Ultimately, we want to be a workforce destination for companies and businesses and to make money.

Ms. Ireland adjourned the meeting at 12:01 PM

Impact 2025: An Uncompromising Focus on Student Success

Workforce Development, Readiness, and Economic Innovation

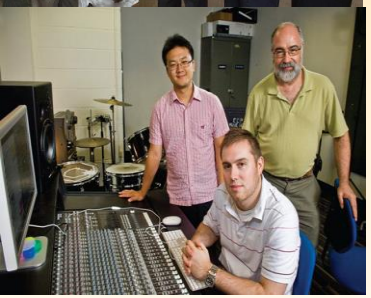
Philadelphia's existing and potential new employers commonly cite a robust educated workforce as the dominant factor in their plans for where to locate, invest, and grow. Workforce is a key determinant in whether businesses will prosper, but in Philadelphia there is a large gap between current workforce skills and the jobs available. There is a particular deficiency in computer, math and science skills.

The College will be at the forefront of addressing both the new growth opportunities for the region and the gaps in educational and skill attainment for all Philadelphians. Investments in post-secondary training, certificate and degree attainment yield clear economic benefit to individuals, their families, the City, region and Commonwealth. As Philadelphia's population changes and grows, the College will adjust and offer programs that are relevant and necessary to the interests and needs of individuals, and responsive to new economic growth sectors.

The College is a crucial workforce development asset in Philadelphia's economy and will serve as a driver of economic innovation and career readiness in the region. With locations throughout the city and affordable tuition, the College is well positioned to increase the workforce skill and educational attainment of students. To respond to a shifting economy, the College will develop innovative new programs to meet regional workforce needs.

Strategic Directions

- **Promote the College as a leading provider of workforce and economic development solutions and corporate training in the region by delivering high quality training and instruction that enables clients to grow, succeed and stay ahead of industry needs.**
- **Develop entrepreneurial programs around industry clusters reflective of the region's needs, employer needs and College priorities.**
- **Connect students with the world of work in ways that allow them to direct their learning and future employment to fields that fuel their personal ambitions and the region's economic opportunities.**



WORKFORCE & ECONOMIC INNOVATION

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

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

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

Guiding Principles:

Student Success
Customer Service
Integrity
Quality
Collaboration
Innovation

Community College of Employer Relationships

The list below represents the College's most active and signficant employer relationships across the College (credit and non-credit) in areas that engage employers for a variety of purposes. This is not the totality of all employer relationships of the College, nor does it represent the totality of our clients which also includes many partner organizations that utilize us to train their constituents.

Education & Training: Revenue Generating education, professional development and training through Corporate College (employee enrollments in credit classes); Customized and Contract Training (non-credit instruction), WEDNETPA funding & training (non-credit), Non-Credit Open Enrollment for employees/clients

Employment and Work-based Experiences: Works directly with Career Connections to hire CCP students indicating its Tier Status (1 Highest thru 4 Lowest); provides praticum, clinicals, externships or internships, apprenticeship or other experiential work-based learning activities aligned with a specific program (credit and non-credit)

Curriculum Development: Provides Subject Matter Expertise as part of credit or non-credit program development and ongoing updates; participates in College's Credit-based Program Employer Advisory Committees (EAC) or other credit and/or non-credit new program development committees.

Relationship Status: The years indicated are a representation of how often these employers have worked with us over the last 4 years since the start of the Strategic Plan (16/17). It does not represent the totality of each organization's history with the College.

Employers	Education & Training	Employment & Work-based Experiences	Curriculum Development	DETAIL/Notes	Relationship Status
Agusta Westland (Leonardo)	X			WEDNET	2 Year
Albert Einstein Medical Center	X	X	X	Corporate College; Career Connections (Tier 3); Credit EACs: Respiratory Care, Allied Health, Nursing; BMT Clinicals/Practicums (Credit)	4+ Years
Amazon	X	X		Corporate College; Career Connections Tier 3	Emerging
Aramark	X		X	WEDNET; Facilities Management EAC (Credit)	2 Year
Awe Tuning	X			WEDNET	2 Year
Brooke Glenn Behavioral		X		Career Connections Tier 1	2 Year
Children's Dental Mangaement		X		Career Connections Tier 1	Emerging
Care Pavillion	X			WEDNET; Contract Training	Emerging
City Year of Greater Philadelphia		X		Career Connections Tier 1	3 Year
CHOP		X	X	Career Connections Tier 4; Credit EACs: BET, DMI, Respiratory Care	Emerging

Community College of Employer Relationships

Employers	Education & Training	Employment & Work-based Experiences	Curriculum Development	DETAIL/Notes	Relationship Status
City of Philadelphia (Water Department, Revenue, Fleet Management, Health, Human Resources, Mayor's Commission on Aging, Fire, Energy, Streets, Airport, City Council)	X	X	X	Contract Training; non-credit open enrollments; Career Connections Tier 1 (Police, Health Dept., Human Resources, Airport, Fire); CREDIT EACs: Building Science (Energy Office), Criminal Justice (Police), Facility Management (Streets), Fire Science (Fire Dept); Paralegal Practicum with City Council, Transportation Technologies (Credit)	4+ Years
Cliveden		X		WEI Nurse Assistant Clinicals	3 Year
Colgate Palmolive	X			Non-Credit Open Enrollment	2 Year
Comcast		X	X	Career Connections Tier 1; CREDIT EACs - Business & Accounting, Facility Management	Emerging
Commonwealth of Pennsylvania		X		Career Connections Tier 1 (State Police, PennDOT)	2 Year
Consolidated Work Therapy	X			Contract Training	2 Year
Converters, Inc.	X			WEDNET	2 Year
CVS Health		X		Career Connections Tier 1; WEI Pharm Tech Externships	2 Year
DeVal Lifecycle Support	X			WEDNET; Contract Training	Emerging
Dietz and Watson	X	X		WEDNET; Career Connections Tier 1	Emerging
Electro Soft, Inc.	X	X		WEDNET; WEI ADVM Employment Opportunities	3 Year
Elegant Furniture	X			WEDNET; Contract Training; Apprenticeships	2 Year
First Quality	X	X	X	WEDNET; WEI ADVM Curriculum Development; IMM Pre-Apprenticeship; Career Connections Tier 3	2 Year
Frontida Biopharm	X			WEDNET; Contract Training	Emerging
Girard Medical Center	X			WEDNET; Contract Training	Emerging
Greater Philadelphia Chamber of Commerce	X			Open Enrollment (non-credit)	2 Year
Greater Philadelphia Health Alliance	X	X		Corporate College; Contract Training; Career Connections Tier 2	3 Year
Hand and Stone (National)	X	X	X	Massage Therapy WEI Practicum, Employment and Curriculum Partner	Emerging
Holy Redeemer Health Systems		X		Career Connections Tier 1	2 Year
Honor Foods	X			WEDNET	2 Year
Horizon House	X	X	X	Corporate College; Career Connections Tier 2; CREDIT EAC: Behavioral Health; Behavioral Health Credit Practicums	4+ Years

Community College of Employer Relationships

Employers	Education & Training	Employment & Work-based Experiences	Curriculum Development	DETAIL/Notes	Relationship Status
Independence Blue Cross	X			Corporate College	4+ Years
JEVS Human Services	X	X	X	Corporate College; CREDIT IT Apprenticeships; Career Connections Tier 1; Computer Technologies EAC	4+ Years
Kelly Educational Services		X		Career Connections Tier 1	4+ Years
Lowes Home Improvement		X		Career Connections Tier 1	2 Year
Mastery Charter	X			Contract Training	3 Year
Merakey		X	X	Career Connections Tier 2; Behavioral Health EAC	Multi-Year
Michel's Bakery	X			WEDNET	3 Year
Northside Veterinary Associates LLC	X			WEDNET	2 Year
O3World	X			WEDNET; non-credit Open Enrollment	2 Year
Open Systems Health Care		X		Career Connections Tier 1	2 Year
Patient First		X		Career Connections Tier 1	2 Year
PECO		X	X	WEI Gas Pipeline Curriculum; Employment; CATC Stakeholders Board; Transportation Technologies EAC (Credit)	3 Year
Pennsylvania Academy of the Fine Arts (PAFA)	X			Contract Training	Emerging
Philadelphia Gas Works	X	X	X	Corporate College; Contract Training; Gas Pipeline Employment; WEI Gas Pipeline Curriculum; Career Connections Tier 3; CREDIT EACs: Construction Management, Transportation Technologies	4+ Years
Philadelphia School District	X	X	X	Corporate College, Contract Training, Career Connections Tier 3, EACs: BET, Computer Technologies, Nursing; Paralegal Practicum; Transportation Technologies	4+ Years
Philadelphia Zoo		X		Career Connections Tier 1	Emerging
Philly Shipyard	X	X	X	WEDNET; WEI ADVM Curriculum Committee: WEI IMM Pre-apprenticeship	4+ Years
Probes Unlimited	X			WEDNET	2 Year
Pruftechnik, Inc	X			WEDNET	2 Year
Publicis Health LLC	X			WEDNET	2 Year
RE:Vision Architecture	X			WEDNET	2 Year
RevZilla	X			WEDNET	3 Year
Rhoads Industries	X	X	X	WEDNET; WEI ADVM Curriculum Development; WEI Employment; Pre-Apprenticeships	3 Year

Community College of Employer Relationships

Employers	Education & Training	Employment & Work-based Experiences	Curriculum Development	DETAIL/Notes	Relationship Status
Saxby's		X	X	Career Connections Tier 1; CREDIT EAC: Business & Accounting	Emerging
SEIU	X			Corporate College	4+ Years
Septa	X	X	X	Career Connections Tier 1; WEI Transit Trades Curriculum; Contract Training; CATC Stakeholders Board; CREDIT EACs: AutoTech, Construction Management, Transportation Technologies	4+ Years
Sesame Place		X		Career Connections Tier 1	3 Years
St. Christopher's Hospital	X	X	X	WEDNET; Contract Training; Healthcare non-credit Program Development; EAC - Dental Hygiene (Credit)	2 Year
St. Ignatius Nursing and Rehab Center		X		WEI Nurse Aide Clinicals; Contract Training	2 Year
Tastepoint North - Manufacturing	X			WEDNET; Contract Training	2 Year
Thomas Jefferson University & Health System		X	X	Career Connections Tier 1; CREDIT EACs: BET, Dental Hygiene, DMI, Engineering Science, Medical Lab Tech, Respiratory Care	Emerging
University of Pennsylvania Health System	X	X	X	Corporate College; Contract Training; Career Connections Tier 2; CREDIT EACs: BET, DMI, Respiratory Care	4+ Years
UPS	X	X	X	Corporate College; Career Connections Tier 1; CREDIT EAC: Business & Accounting	4+ Years
Urban League	X		X	Contract Training; Paralegal Practicum (Credit)	3 Year
Vincent Giordano				WEDNET; Contract Training	Emerging
Walgreens		X		WEI Pharm Tech Externships	4+ Years
Weber Display and Packaging	X			WEDNET; ADVM Site Tours	2 Year

68	46	39	22

Workforce & Economic Innovation
Program Development Proposal
Worksheet

DOCUMENT F O R INTERNAL DISCUSSION ONLY

NOT FOR DISTRIBUTION

The following information will assist WEI program development personnel and WEI Leadership in assessing whether a new program idea might be adopted as part of WEI's broader program portfolio.

Type of Proposed Initiative – Program - check all that apply

__ Non-credit course

__ Non-credit workshop/seminar

__ Non-credit certificate occupational program

__ Non-credit Institute

__ Corporate College credit offering

__ WEI one day conference or symposium sponsored by CCP or external entity

__ Combined non-credit and credit initiative

__ Initiative is related to an existing College Division, Center or major program initiative

__ Initiative is linked to a Collegiate Consortium program

Labor Market Scan and Competitive Landscape – provide overview and documentation

Do you have current labor market data related to the target industry sector/occupation, which suggests significant potential for employment growth? For wage growth? Look at EMSI data, CWIA data, PWI and industry reports, BLS and O-Net Information. Provide relevant documentation.

Is the program related to a State "High Priority Occupation" program? Is the program listed on the PA IDOL List? If yes, please identify.

Does the program offer an opportunity for career pathway, family sustaining wages, improved social mobility, and/or professional development?

Is the program a part of the local, regional and/or State WIOA Plans?

Is the program a part of a local, regional, State, and/or other consortium initiative? If so, which one?

Is the program tied to a specific government/industry cluster or sector - if yes, please identify.

Is the program tied to a specific profession - if yes, please identify.

What is the competitive landscape for the program? Are there providers in Philadelphia County already? What about our peer institutions regionally? Does this program offer the opportunity to draw individuals to the College from outside of Philadelphia? How are those programs structured (credit vs. non-credit)

Workforce & Economic Innovation
Program Development Proposal
Worksheet

Employer and Student Demand (Target Audience) - check if yes

Is the occupation or interest area expected to grow or, at a minimum, remain stable, for the next 2-3years? What is the outlook beyond, 5-10 years ahead?

Do you have contacts with key industry, professional or association leaders who represent the target audience? ***(If yes, provide names, titles)***

If the initiative is tied to a specific profession, is this a "mandatory/professional continuing education related program?

If the initiative is tied to a specific profession, do you have contacts with key leaders and employers in the profession and/or affiliated associations? ***(If yes, please provide names, titles. Workforce/Occupational Program need a minimum of 2 employers to participate in vetting curriculum and serving as employer partners)***

What specific target audience need is being addressed by the proposed imitative?
(Examples: *meets a professional continuing education requirement; responds to critical workforce development industry cluster-based need; provides a non-credit pathway to career advancement; offers pathway for us to partner with another organization; incumbent workers; existing employees, etc.).*

What is the interest in the offering from the general population or segments of the Philadelphia population? Are their specific targeted demographics or segmented populations that employers are interested in, or that align with this occupation? Do Philadelphia's and the College's demographics align?

Is this an opportunity to meet a future need or market, audience or an emerging trend, skills of the future? If so, will additional resources be needed and if so, what will be the challenges internally and externally to meet these?

Content Development, & Delivery - Check if yes

Is the program under consideration already developed? ***If yes, provide any related documentation***

If the program initiative is not yet developed, who will be the primary developer of content? Do we need an external Subject Matter Expert (SME) to assist?

Does the College have faculty or staff with niche expertise or strong training - teaching experience in the topic area the College can leverage? Where possible, we should access and use in-house faculty or instructors. Determine if Dean/faculty can work with us and are interested and available? If not, will they still wish to be aligned with program?

Have we discussed with Academic & Student Success the interest in developing the program and vetting credit vs. non-credit route? If not, AVP/VP WEI to discuss with Division Dean and VP Academic and Student Success.

Workforce & Economic Innovation
Program Development Proposal
Worksheet

Are internal resources either inadequate or unavailable for programdevelopment and/or delivery? If so, are we able to find qualified personnel to develop the program?

Are there external regulations or criteria, which mandate some or all program content?

Are internal, qualified instructors or content experts available for program delivery? Will we need to hire adjuncts or SMEs to teach this program?

Does the initiative involve collaborative, interdisciplinary efforts between Departments and/or Divisions?

- Is there the possibility the program, course, training could be articulated to credit? Are the courses related to an existing CCP degreeprogram or credit certificate?
- Is there a distance education component to the initiative?
- If your answer above was no, could there be a distance education component?

NOTE: *In the event WEI gives preliminary approval to proceeding with a non-credit program initiative, all necessary program criteria will need to be addressed (program goals & objectives; learning outcomes, syllabi, assessment etc.)*

Enrollment and Financial Considerations - check if yes

Is this initiative funded through a grant or other external funding source?

Is the initiative considered to be self-supporting?

Is there data to support proposed tuition, fees and projected FTE's - revenue? What might be the revenue impact? Is there an opportunity to make this program Financial Aid Eligible?

What do peer institutions charge for their similar programs? Is that in alignment with our affordability standards?

Is there an opportunity to create a long-term partnership or sponsor relationship with a professional association or other large organization that has an interest in a collaborativeendeavor and can assist with funding this initiative?

Will a financial commitment be required for program development?

Does the initiative require any equipment?

Does the initiative require any special rooms or facilities?

Does the initiative require any technology resources/support?

Does the initiative require any meals or refreshments?

Workforce & Economic Innovation
Program Development Proposal
Worksheet

Location/Facility Capacity

Is there a location that seems ideal to serve the target audience? Does that align with our campus locations?

Does the College have available facility/classroom/space that the program needs?

Will the College make those facilities available? What modifications might need to be made to the space to run a successful state of the art program? Do we know the cost and other resource implications? (VP to discuss with VP Finance, VP Academic & Student Success, and President about facility needs if significant needs are required)

If the College does not have the facilities available, are there available facilities that the College could rent/lease?

Will the proposed program more likely to be successful if held at different campus location or at a non-campus site? If yes, where?

Strategic Value - check if yes

Does this initiative support the College's strategic plan, WEI's Strategic Plan and/or the Academic Affairs Master Plan?

Is there a natural tie-in between the proposed program and existing CCP programs orprogram offerings?

Does the proposed program build on or extend existing WEI/CS program offerings?

Is it likely that an entirely new program portfolio can be created in the content area in an areaof strategic interest to CBI?

Is it likely this program would lead to increased corporate contract consulting and training opportunities?

Is it likely this initiative will have high media - PR value for the College?

Does this initiative address the needs of a population previously not served by the College?

Marketing and Promotion - check if yes

Is this initiative unique to CCP? (i.e., there are no competitive providers in Philadelphia)

Is there significant competition in the Philadelphia area? (i.e. many other providers of the same program)

Is there a natural tie-in between the proposed program and existing WEI programs or programportfolios?

Will the program require special marketing and promotion materials? What outreach will be required? Are there targeted partners we would like to work with for enrollment opportunities?

Do you have contacts and resources to assist with marketing efforts?

Are there additional opportunities down the line associated with this program development (higher level, next level training, continuing education credits, personal interest spin-offs, specialized testing and training?

Workforce & Economic Innovation
Program Development Proposal
Worksheet

Assessment - check if yes

What are the success criteria we would want to monitor for this program?

How do we ensure program quality and instructor excellence?

Is there a plan in place for assessing the outcomes associated with this initiative?

Does the initiative involve assessment criteria, guidelines or requirements from an externalorganization?

What resources will be required to provide follow up to collect relevant success data?

Will we need to make any modifications to existing systems or personnel to monitor?

Community College of Philadelphia | Workforce and Economic Innovation

Non-Credit Program Development

WEI Program Development Staff

3 FT (Program Development Director, Program Development Manager, Marketing & Outreach Coordinator)

- Develop New Workforce Occupational Programs (Range from 50 – 600+ hours)
- Develop Customized Programs for Employers and Clients
- Develop Non-Credit Workshops and Courses that align with Professional Development Needs (includes courses such as social media marketing, organizational leadership, essential skills, customer service, coaching, Professional Supervisor, Grant Writing)
- Develop Unique Programming and Training Programs (examples include Mobile Food Management Program, Diversity Institute, Contact Tracing, Faith and Spiritual-based Counseling Certificate)
- Identify Programs from Third Party Providers Aligned with Market Demand (Data Analytics, Design Thinking, Logistics & Distribution Management)
- Marketing coordination & Outreach to organizations for enrollment

Program Development Prioritization

- Conduct Regular Labor Market Scans using Labor Market Data, Review Philadelphia and Regional HPO when issued
- Reaffirm Priority Sectors of Philadelphia's Economy – Health, Technology, Business + Finance, Retail + Hospitality, Manufacturing, & Logistics, Construction & Infrastructure, Early Childhood Education
- Identify Sector Trends, Unique Opportunities, Alignment with Internal Expertise/Pathways/Programs
- Identify Key sectors to focus on for the year: healthcare, advanced manufacturing, technology, logistics (Current Priorities)
- Program Development Staff refine suggested list of programs to focus on for the year to AVP/VP, includes:
    - Programs to Develop; Programs in R&D phase; Programs to be offered through 3rd Party Partners
- Weekly Updates On Program Development activity at Corporate Solutions Staff meetings & at One on Ones with Program Development Team
- Ongoing New Program Development Opportunities Discussed throughout the Year

2020-21

- 11 New Online Offerings Added
- 2 Existing Programs Adapted to Financial Aid Clock Hour Eligibility
- 8 Programs in R&D Phase
- Diversity Institute Launched
- Industrial Maintenance Mechanic and Career Readiness Pre-Apprenticeships Registered with PA Department of Labor and Industry and Launched
- Creation of Health & Wellness Center at NERC Completed
- Massage Therapy Program Launched Spring 2020

Massage Therapy Case Study

Preliminary Exploration (R&D)

6 months (Fall 2017 – Spring 2018)

- Meetings with employer Massage Envy Franchisee Owner regarding need for Massage Therapy (MT) workforce pipeline
- Evaluation of Massage Therapy Programs at other Community Colleges, including Aspen Institute Colleges; Research into State or other accrediting requirements
- Analysis of Non-Credit vs. Credit structures
- Review and Analysis of EMSI Data on MT Occupation to determine growth and viability; validation by review of Indeed and other job listing sites; Validation by Employers
- Determination if listed on PA High Priority Occupation List (No), but noted that it was on Regional Lists which enables us to petition for it to be added to Philadelphia
- Brief competitive landscape review includes analysis of competition, potential for Student Demand, potential for revenue, other challenges and considerations – No Massage Therapy School in Philadelphia, None in Bucks or Delaware (MCCC and KOP School)
- Analysis of program content and certification process
- Preliminary evaluation of Program Cost and Facility Needs
- Concept presented to AVP and VP for to move to a more formal exploration of opportunity
- Internal Discussion Regarding Credit vs. Non-Credit
- VP discusses with President to proceed with non-credit program development

Program Research & Preliminary Program Design

6 months (Spring to Fall 2018)

- Site Visits to Local Programs (HACC and MCCC)
- Exploration of partnership option vs. developing own program
- Analysis of Program Length (900 vs. 600 Hours) & Alignment with Accrediting/Licensing Requirements
- Meetings with PWI to request the program be added to the High Priority Occupational List; Completed a petition form to add MT to the High Priority Occupational List
- Analysis of Program Cost/Price Setting – Determined Program Cost High for our Population; made determination this was ripe for our first Financial Aid Clock Hour eligible program
- Analysis of Potential for aligned opportunities or complementary programs
- Collect Detailed Information on Needed Equipment & Supplies and Cost
- Identify Appropriate CCP Facilities – Does CCP have existing facilities that can be used, do we need to renovate facilities, what is the best location for the program to gain competitive advantage
- Submit Request for Capital Funding annually in March for approval for equipment and construction
- Identify Subject Matter Expert(s) to Develop Curriculum; Assess in house capabilities vs. need for external expertise; Receive Cost Proposal & Requested Revision
- Negotiated New Proposal with Additional SMEs
- VP and President Approve Proposal & Secure Signed Agreement
- Engage Consultant to Develop Curriculum

Program Planning

11 Months (Fall 2018 – Fall 2019)

- Curriculum Submitted for Program Development Staff Review
- Identified 10KSB MT alumni businesses to vet program content
- Curriculum Vetted by Employers (3 months – Massage Envy, Mellow Massage, Hand & Stone)
- Facilities Identified – NERC – Positioned to recruit from Bucks and Philadelphia Counties; Aligned with other Health Care Programs at NERC, Space Availability
- Facility Design, Construction, Purchase of Furniture
- Curriculum evaluated for alignment with MBLEx, governed by the Federation of State Massage Therapy Boards (FSMTB), work with State governing body to align program with requirements
- Submit Program for Financial Aid Clock Hour Eligibility to PA Department of Education (June 2019); Approval Received Summer 2019
- Call for Instructors Position Posting; Instructors Interviewed, Assessment of Skills at Employer Site with Employers participating in evaluation of Instructors; Hired Practitioners as Instructors; Reviewed and Refreshed curriculum content; created training schedule, meeting with CCP staff to understand CCP process, program execution, review space
- Preliminary Promotions in Catalogs prior to Launch Spring/Summer 2019/Fall 2019 Catalogs – Teaser Ads to garner student interest; Early Mailer Marketing Campaign, What's New Event Summer 2019
- Construction Completed October 2019
- Hosted 3 Open Houses to recruit students and initiate financial aid process (October 2019)

Program Execution

3 Months (Fall 2019 – Spring 2020)

- Technology Installation completed December 2019
- Worked with Financial Aid to create initial process for application and distribution of financial aid (October – December 2019)
- Team Walk Through with Instructors/Set Up with Supplies (Dec 19/January 2020)
- First Class Launched January 13, 2020
- Adapt Program Structure to Online During COVID
- Reconvene in Person to complete program, make up missing classes
- Adapt Course structure for Launch Spring 2021

Monitoring & Performance (First Class Completed in November, Ongoing)

- Student Assessment of Course (Final Class)
- Faculty Assessment of Course (within one month of final class)
- Completion Rate (Final Class)
- Licensing Pass Rate (January 2021- June 2021)
- Employment (January 2021- June 2021)

Hand & Stone Agreement Signed March 2021

Community College of Philadelphia | Workforce and Economic Innovation

Contact Tracing Case Study

Program Research

April –

- Massachusetts hires Partners in Health to train 2000 statewide contact tracers
- Johns Hopkins issues National Plan to Enable Comprehensive COVID19 Contact Tracing; 6 hour free online course offered
- Dean of Allied Health Discuss approaching City about CCP doing contact tracing training

May

- CCP Allied Health Discussion with City indicates no need for external training, pursuing volunteers and large institutions using students who earn credit
- City Hiring 100 Contact Tracers; City informs CCP that they can't use volunteers due to security and technology issues
- Anticipated 2000 Tracers needed Statewide
- PWI Employer Working Group indicates strong need by institutional locations, businesses reopening and returning to work in Summer who will need existing HR staff to be trained in contact tracing
- Preliminary proposal submitted to PA DOH May 2020 for statewide contact tracing by 14 CC's on 45 Hour program HACC and CCAC Developed
- Staff Takes Johns Hopkins & Purdue University Contact Tracing Certificates
- Researches other programs offered at CCAC, HACC, Baltimore CC, others

Program Design

June

- CDC Contact Training Information Sent to Program Development Staff
- Compare and contrast programs with CDC guidelines
- Allied Health Identifies Faculty member with online and subject matter experience to create course
- Faculty & Staff meeting to discuss format, content

July

- 25 Hour Program Content Submitted to Staff
- State indicates interest in 45 hour training by all 14 CC's

Program Planning

August

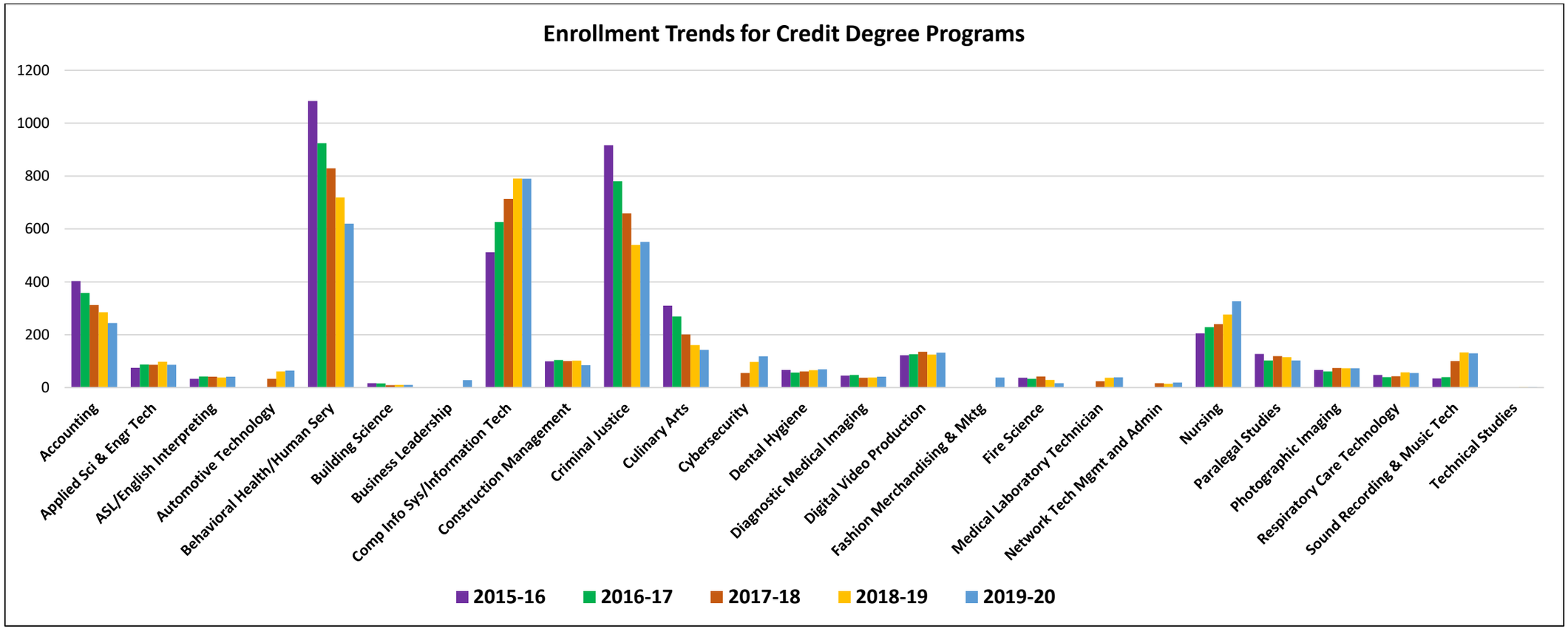
- Staff work with Faculty on loading program to Canvas
- Staff identify Program Dates and Instructor availability
- PA Department of Health announces $23 million contract with Insight Global to provide 1,000 paid contact tracing staff

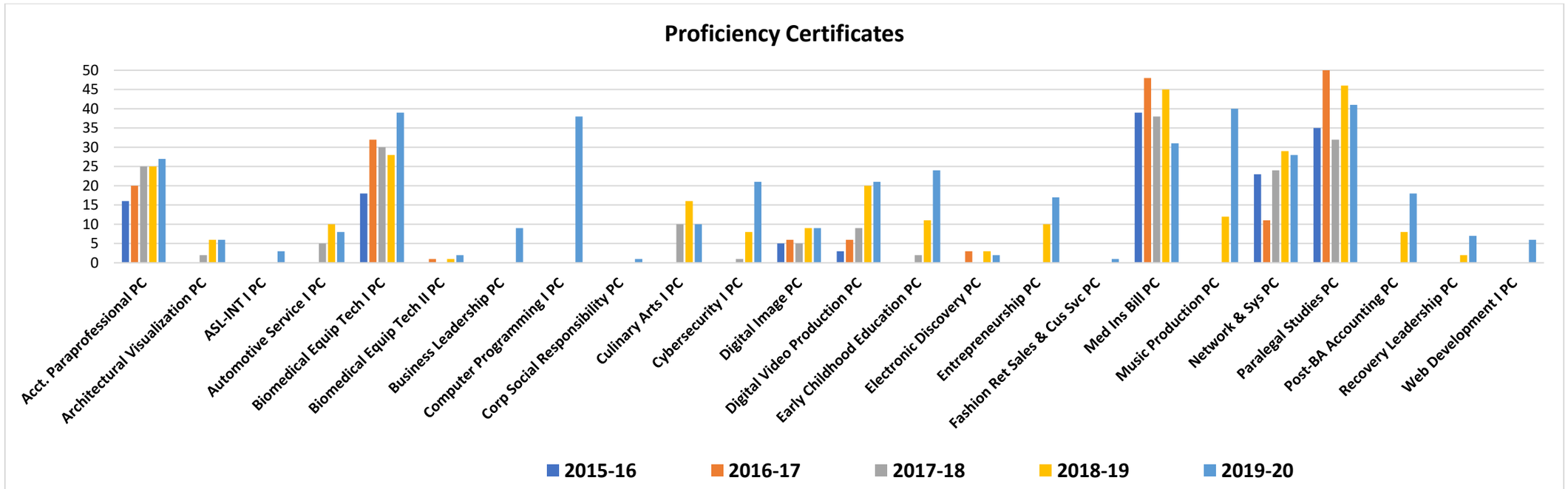
September

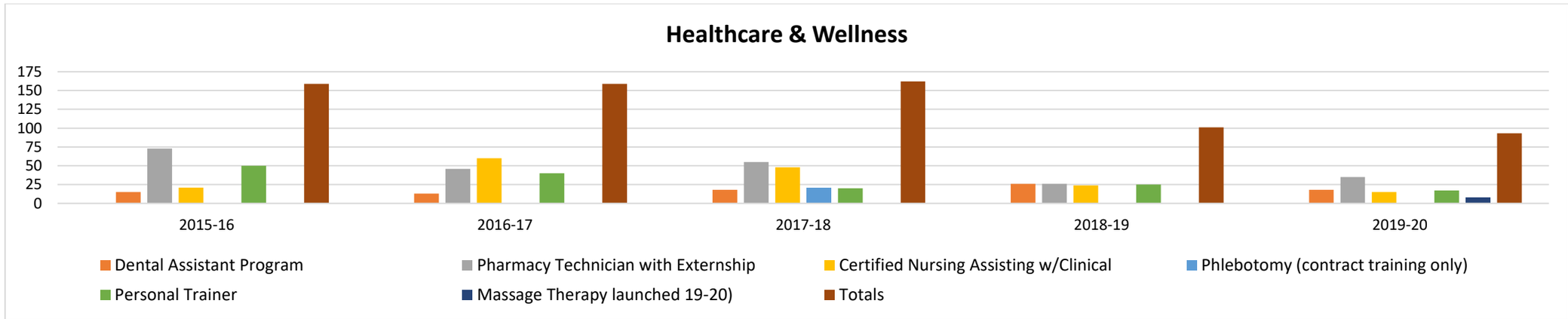
- Instructors Receive Training on 45 Hour Course
- Instructors work to modify 45 hour course to align with CCP format/preferences

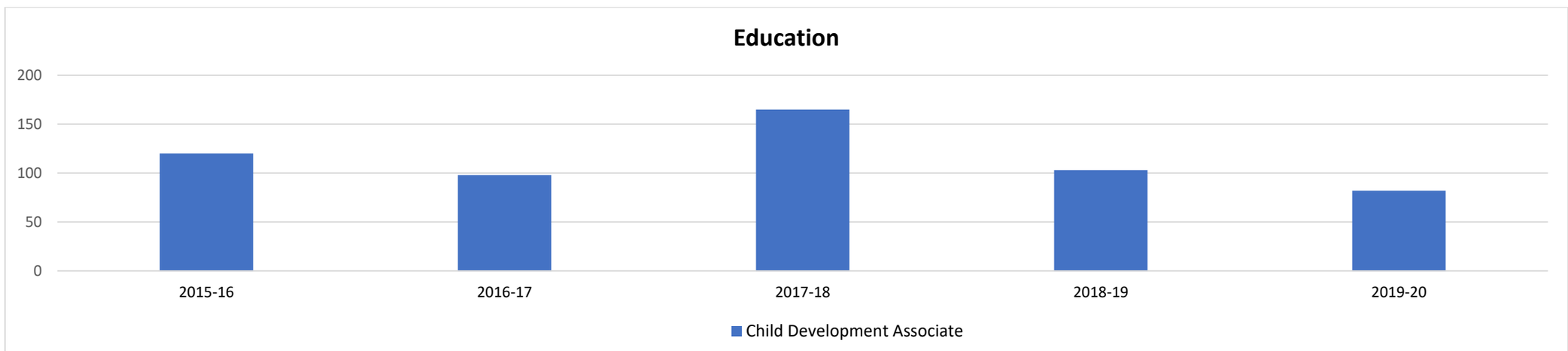
Program Execution

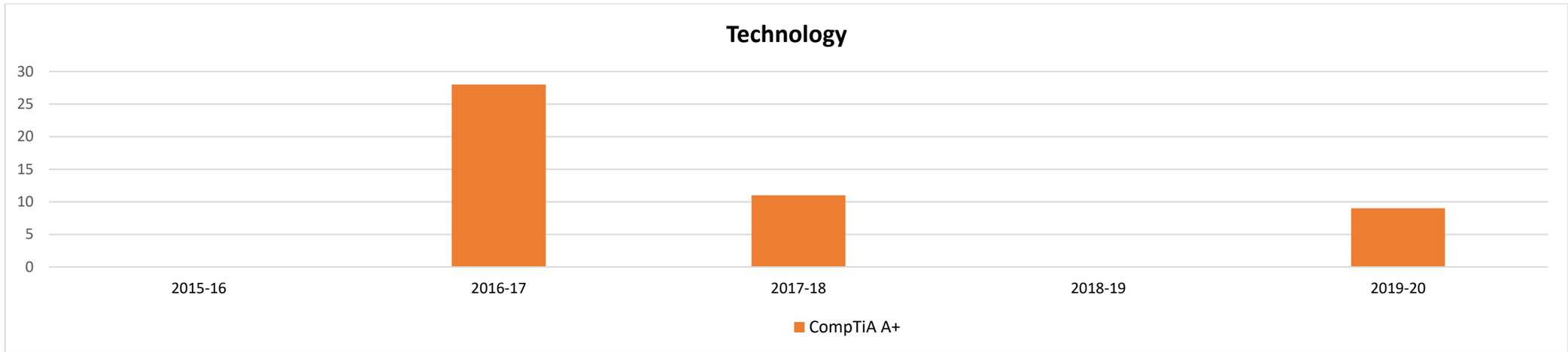
- 45 Hour Program Offered October 2020
- 25 Hour Program Offered November 2020
- Submitted to Division of Science & Allied Health for non-credit to credit articulation (March)

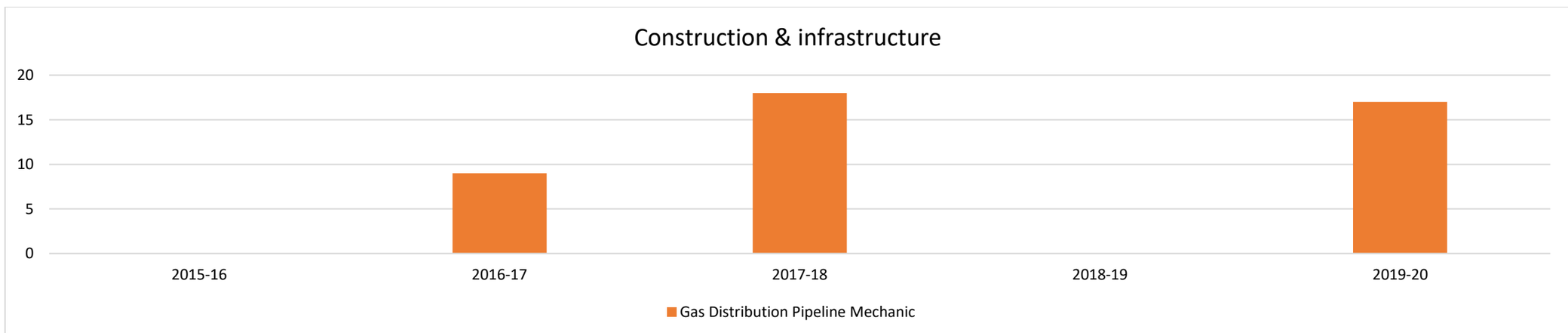

Enrollment Trends for Credit Degree Programs
1200
1000
800
600
400
200
0
Accounting
Applied Sci & Engr Tech
ASL/English Interpreting
Automotive Technology
Behavioral Health/Human Serv
Building Science
Business Leadership
Comp Info Sys/Information Tech
Construction Management
Criminal Justice
Culinary Arts
Cybersecurity
Dental Hygiene
Diagnostic Medical Imaging
Digital Video Production
Fashion Merchandising & Mktg
Fire Science
Medical Laboratory Technician
Network Tech Mgmt and Admin
Nursing
Paralegal Studies
Photographic Imaging
Respiratory Care Technology
Sound Recording & Music Tech
Technical Studies
2015-16
2016-17
2017-18
2018-19
2019-20

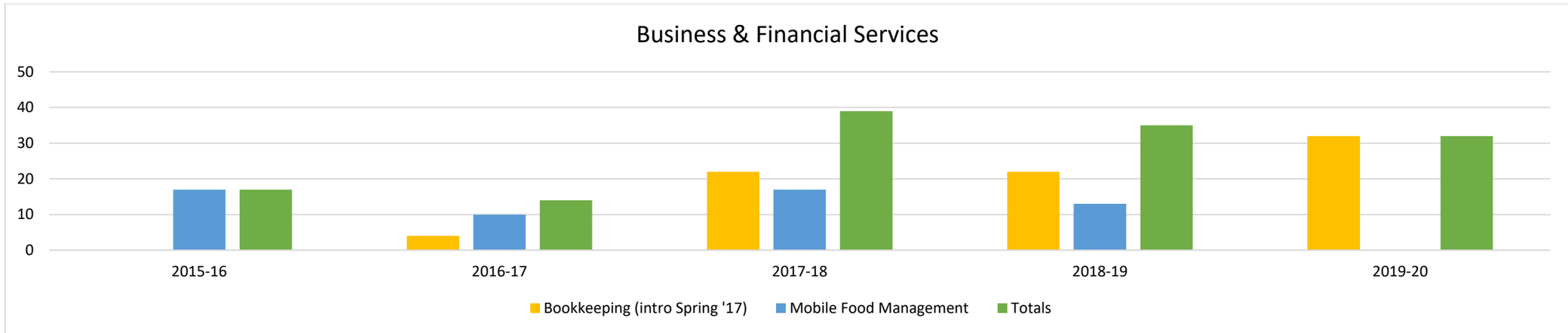

Proficiency Certificates
50
45
40
35
30
25
20
15
10
5
0
Acct. Paraprofessional PC
Architectural Visualization PC
ASL-INT I PC
Automotive Service I PC
Biomedical Equip Tech I PC
Biomedical Equip Tech II PC
Business Leadership PC
Computer Programming I PC
Corp Social Responsibility PC
Culinary Arts I PC
Cybersecurity I PC
Digital Image PC
Digital Video Production PC
Early Childhood Education PC
Electronic Discovery PC
Entrepreneurship PC
Fashion Ret Sales & Cus Svc PC
Med Ins Bill PC
Music Production PC
Network & Sys PC
Paralegal Studies PC
Post-BA Accounting PC
Recovery Leadership PC
Web Development I PC
2015-16
2016-17
2017-18
2018-19
2019-20

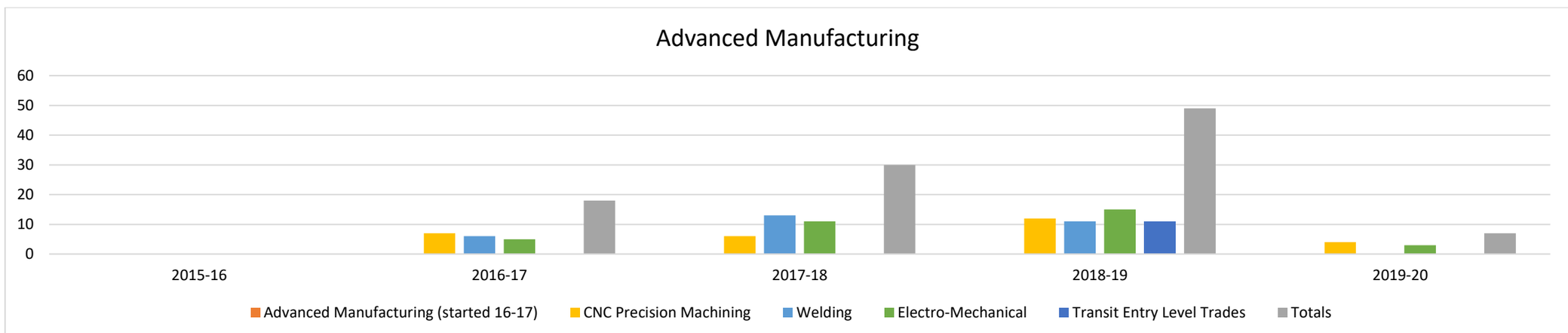

Healthcare & Wellness
175
150
125
100
75
50
25
0
2015-16
2016-17
2017-18
2018-19
2019-20
Dental Assistant Program
Pharmacy Technician with Externship
Certified Nursing Assisting w/Clinical
Phlebotomy (contract training only)
Personal Trainer
Massage Therapy launched 19-20)
Totals


Education
200
150
100
50
0
2015-16
2016-17
2017-18
2018-19
2019-20
Child Development Associate

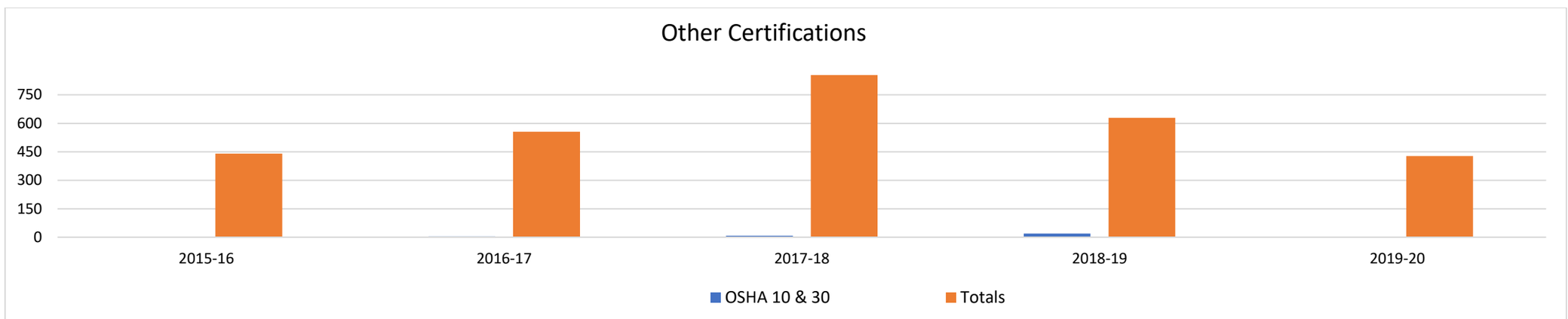

Technology
30
25
20
15
10
5
0
2015-16
2016-17
2017-18
2018-19
2019-20
CompTiA A+


Construction & infrastructure
20
15
10
5
0
2015-16
2016-17
2017-18
2018-19
2019-20
Gas Distribution Pipeline Mechanic

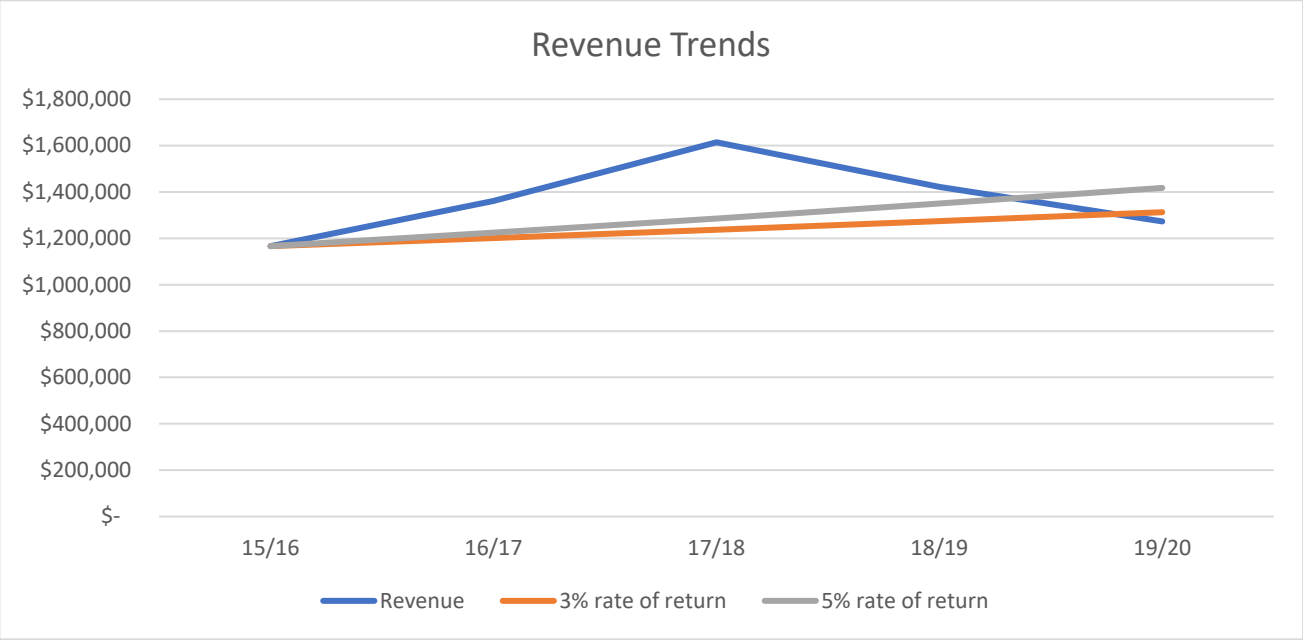

Business & Financial Services
50
40
30
20
10
0
2015-16
2016-17
2017-18
2018-19
2019-20
Bookkeeping (intro Spring '17)
Mobile Food Management
Totals


Advanced Manufacturing
60
50
40
30
20
10
0
2015-16
2016-17
2017-18
2018-19
2019-20
Advanced Manufacturing (started 16-17)
CNC Precision Machining
Welding
Electro-Mechanical
Transit Entry Level Trades
Totals

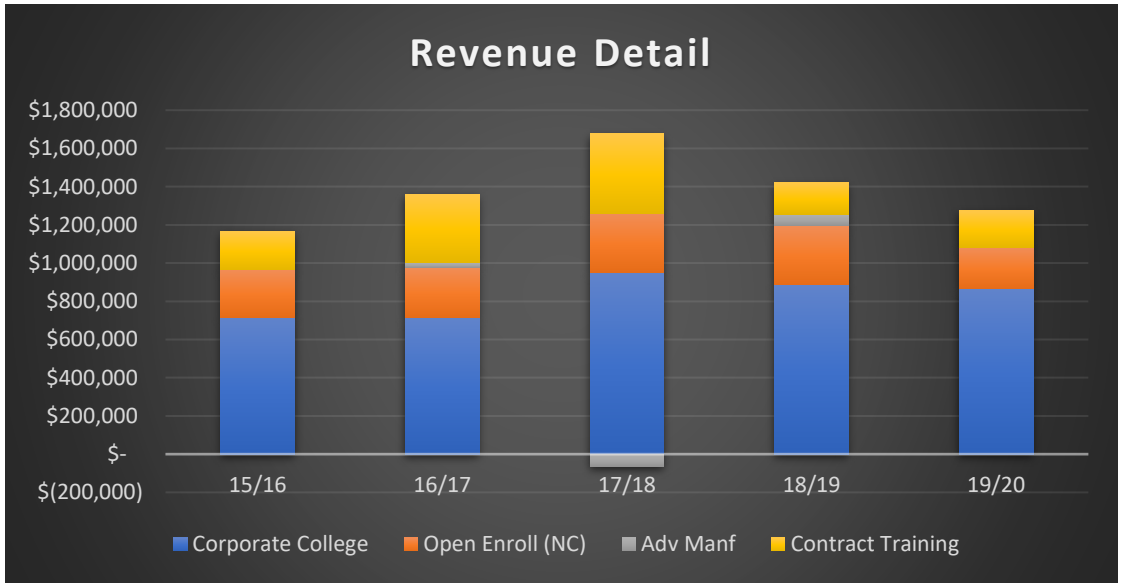
Retail & Hospitality
450
400
350
300
250
200
150
100
50
0
2015-16
2016-17
2017-18
2018-19
2019-20
ServSafe
ServSafe Retests
Totals


Other Certifications
750
600
450
300
150
0
2015-16
2016-17
2017-18
2018-19
2019-20
OSHA 10 & 30
Totals

	15/16	16/17	17/18	18/19	19/20
Revenue	$ 1,166,226	$ 1,361,395	$ 1,614,183	$ 1,421,546	$ 1,272,844
3% rate of return	$ 1,166,226	$ 1,201,213	$ 1,237,249	$ 1,274,367	$ 1,312,598
5% rate of return	$ 1,166,226	$ 1,224,537	$ 1,285,764	$ 1,350,052	$ 1,417,555



Revenue Detail	15/16	16/17	17/18	18/19	19/20
Corporate College	$ 717,442	$ 712,775	$ 950,135	$ 889,190	$ 866,773
Open Enroll (NC)	$ 248,031	$ 264,402	$ 310,019	$ 306,912	$ 213,475
Adv Manf	$ -	$ 27,647	$ (63,131)	$ 60,226	$ 2,680
Contract Training	$ 200,753	$ 356,571	$ 417,160	$ 165,219	$ 189,916
	$ 1,166,226	$ 1,361,395	$ 1,614,183	$ 1,421,547	$ 1,272,844



Minutes
Workforce Subcommittee Meeting
Friday, April 23, 2021 (via Zoom)
10:00 AM to 11:30 PM

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

College Members and Guests: Dr. Generals, Mr. Coleman, Ms. de Fries, Dr. Hirsch, Dr. Thomas, Ms. Washington, Ms. Zanjani, Ms. Zellers

Ms. Ireland called the meeting to order at 10:05 AM.

The minutes of the March 26, 2021 meeting were approved.

Workforce Mission and Vision Board Direction and Feedback

Ms. Ireland noted that she had requested the Board come to the meeting with suggestions on how the Workforce & Economic Innovation (WEI) Division Mission and Vision statement could be streamlined, improved, and more in alignment with the strategic priorities of the College. Ms. Ireland provided her revisions to the vision statement to the committee. The discussions around Ms. Ireland's suggested changes included being more specific around the College's role in building talent pipelines, and a shift away from the global aspect of the current statement. Ms. Ireland felt that was too big a lift for the College.

Ms. de Fries discussed that limiting the vision to just "building talent pipelines" does not address our role in supporting the entrepreneurial ecosystem, as stated in the College's strategic plan. The committee was not sure that identifying language around entrepreneurship in the Vision was best, as they did not view the College's current programs primarily supporting entrepreneurs alone but rather all kinds of businesses. The members of the committee liked the term "business acumen" better than entrepreneurship. Thus, the committee decided that the Vision statement should read,

> "The College's Workforce and Economic Innovation unit is the leading partner in building talent pipelines and business acumen that contributes to the success of Greater Philadelphia as a top tier region known for its talent, business growth, diversity, economic opportunity, and innovation."

Ms. Posoff noted that she thought the forward-looking aspect of training for the jobs of the future, and more virtual global jobs that are to come is missing from this statement. The committee focused on trying to add this to the Mission statement and the bullets contained therein. Ms. Ireland recommended the following specific changes to the Mission:

- Bullet 2 should read, "working with our business community to provide them with the tools to improve operations, grow revenue and job opportunities;"
- Ms. Ireland suggested eliminating Bullet 3 which reads, "developing industry-led programs that reflect the future of Philadelphia's economy." Ms. Ireland felt that it lacks an employer voice and seemed redundant and repetitive.
- Change Bullet 4 (now bullet 3) to simply read, "partnering with employers to create workplace opportunities that align the student experience with the talent needs of our employers."

Ms. Ireland asked if Dr. Generals was on board with the changes outlined by Committee members. Dr. Generals approved of streamlining the statements and eliminating redundant aspects of the WEI Vision and Mission statement. Ms. Ireland noted that she would like the revised document presented at the Meeting of the Whole Workforce Subcommittee Meeting in May.

Priority Employer Relationships

Ms. de Fries provided an overview of the Employer Relationships chart. Feedback from the Committee was that they would like more specifics around who our current relationship is with; who specifically we would like engaged or who we would like to be connected to at each company; and more specifics about what action we are requesting. The "asks" need to be more specific, and should include more information about current roadblocks and opportunities. Dr. Generals also indicated that he felt the Board had a responsibility to elevate the College as a source of talent and that in general the Board should have broad talking points for how they position the College when talking to employers more generally. Staff will work on more specifics for each employer. The goal would be to eventually share with the broader Board for their assistance as well.

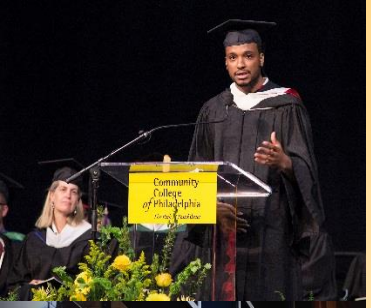
Credit Program Development Journey

Dr. Hirsch walked the Committee through the overall process for new credit program development. He outlined seven steps in the process that includes: 1. Idea Generation; 2. Determination of Demand and Need; 3. Initial Approval; 4. Development of a Program Outline Draft; 5. Obtain External Stakeholder Input; 6. Develop Program Documentation; and 7. Approval Process. Dr. Hirsch outlined more detail within each of these steps. He noted that there is a different approval process for a degree versus a proficiency certificate. Degrees must go through our governance committees including the Curriculum and Institution Wide Committee before being approved by the President. Proficiency certificates are approved at the Department, Dean and Academic and Student Success Council meeting. Dr. Hirsch walked us through a case study for the Biomedical Equipment Technician Program from idea to proficiency certificate to degree. Ms. Ireland asked about where after Step 1 Idea Generation the College is evaluating the opportunity cost of pursuing one program over the other. Dr. Hirsch and Ms. de Fries noted that this is part of the process, but it is not listed as a separate step in the journey presented today. Ms. Ireland requested this be added to the steps in the process.

Data Review

Ms. Ireland noted that we were almost out of time and she indicated that the Committee still has questions attached to the data review around where the floor is for some of these programs and when does the College make a decision to shift; Ms. Ireland also asked for a better understanding around what the limits are for those programs that are growing. Dr. Hirsch indicated that the College understands what programs could be expanded and would be added if we had a new facility. Ms. Ireland also noted that Ms. de Fries does have revenue goals for the Division and requested that these be shared with the Committee.

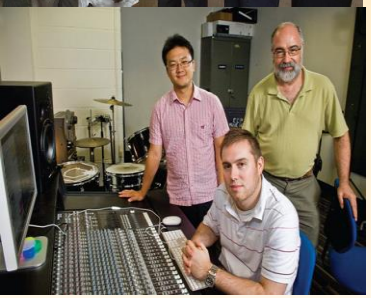
Meeting was adjourned at 11:30 a.m.



Community College of Philadelphia

Workforce and Economic Innovation (WEI)

2021



Impact 2025: An Uncompromising Focus on Student Success

Workforce Development, Readiness, and Economic Innovation

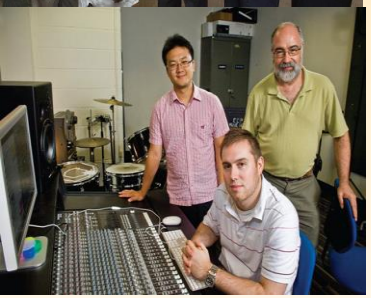
Philadelphia's existing and potential new employers commonly cite a robust educated workforce as the dominant factor in their plans for where to locate, invest, and grow. Workforce is a key determinant in whether businesses will prosper, but in Philadelphia there is a large gap between current workforce skills and the jobs available. There is a particular deficiency in computer, math and science skills.

The College will be at the forefront of addressing both the new growth opportunities for the region and the gaps in educational and skill attainment for all Philadelphians. Investments in post-secondary training, certificate and degree attainment yield clear economic benefit to individuals, their families, the City, region and Commonwealth. As Philadelphia's population changes and grows, the College will adjust and offer programs that are relevant and necessary to the interests and needs of individuals, and responsive to new economic growth sectors.

The College is a crucial workforce development asset in Philadelphia's economy and will serve as a driver of economic innovation and career readiness in the region. With locations throughout the city and affordable tuition, the College is well positioned to increase the workforce skill and educational attainment of students. To respond to a shifting economy, the College will develop innovative new programs to meet regional workforce needs.

Strategic Directions

- Promote the College as a leading provider of workforce and economic development solutions and corporate training in the region by delivering high quality training and instruction that enables clients to grow, succeed and stay ahead of industry needs.
- Develop entrepreneurial programs around industry clusters reflective of the region's needs, employer needs and College priorities.
- Connect students with the world of work in ways that allow them to direct their learning and future employment to fields that fuel their personal ambitions and the region's economic opportunities.



WORKFORCE & ECONOMIC INNOVATION

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

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

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

Guiding Principles:

Student Success
Customer Service
Integrity
Quality
Collaboration
Innovation

Workforce & Economic Innovation Departments & Programs

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

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

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

WORKFORCE & ECONOMIC INNOVATION
Strategic Directions & WEI Division Goals

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

- **Goal I:** Become a leading provider of workforce, and economic development solutions and corporate training in the region.

- **Goal II:** Align programs, workshops and trainings with industry clusters important to Philadelphia's economic growth; embed recognized industry credentials and certifications, and include experiential learning opportunities for all programs.

- **Goal III:** Become a premiere provider of post-secondary career and technical training programs targeting critical populations that help uplift those with limited employability options, and/or are repositioning their skill sets.

WORKFORCE & ECONOMIC INNOVATION
Strategic Directions & WEI Division Goals

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

- **Goal IV:** Ensure high quality training and programming that utilizes real-time job data to distinguish the College, adds value to its reputation, enables our clients to grow, succeed, and stay ahead of industry trends, is market driven, entrepreneurial, and responsive to employer needs whether that is credit or non-credit, whether on-site, on campus, or online.

- **Goal V:** Foster a robust entrepreneurial culture that catalyzes small business development and entrepreneurship, helping businesses to strengthen and grow, fostering stronger direct connections with economic drivers that can be leveraged for other opportunities for our students and the college.

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

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

Strategic Directions – WEI Milestones 2016-2020

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

- Organizational Restructuring and Enhanced Systems Technology – Destiny One, Salesforce, Outreach & Recruitment, Operations and Business Development Staffing, Apprenticeship Coordinator
- Expanded Third Party Program Providers – AWS, Cybersecurity, Coding, Dialysis Tech
- Collegiate Consortium Programs – Gas Pipeline, Port Training, Transit Trades
- Registered and Launched 2 Pre-Apprenticeship Programs
- Vocational Skills Training Contracts with PWI
- PWI One Stop MOU, NERC Career Link
- 7 Workforce Grants, $1.25M secured – Micro-credentials, 2 PA Smart, Pathways to Manufacturing, 2 JOIN ADVM Grants, Manufacturing Equipment Grant
- Non-Credit to Credit Articulations for ADVM, Dental Assistant, CNA
- Expanded CDA relationship with City and PHMC and ECE
- Strengthened WEDNet Performance, Secured City Dept of Revenue Contract, St. Mary ECE Cohort
- Cell and Gene Therapy Initiative – Convened CC Consortium, Linked Iovance to Biology Department head

Strategic Directions – WEI Milestones 2016-2020

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

- CNC, Welding, Electro-Mechanical , Massage Therapy, Bookeeping, Cyber Security, Office Manager, Digital Mapping, Robotics
- Diversity Institute Created and Launched
- Strengthened 10KSB Staffing, Continuation of Ongoing Funding, Strengthened Site's standing with GSF and Babson, $1.4M annual, 8 grants received
- Power Up Your Business Created & Launched – Secured $800,000 in annual appropriations from City, Social Innovation Awardee
- Power Up Industry Best Practice Series, Power Up Global Series (Spanish), Philly iHub, PHL Accelerator (AT&T Funding)

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

- New Director Hired, Unit Strategic Plan Developed, Alignment with College's Plan and WEI Plan, New Branding, New Organizational Structure supporting employer engagement and pathways model for students
- Customer Service Accountability Model Implemented
- New Technology and Software Platforms Implemented – New Employment Hub, Virtual Job Shadow, Big Interview
- Increased Employer Services and Engagement
- Career Connections Integration – AH101, BUS101
- Virtual Services Implemented, Hot Jobs Series
- Increased Guided Pathways Alignment and Internal Stakeholder partnership growth – Starfish, WEI, DACE, CME, Arch., Allied Health
- Experiential Learning MOUs

Strategic Directions – WEI Current Activities 2020-21

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

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

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

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

Strategic Directions – WEI Current Activities 2020-21

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

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

Community College of Employer Relationships

The attached list represents the College's top employer relationships, a summary of the current ways we interact, and details ways the Board can support our ongoing relationships with these companies. In addition, we have also listed employers where we could use Board support to establish, or broaden our current relationships. This summary does not preclude other ongoing discussions we have with companies across Corporate Solutions, Career Connections, and Academic & Student Success which may require other support from the Board.

Education & Training: Revenue Generating education, professional development and training through Corporate College (employee enrollments in credit classes); Customized and Contract Training (non-credit instruction), WEDNETPA funding & training (non-credit), Non-Credit Open Enrollment for employees/clients

Employment and Work-based Experiences: Works directly with Career Connections to hire CCP students indicating its Tier Status (1 Highest thru 4 Lowest); provides praticum, clinicals, externships or internships, apprenticeship or other experiential work-based learning activities aligned with a specific program (credit and non-credit)

Curriculum Development: Provides Subject Matter Expertise as part of credit or non-credit program development and ongoing updates; participates in College's Credit-based Program Employer Advisory Committees (EAC) or other credit and/or non-credit new program development committees.

Top Relationships

Employers	Education & Training	Employment & Work-based Experiences	Curriculum Development	DETAIL/Notes	Board Ask
Penn Medicine	X	X	X	Corporate College (WEI's Largest client in terms of enrollments and Revenue); Contract Training; Career Connections Tier 2; CREDIT EACs: BET, DMI, Respiratory Care	Broader Executive Level Awareness of Relationship. Current connection is with Penn Medicine Training Academy Professionals; Hiring and Recruitment across Penn; Central Sterile Processing Program Development and Clinicals/Externship Support; expansion of Corporate College to University side
UPS	X	X	X	Corporate College (2nd Largest WEI Client for Enrollments and Revenue); Career Connections Tier 1; CREDIT EAC: Business & Accounting	Collegiate Consortium is conduit, but CCP is largest partner. Local Executive Level Awareness of Relationship; Current relationship is at HR level. Continued Hiring and Recruitment; Support for ongoing recruitment of employees to use Tuition Reimbursement at CCP

Community College of Employer Relationships

Employers	Education & Training	Employment & Work-based Experiences	Curriculum Development	DETAIL/Notes	Board Ask
Albert Einstein Medical Center	X	X	X	Corporate College; Career Connections (Tier 3); Credit EACs: Respiratory Care, Allied Health, Nursing; BMT Clinicals/Practicums (Credit)	Executive Level Reinforcement of Relationship; expansion of Corporate College to include online classes; ongoing discussions of medical assistant apprenticeship; more direct recruitment and hiring (move from Tier 3 up to Tier 2 or 1)
Independence Blue Cross	X			Corporate College	Current tuition remission structure limits to one degree partner, but CCP gen eds transfer and we need support for more innovative structures to allow employees to access CCP and transfer to 4 year; Recruitment and Hiring; Internships, Apprenticeships in Health Care Studies/Management, Business
Philadelphia Gas Works	X	X	X	Corporate College; Contract Training; Gas Pipeline Employment; WEI Gas Pipeline Curriculum; Career Connections Tier 3; CREDIT EACs: Construction Management, Transportation Technologies	Executive Reinforcement of Relationship; we have a strong relationship with HR Executive and other staff; broadening Corporate College relationship to include Tuition Remission for frontline workers (mostly focused on managementadministrative positions); strengthening of relationship to Career Connections (move from Tier 3 to Tier 2 or 1); Continued support of Gas Pipeline Mechanic Program
City of Philadelphia (Water Department, Revenue, Fleet Management, Health, Human Resources, Mayor's Commission on Aging, Fire, Energy, Streets, Airport, City Council)	X	X	X	Contract Training; non-credit open enrollments; Career Connections Tier 1 (Police, Health Dept., Human Resources, Airport, Fire); CREDIT EACs: Building Science (Energy Office), Criminal Justice (Police), Facility Management (Streets), Fire Science (Fire Dept); Paralegal Practicum with City Council, Transportation Technologies (Credit)	Navigating the City as an employer/hiring partner and potential training partner is complex; ongoing support from Board reinforcing CCP as a preferred provider of education and training for City employees; broader departmental relationships to hire our students across the College.
Additional Top 5 Career Connections Employers:	Redeemer Health, CVS, Brooke Glen, Sesame Place				

Community College of Employer Relationships

Employers	Education & Training	Employment & Work-based Experiences	Curriculum Development	DETAIL/Notes	Board Ask
Need Increased Access					
Aramark	X		X	WEDNET; Facilities Management EAC (Credit)	CCP has worked with Aramark via their Governor's Action Team (GAT) award through WEDNET; there has been a lot of turnover in HR/Training; Potential for Corporate College, Contract Training, Hiring particularly through Culinary Arts and ServSafe Training
CHOP		X	X	Career Connections Tier 4; Credit EACs: BET, DMI, Respiratory Care	Former Corporate College client and need to reestablish this as a possibility; need better HR/Training connections; most active with government relations executive; need to improve hiring relationship across our programs
Comcast		X	X	Career Connections Tier 1; CREDIT EACs - Business & Accounting, Facility Management	Primary relationship via Freedom Region, which was very active, but our contact moved on and the current contact is not consistent; continued evolution of executive relationship (Comcast Cares, Small Business Support, IBM PTECH School) and possibilities across corporate divisions; potential for Corporate College via tuition remission; Comcast University does most of their training
Septa	X	X	X	Career Connections Tier 1; WEI Transit Trades Curriculum; Contract Training; CATC Stakeholders Board; CREDIT EACs: AutoTech, Construction Management, Transportation Technologies	Our most active HR contact Dan Amspacher has retired; he was a champion for CCP and he will be missed; we have a good relationship with their Government Relations VP, their CFO, and have met with Leslie Richards; need continued recruitment partnership and/or internship creation for automotive, engineering and other majors in Design, Construction and Transportation, ADVM programs

Community College of Employer Relationships

Employers	Education & Training	Employment & Work-based Experiences	Curriculum Development	DETAIL/Notes	Board Ask
St. Christopher's Hospital	X	X	X	WEDNET; Contract Training; Healthcare non-credit Program Development; EAC - Dental Hygiene (Credit)	St. Christopher was a contract training and employer partner for our WEI programs until the purchase of the Hospital by Tower Health/Drexel and our primary contact, the HR Director, was let go; we were in active conversations about Corporate College and other activities when this happened. We need a higher level contact there to re-activate those discussions.
Thomas Jefferson University & Health System		X	X	Career Connections Tier 1; CREDIT EACs: BET, Dental Hygiene, DMI, Engineering Science, Medical Lab Tech, Respiratory Care	They would make an ideal Corporate College client to support their staff seeking to advance their education; we need improved hiring connections across the Health System (Abington Hospital has worked closely with CC) with academic and WEI programs

Additional Board Employer Support Asks:

Ameritas Health	Contract Training; Corporate College, Program Development
Verizon	Mostly Retail hiring; looking to secure IT related positions and internships
PECO	Greater Career Connections hiring relationships including internship opportunities

Process for Developing a Career Program

Major Steps

One

- Idea Generation

Two

- Determination of Demand and Need

Three

- Initial Approval

Major Steps

Four

- Develop a Program Outline Draft

Five

- Obtain External Stakeholder Input

Six

- Develop Program Documentation

Major Steps

Seven

- Approval Process

IDEA GENERATION

- Gather Information from Various Sources
  - Faculty
  - Administrators
  - Potential Employer/s
  - External Stakeholders

Determination of Need and Demand

- Research Employment Possibilities from Various Sources

  - EMSI Data
  - High Priority Program Information
  - Industry Specific Information
    - Employment Statistics
    - Data on Future Openings caused by retirements

Initial Approval

- Preliminary information is discussed with the appropriate Dean for initial approval to continue program development.
  - Other relevant areas of the College may be brought into the discussion.
  - During the discussion necessary resources for the program are considered.

Develop a Program Outline Draft

- Faculty work to provide an overall rationale and curriculum plan for the proposed program using various sources of information.
  - Faculty Expertise or a Consultant if needed
  - National Association Model Curriculum (if applicable)
  - Stakeholder Information
  - Programs already in existence

Obtain External Stakeholder Input

- A focus group is convened composed of appropriate external stakeholders to
  - Confirm the need for the program especially related to potential employment
  - Review proposed curriculum draft and revise if necessary
  - Discuss necessary resources
  - Suggest other workforce individuals to review the draft of the curriculum if needed
  - Determine interest in teaching in the program (if applicable)

Develop Program Documentation

- The program writer works with the College's Curriculum Development Office to complete the documentation for either a
  - New Degree Program or
  - New Proficiency Certificate
- A faculty curriculum facilitator is assigned to the program writer to assist in completing all the required document components.

Approval Process

- The program writer presents the document at each stage of the approval process.

New Degree Program	New Proficiency Certificate
1. Department	1. Department
2. Dean	2. Dean
3. Academic and Student Success Council	3. Academic and Student Success Council
4. Curriculum Committee	
5. IWC	
6. President	

- Revisions may occur at any of the approval stages.

Biomedical Equipment Technician Program: From Idea to Certificate to Degree

- The Biomedical Equipment Technician (BMET) Program was launched in Fall 2015 as two proficiency certificates.
  - BMET Proficiency Certificate I – provided education and training for students to seek an entry-level position in the medical device repair field.
  - BMET Proficiency Certificate II – provided education and training for students to seek a managerial position in the medical device repair field.
- In Fall 2021 we will launch an AAA degree in Biomedical Equipment Technology while retaining the two proficiency certificates.

History of BMET Program Development

Step 1: Idea Generation

- Faculty member had the background in biomedical engineering.
- Faculty and Dean consulted on the value of a BMET program.
- A focus group of hospital based Biomedical Engineers was convened to discuss the proposed program. Members concurred with the decision to develop a program.

History of BMET Program Development

Step 2: Determination of Need and Demand

- EMSI data was reviewed and showed that position openings in this field would warrant such a program.
- Focus group described the need to fill retirement positions.
  - No other program existed in Philadelphia.
  - The industry was hiring from a pool of applicant with technology skills but lacking in skills needed to work in a hospital setting.
  - Current employees working at a technician level could benefit from additional training to update their skills.

History of BMET Program Development

Step 3: Initial Approval

- Dean and faculty member decided to proceed with program development.
  - Discussed type of program (degree vs certificate)
  - Discussed the need to get additional "expert" input
  - Discussed which courses were needed to make sure the program was current.
  - Discussed laboratory space requirements.

History of BMET Program Development

Step 4: Develop a Draft Curriculum

- Two biomedical engineering consultants were hired to provide additional expertise
  - Assisted in developing appropriate course learning outcomes
  - Identified laboratory needs
  - Worked with CCP's IT division to identify appropriate networking needs appropriate to a BMET hospital workplace.
- Faculty member developed an in depth outline of the program

History of BMET Program Development

Step 5: Obtain External Stakeholder Input

- An Advisory Committee was convened to
  - Review the Curriculum – Suggestions were made for improvement
  - Identify interest in teaching in the program – a number of Advisory Committee members have taught courses
  - Assist with recruitment of students
  - Provide internship opportunities for students
  - Review laboratory needs – a number of donations of equipment have been received

History of BMET Program Development

Step 5: Obtain External Stakeholder Input

- The faculty member also reached out to the Association for the Advancement of Medical Instrumentation (AAMI).
  - Attended conferences
  - Used AAMI core curriculum as a model

History of BMET Program Development

Step 5: Obtain External Stakeholder Input

The faculty member applied for and was granted a NSF, ATE grant to

- Develop a recruitment and retention plan for potential BMET students.
- Provide equipment for a state of the art BMET lab.
- Two faculty members in the Chemistry Department assisted with this grant.
- All outcomes of the grant were met.

History of BMET Program Development

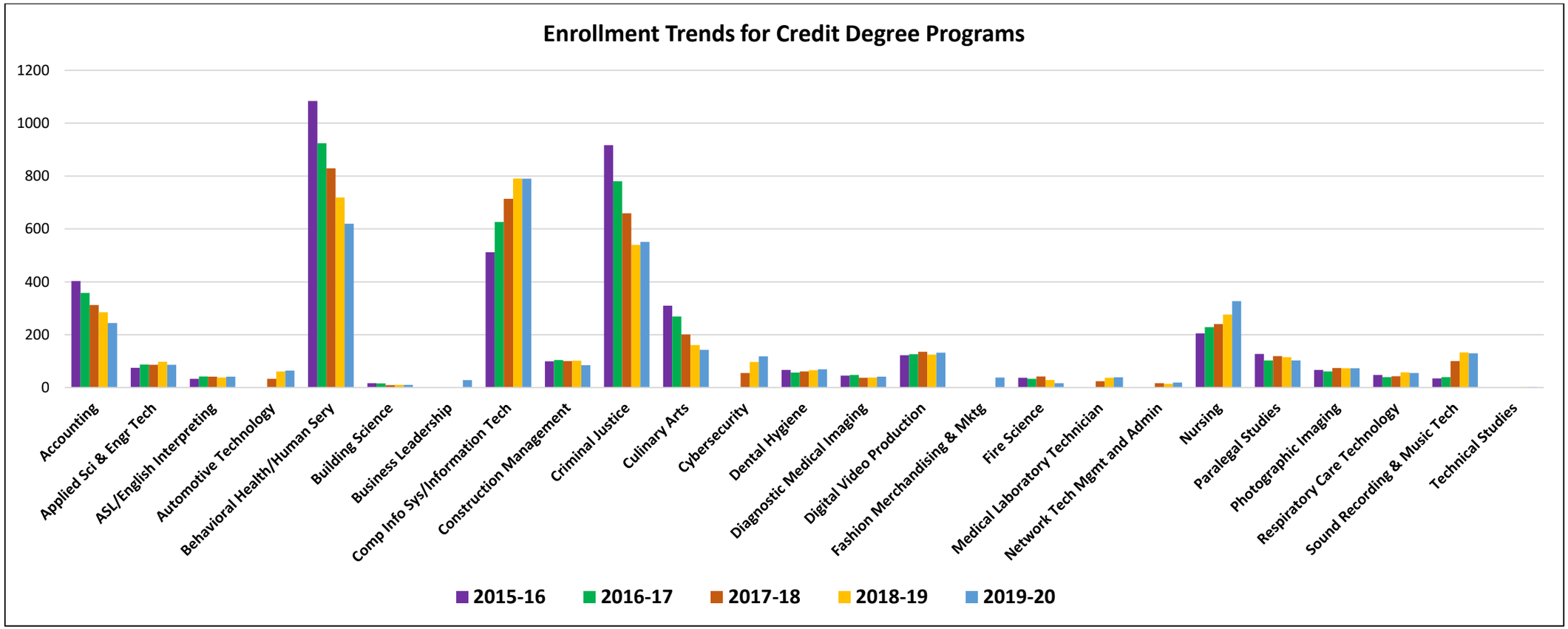
Step 6. Develop Program Documentation

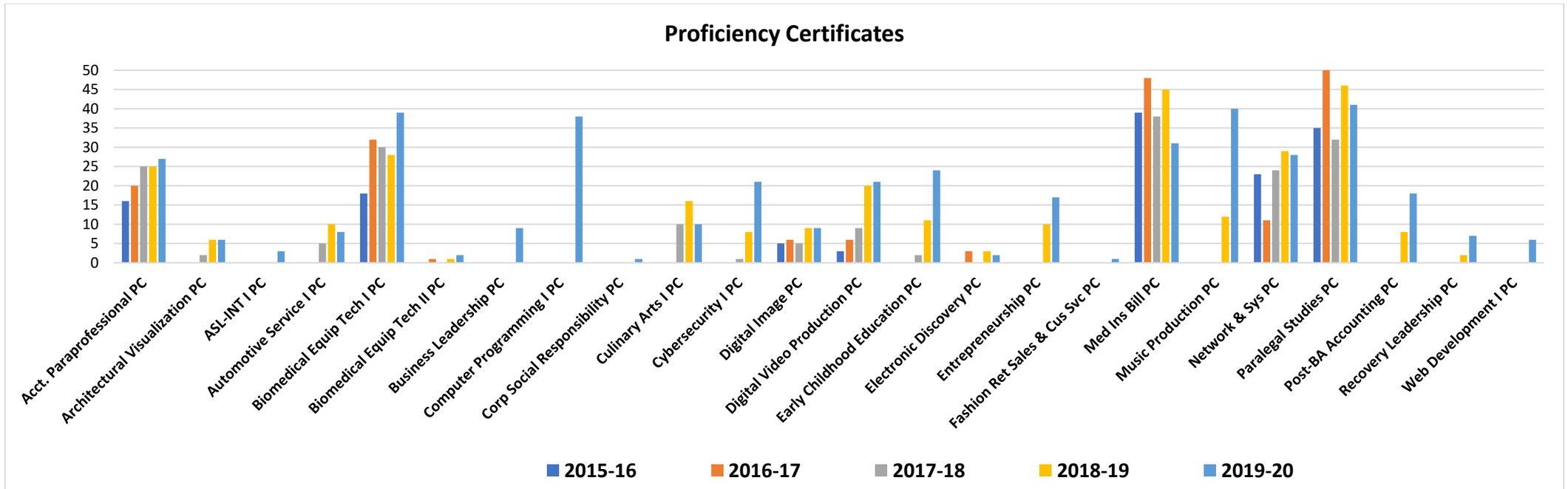
Step 7. Receive Approval for the Program Documents.

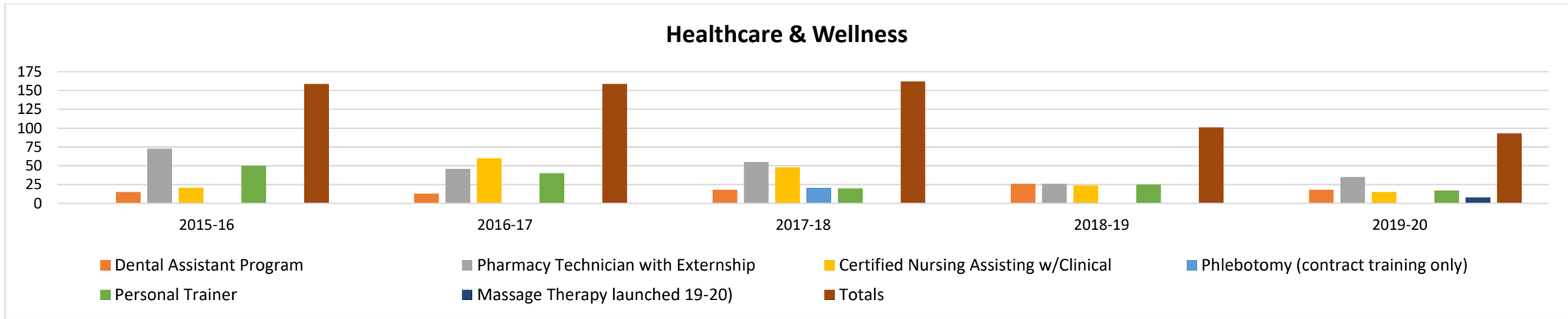
- The faculty member created the appropriate certificate and course documents for the BMET program.
- The documents were presented to the Department, Dean, and the Academic and Student Success Council.
- The program continues to have a very active and invested Advisory Committee which meets regularly.

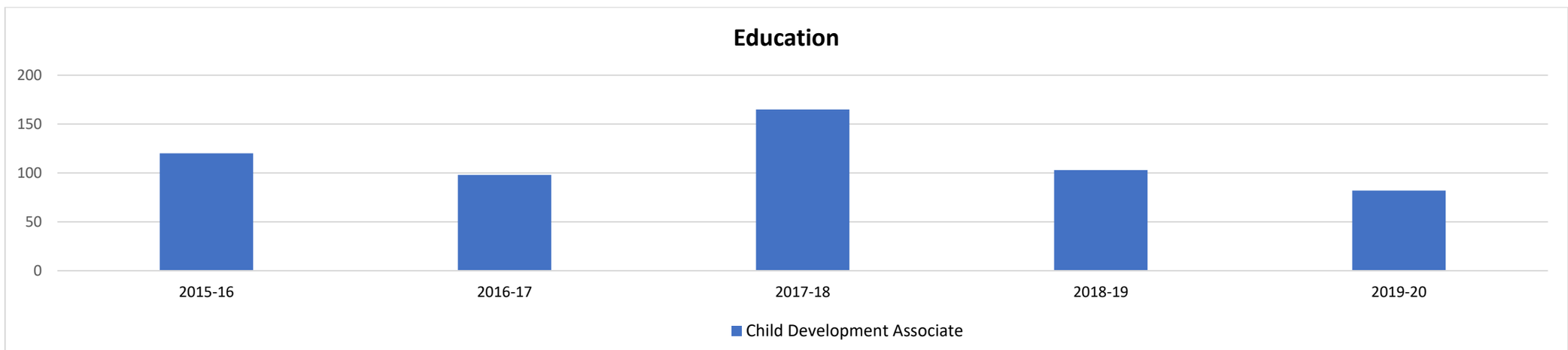
Current Status of the BMET Program: Development of AAS Degree

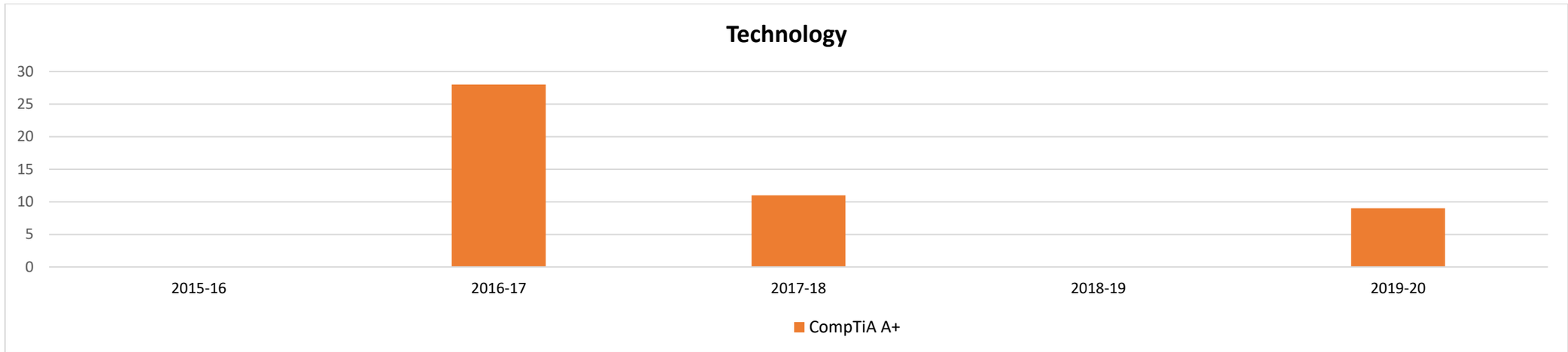
- Continued discussion of the viability of the program and changes occurring in the medical device repair field with external stakeholders.
  - AAMI
  - Advisory Committee
- Evaluation of the program outcome measures.
  - EMSI data (The number of regional job postings are high; from 2014 to 2020 the number of job postings showed an 8.9%).
  - Program data (75% of the students who completed the first proficiency certificate found employment; 85% of those who completed the second proficiency certificate found employment.)
- Completion of the curriculum documentation to create a new BMET degree program.

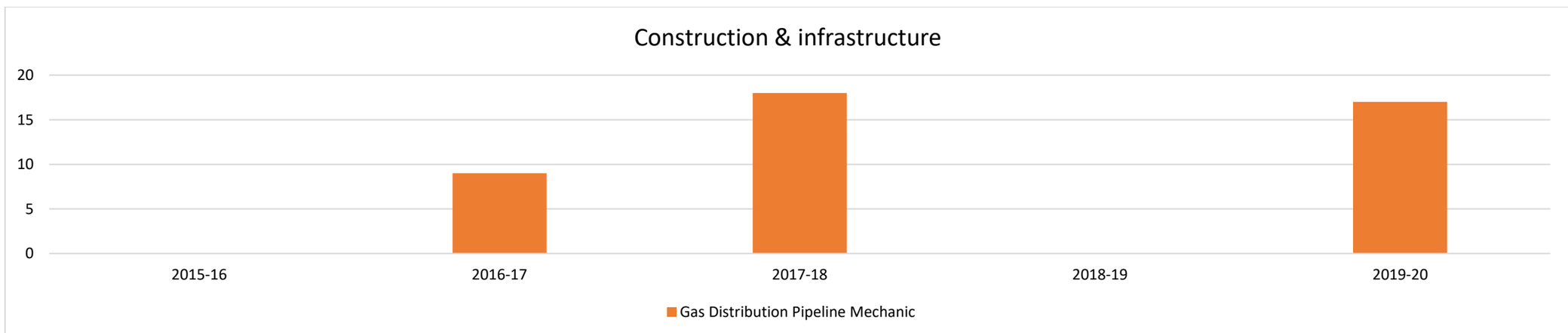

Enrollment Trends for Credit Degree Programs
1200
1000
800
600
400
200
0
Accounting
Applied Sci & Engr Tech
ASL/English Interpreting
Automotive Technology
Behavioral Health/Human Serv
Building Science
Business Leadership
Comp Info Sys/Information Tech
Construction Management
Criminal Justice
Culinary Arts
Cybersecurity
Dental Hygiene
Diagnostic Medical Imaging
Digital Video Production
Fashion Merchandising & Mktg
Fire Science
Medical Laboratory Technician
Network Tech Mgmt and Admin
Nursing
Paralegal Studies
Photographic Imaging
Respiratory Care Technology
Sound Recording & Music Tech
Technical Studies
2015-16
2016-17
2017-18
2018-19
2019-20

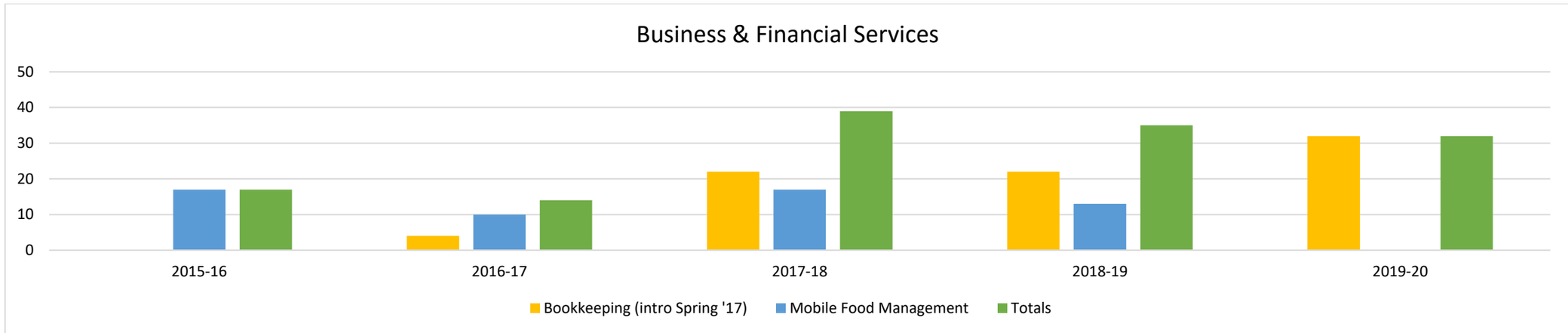

Proficiency Certificates
50
45
40
35
30
25
20
15
10
5
0
Acct. Paraprofessional PC
Architectural Visualization PC
ASL-INT I PC
Automotive Service I PC
Biomedical Equip Tech I PC
Biomedical Equip Tech II PC
Business Leadership PC
Computer Programming I PC
Corp Social Responsibility PC
Culinary Arts I PC
Cybersecurity I PC
Digital Image PC
Digital Video Production PC
Early Childhood Education PC
Electronic Discovery PC
Entrepreneurship PC
Fashion Ret Sales & Cus Svc PC
Med Ins Bill PC
Music Production PC
Network & Sys PC
Paralegal Studies PC
Post-BA Accounting PC
Recovery Leadership PC
Web Development I PC
2015-16
2016-17
2017-18
2018-19
2019-20

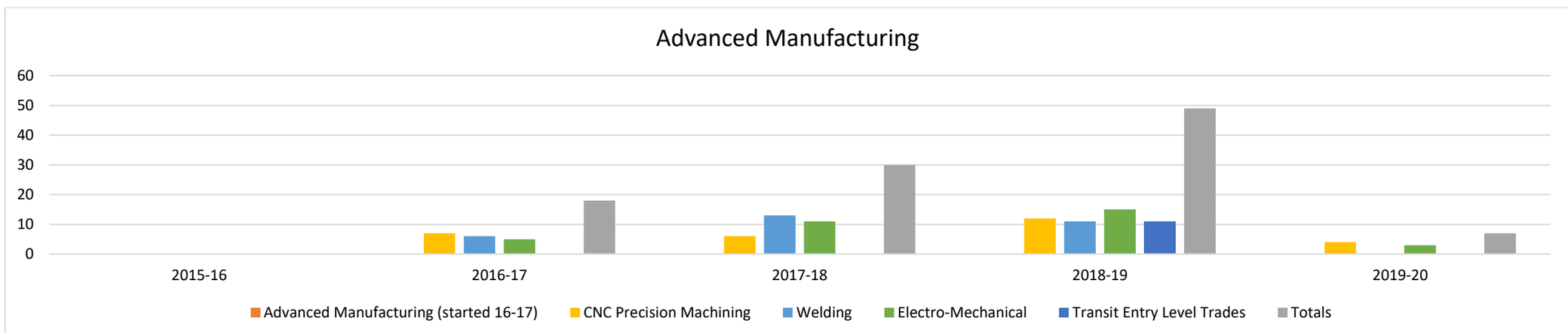

Healthcare & Wellness
175
150
125
100
75
50
25
0
2015-16
2016-17
2017-18
2018-19
2019-20
Dental Assistant Program
Pharmacy Technician with Externship
Certified Nursing Assisting w/Clinical
Phlebotomy (contract training only)
Personal Trainer
Massage Therapy launched 19-20)
Totals


Education
200
150
100
50
0
2015-16
2016-17
2017-18
2018-19
2019-20
Child Development Associate

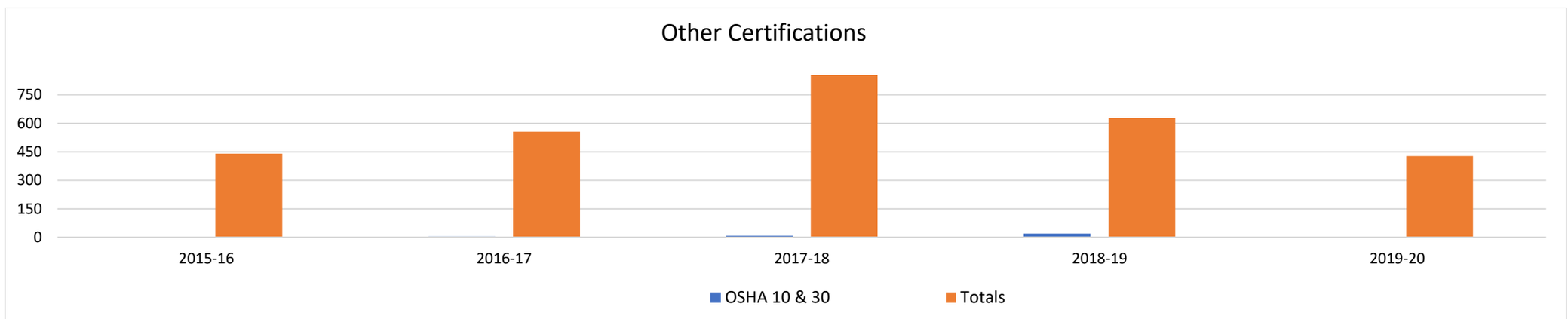

Technology
30
25
20
15
10
5
0
2015-16
2016-17
2017-18
2018-19
2019-20
CompTiA A+


Construction & infrastructure
20
15
10
5
0
2015-16
2016-17
2017-18
2018-19
2019-20
Gas Distribution Pipeline Mechanic

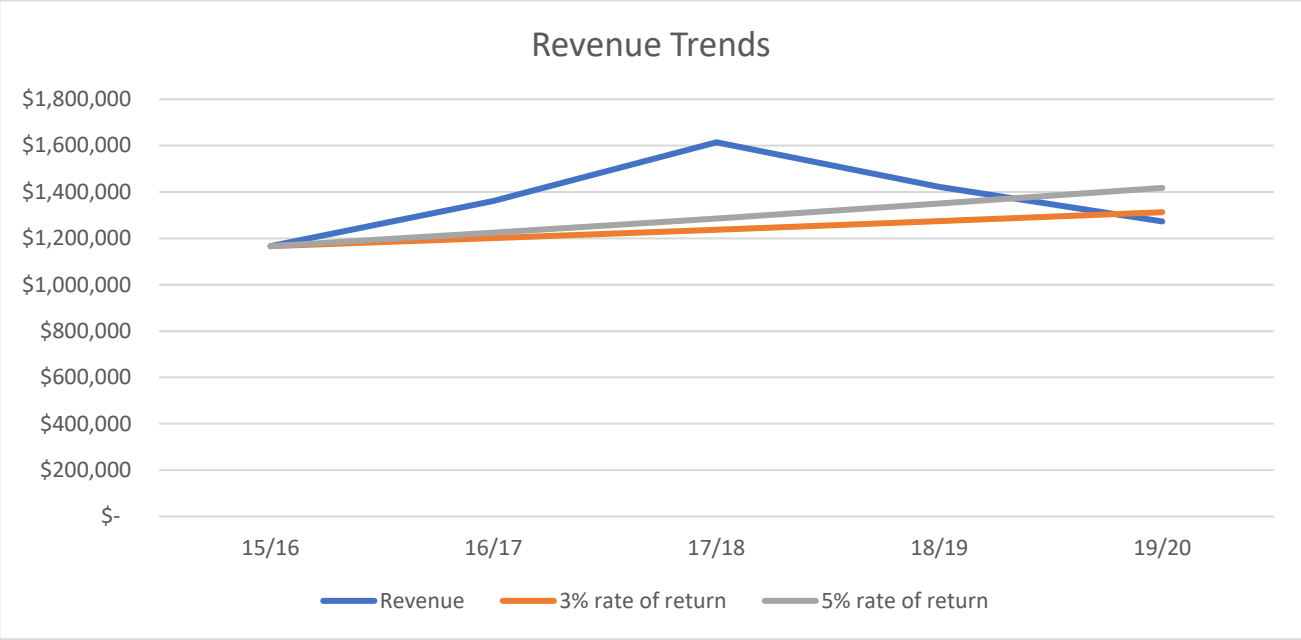

Business & Financial Services
50
40
30
20
10
0
2015-16
2016-17
2017-18
2018-19
2019-20
Bookkeeping (intro Spring '17)
Mobile Food Management
Totals


Advanced Manufacturing
60
50
40
30
20
10
0
2015-16
2016-17
2017-18
2018-19
2019-20
Advanced Manufacturing (started 16-17)
CNC Precision Machining
Welding
Electro-Mechanical
Transit Entry Level Trades
Totals

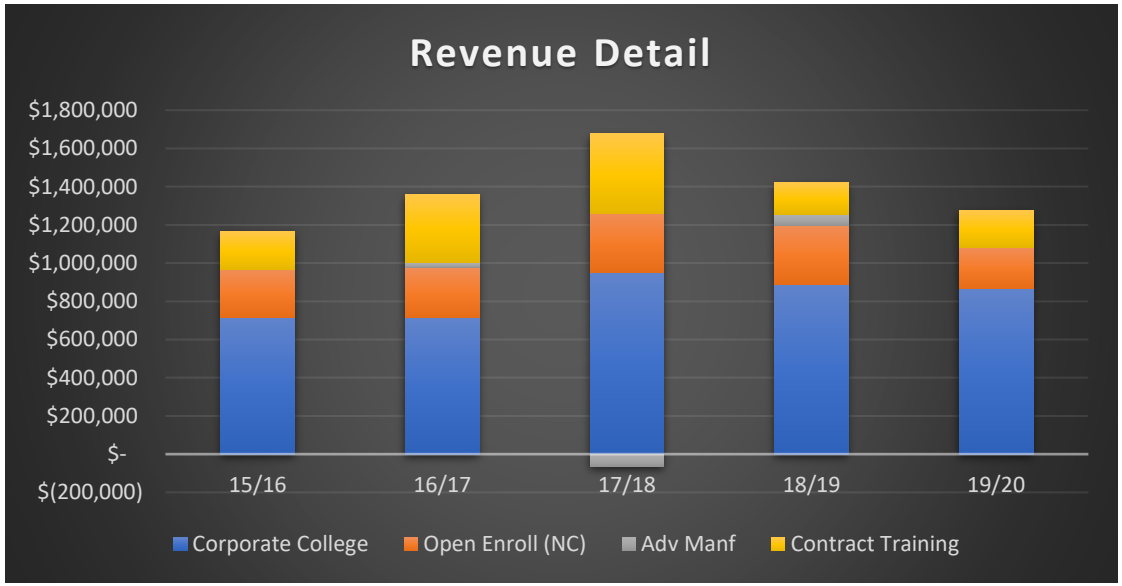
Retail & Hospitality
450
400
350
300
250
200
150
100
50
0
2015-16
2016-17
2017-18
2018-19
2019-20
ServSafe
ServSafe Retests
Totals


Other Certifications
750
600
450
300
150
0
2015-16
2016-17
2017-18
2018-19
2019-20
OSHA 10 & 30
Totals

	15/16	16/17	17/18	18/19	19/20
Revenue	$ 1,166,226	$ 1,361,395	$ 1,614,183	$ 1,421,546	$ 1,272,844
3% rate of return	$ 1,166,226	$ 1,201,213	$ 1,237,249	$ 1,274,367	$ 1,312,598
5% rate of return	$ 1,166,226	$ 1,224,537	$ 1,285,764	$ 1,350,052	$ 1,417,555



Revenue Detail	15/16	16/17	17/18	18/19	19/20
Corporate College	$ 717,442	$ 712,775	$ 950,135	$ 889,190	$ 866,773
Open Enroll (NC)	$ 248,031	$ 264,402	$ 310,019	$ 306,912	$ 213,475
Adv Manf	$ -	$ 27,647	$ (63,131)	$ 60,226	$ 2,680
Contract Training	$ 200,753	$ 356,571	$ 417,160	$ 165,219	$ 189,916
	$ 1,166,226	$ 1,361,395	$ 1,614,183	$ 1,421,547	$ 1,272,844



COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, April 1, 2021 – 3:00 p.m.

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

(1) Meeting Called to Order

Mr. White called the meeting to order and reviewed the goals for the meeting.

(2) Public Comment

There were no requests for Public Comment.

(3) President's Report

Dr. Generals welcomed the Board.

On the social justice front, Dr. Generals mentioned the George Floyd court case, as well as the attack on the Asian American, Pacific Islander community. He stated that the College is supporting social justice issues with the Enough is Enough Teach-In Series and Fireside Chats. Dr. Generals stated that the College sent out a statement condemning the violence against the Asian American, Pacific Islander community. He stated that at the Fireside Chat of March 22, 2021, Dr. Michelle Myers, Associate Professor, English, and a member of the Asian American Pacific Islander community, provided a heartfelt description of the injustices. Dr. Myers also shared a poem she had written about the injustices to the Asian American, Pacific Islander community.

Dr. Generals stated that the College celebrated Women's History. He stated that on March 24, 2021, the Enough is Enough Teach-In Series presented a session on *Healthcare Disparities: Women of Color* which addressed healthcare disparities that take place in emergency rooms based on color and gender of patients, and the impact of healthcare on communities.

(3a) Stimulus Dollars

Dr. Generals stated that the College must be mindful and excited about President Biden's proposed stimulus legislation in areas of workforce training and healthcare. Dr.

Generals discussed Biden's infrastructure bill which will open up job opportunities. Dr. Generals discussed the School Stimulus Sub-working Group that meets on Saturdays. He stated that members of the group are concerned citizens trying to position the City for the potential dollars it will receive.

(3b) Male Engagement, Particularly Outcomes of Black and Brown Males

Dr. Generals called attention to a chart (**see Attachment A)** of enrollment, retention, and graduation rates of Black/Hispanic male students. He stated that the preparation for college and the ability of men of color to be successful are directly related. Dr. Generals noted that men of color need significant remediation, and that retention is also an issue. Dr. Generals stated that the College has a model, the Center for Male Engagement (CME), where African American males are more likely to persist and graduate. Dr. Generals stated that he was proposing to expand exponentially what the Center for Male Engagement has demonstrated as a successful program for men of color but at a higher level. Dr. Generals stated that CME provides a community of support, including support coaches and mentorship. He stated that CME is aligned with the Mayor's office of Black Male Engagement. Dr. Generals stated that he was not reinventing the wheel, but rather expanding these efforts to turn these numbers around. He stated that it is an investment for the College and the City.

Dr. Generals stated that he has requested David Thomas and Shannon Rooney, in working with others at the College, to develop a plan that dramatically improves the number of new incoming Black and Brown males and their retention. Dr. Generals noted that this initiative is in alignment with the 6th Pillar of the Strategic Plan.

Mr. Soileau stated that this is a unique opportunity and applauded Dr. Generals and staff for implementing strategies to help ensure the future our communities at risk. Mr. Soileau urged Dr. Generals and staff to reach out to him and other Board members for help and input in the plan.

Mr. White requested that a timeline and direction of the plan be provided at the next meeting of the Board of Trustees.

Dr. Generals stated that he will keep the Board updated on this very important initiative.

(3c) Fall Reopening

Dr. Generals stated that the College has begun planning to transition to campus in the fall. The College is working on safety protocols, reconfiguration of classrooms and offices to ensure safe educational delivery and social distancing for the safety of faculty, staff and students. Dr. Generals stated that the College is encouraging faculty, staff, and students to get vaccinated.

In response to a question about whether the College will be able to pivot to online if necessary, Dr. Generals stated that the College will be able to revert to online learning very quickly.

(3d) Branding, Marketing, and Website Services Presentation

At the request of Dr. Generals, Dr. Rooney stated that the College had made the decision to invest in a robust branding, marketing, and website services. She stated that an RFP was put out to bid and that 16 firms responded. Dr. Rooney stated that an Evaluation Committee consisting of Mr. Soileau, Ms. McPherson, as well as College staff, evaluated the proposals and presentations and had recommended P'unk Ave for the project. Dr. Rooney noted that the Business Affairs Committee had approved P'unk Ave, and that Dr. Generals had also interviewed and approved the firm.

Dr. Rooney introduced Mr. Anthony Robinson, CEO of P'unk Ave, and his staff who provided a presentation of the firm's past work done at other educational institutions and organizations which will be relevant to the engagement with the College.

Dr. Rooney stated that the College was excited with the collaboration with P'unk Ave. She stated that the project is driven by a very robust research process. Dr. Rooney stated that she will keep the Board updated as the work progresses.

In response to a question regarding the expectations of increasing enrollment, Dr. Rooney stated that the project is to build one comprehensive and complete brand, get a better understanding of who are students are, the website, and expectations by students.

Ms. McPherson stated that the project will solidify and elevate Community College of Philadelphia as a sophisticated, competent, and forward looking institution.

Mr. White thanked Mr. Robinson and his team for the presentation. He also thanked, Dr. Rooney, Mr. Soileau, and Ms. McPherson for their work on the project.

(3e) Foundation Report

Dr. Zanjani called attention to the gifts and grants report that was part of the Board meeting packet. She stated that from 7/1/20 through 3/23/21, the Foundation raised $32,786,028 in public grants compared to $2,645,588 raised last year for a comparable period. Dr. Zanjani stated that public grants from the State totaled $4,200,696 from 7/1/20 through 3/23/21 compared to $2,225,920 for a comparable period last year. Dr. Zanjani stated local public grants raised totaled $29,000 for the period 7/1/20 through 3/23/21.

Dr. Zanjani reported that private gifts totaled $2,598,154 as compared to $2,498,039 for a comparable period last year. Dr. Zanjani stated that the Foundation continues to raise funds and progress even during the pandemic.

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

- The Foundation is halfway to the $350,000 goal for the Black and Gold Gala. As of March 31, 2021, the Foundation has raised $175,390. Dr. Waller stated that the 2021 honoree for the Lifetime Service Award is Daniel J. Hilferty, former President and CEO of Independence Health Group. She stated that the 2020 honorees will also be recognized at the Gala. Dr. Waller thanked members of the Board for their contributions to the Gala; and
- Trivia Night with Mayor Kenney and Dr. Generals took place on March 18, 2021. It was a very successful and fun event.

Mr. Soileau stated that thus far two Board members had contributed to the Black and Gold Gala. He stated that he planned to send a reminder letter to the Board followed by telephone calls.

In response to a question regarding the status of the capital campaign, Dr. Zanjani stated that an RFQ was launched requesting a quote from consultants. She stated that two responses were received which will be reviewed by members of the Foundation Board and members of the Institutional Advancement staff. Dr. Zanjani stated that by the next meeting of the Foundation, the selection of the consultant for the capital campaign will be determined.

(4) Report of the Business Affairs Committee

Ms. Hernández Vélez reported that the Committee met on March 24, 2021. She stated that the items that the Committee was recommending for Board approval are part of the Consent Agenda.

(4a) Library and Learning Commons Café

At the request of Ms. Hernández Vélez, Mr. Eapen reported that the College issued an RFP for a tenant to lease and operate the new Library and Learning Commons Café. He stated that there was a mandatory pre-bid/site tour which yielded six companies. Mr. Eapen stated that proposals were due on March 16, 2021, and that only Saxby's provided a proposal. Mr. Eapen reviewed and discussed the retail and operations summary indicating that the Café will be run by students with a Student Café Executive Officer (CEO) responsible for team development, financial management, and community leadership with oversight and support from Saxby's management team. Mr. Eapen stated that the Student CEO role will be filled by a current student who earns full academic credit (the equivalent of a full semester or 12 credits) through the College. Mr. Eapen stated that Saxby's appears to be the only café operator that provides student experiential learning-type cafés.

(5) Report of the Student Outcomes Committee

(5a) Liberal Arts: Honors Audit Update

Ms. Fulmore-Townsend reported that the Committee had met on March 4, 2021 and was provided with an update on recommendations for the Liberal Arts: Honors program. She stated that progress has been made. The program has completed the environmental scan, market analysis, and a review of student characteristics. Ms. Fulmore-Townsend stated that the input from the surveys will help the program determine how to better recruit and retain students. Additionally, the program will be completing a focus group with faculty from other divisions to discover ways in which the Liberal Arts: Honors curriculum can collaborate with other divisions. Ms. Fulmore-Townsend stated that articulation agreements are being pursued with Shippensburg and Thomas Jefferson University, and academic and proficiency certificates are being developed. Ms. Fulmore-Townsend stated that the Student Outcomes Committee did not take action, and requested that the program provide a progress report at the June meeting.

(5b) Behavioral Health/Human Services Audit Update

Ms. Fulmore-Townsend stated that the Committee was provided with an update on recommendations for the Behavioral Health/Human Services program. She stated that the program had completed an environmental scan and received input from 27 area agencies. The program evaluated a number of agencies in the City for an overview of the program's strengths and areas for improvement. Ms. Fulmore-Townsend stated that the curriculum is being revised to include a trauma course in the curriculum beginning Fall 2021. The program has also surveyed students and faculty, and that the program needs to do more outreach in the community. Ms. Fulmore-Townsend stated that the program has developed an extensive assessment plan which helped provide direction for the environmental scan. Ms. Fulmore-Townsend stated that the program will continue to work with students after they graduate and find employment so that they can continue their studies while they work.

Ms. Fulmore-Townsend stated that the Committee recommended that the program complete an additional progress report to be presented at the June meeting.

(5c) I Am More: Reentry Engagement Program

Ms. Fulmore-Townsend stated that the Committee was provided with a presentation by Mr. Perkins, Director of the Center for Male Engagement and now Student Transition Success, and the new *I Am More: Reentry Engagement Program*. She stated that in Philadelphia, about 25,000 returning citizens are released each year from prison, most are uneducated, disproportionately Black, under 40 years old, and are returning to the highest poverty rates of the City. The College is working to provide affordable education, and is contributing to the City-wide efforts in this area. The funding for the program is grant based. The goal is to recruit at least 150 students over the next three years. The expected outcomes of the program are to

increase fall-to-fall retention; to increase students who remain in good academic standing; and to reduce recidivism. Ms. Fulmore-Townsend stated that the program includes personal support coaches; academic supports; life skills development, and mentorship. She stated that the strategy is to promote equity as well.

(6) Report of the Workforce Subcommittee

Ms. Ireland reported that the Workforce Subcommittee has been assessing employment demand and questions around the labor market. She stated that at the February 4, 2021, Mr. Legge's presentation provided a detailed understanding of the employment demand in Philadelphia. Ms. Ireland reported that Mr. Legge's presentation was in response to the Subcommittee's questions around labor market data and how the data is used to move the College forward. Ms. Ireland stated that Ms. de Fries provided an overview of the labor market information that the College uses, and how the College uses this information in helping to inform industry and pathways where the College needs to focus its efforts.

Ms. Ireland reported that the Subcommittee met on March 26, 2021 and discussed the Workforce Pillar from the College's Strategic Plan. Subcommittee members indicated that the College's strategic directions are perfect. However, there was some concern that the WEI vision is too broad. Subcommittee members requested that more information be presented at the next meeting with specific examples of activities the Division is undertaking tied directly to the College's strategic directions.

Ms. Ireland stated that the Subcommittee was provided with the Workforce Employer Relationship chart. She stated that Ms. de Fries discussed the Einstein relationship as an example of the ways the College engages with employers. Ms. Ireland stated that the Subcommittee also discussed noncredit program development and how decisions are made to develop a program.

Mr. White noted that the Subcommittee has reviewed a lot of data and information and asked Ms. Ireland whether the Sub-Committee has clarity around the direction for workforce and how decisions are made for new programs.

Ms. Ireland stated that the Subcommittee needs more information. She stated that additional information will be reviewed at the April 23, 2021 meeting of the Subcommittee.

(7) Report of the Audit Committee

At the request of Mr. White, Mr. Eapen reported that the Audit Committee met on March 23, 2021. He stated that the Committee reviewed the results of 2019-2020 Uniform Guidance Audit performed by Grant Thornton. Mr. Eapen stated that the College received a clean audit with no findings.

Ms. Hernández Vélez moved, with Ms. Ireland seconding, that the Board accept the Uniform Guidance Audit Report. The motion carried unanimously.

(8) Consent Agenda

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

(a) Proceedings and Minutes of Decisions and Resolutions
Meeting of March 4, 2021
(b) Gifts and Grant
(c) Café Management RFP
(d) Catto Scholarship Office Renovations
(e) Purchase of Katura Software Platform
(f) Marketing and Website RFP
(g) Data Center Network Upgrade Contract with Graybar
Electric Co., Inc. for $598,816

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

(9) Report of the Chair

(9a) Board Portal

Mr. White noted that the Board Portal was working well.

(9b) Board of Trustees Matrix

Mr. White reminded the Board that several Board members' terms will be expiring on June 30, 2021. He stated that a Board Matrix was created to get more information about Board members in general such as race, gender, skills, and contacts. Mr. White stated that only 6 Board members responded to the survey. He urged members of the Board to complete the survey.

There was a brief discussion about the purpose of the Matrix.

Mr. White stated that he planned to schedule a meeting with Mayor Kenney to discuss College priorities, and the kind of Board members that are needed on the College's Board of Trustees.

(9c) Board Orientation and Board Development

At the request of Mr. White, Dr. Gay stated that she has started working on a Board Orientation model that that would familiarize new members of the Board with the College, but

not overwhelm them with information. Dr. Gay stated that she has already started working on some of the ideas for Board development.

Mr. White stated that work needs to done on Board governance. He stated that he planned to speak with Dr. Gay about moving forward.

(10) Library and Learning Commons Café

Ms. Zellers stated that she wanted to return to the approval of Saxby's to lease and operate the Library and Learning Commons Cafe. Although it was discussed during the Business Affairs Committee meeting and included in the minutes of that meeting, she wanted to note the process used to select Saxby's to lease and operate the new Library and Learning Commons Café. Although Saxby's is the only known operator that provides a full student experiential experience and student run café, the College issued a Request for Proposal for different models to lease and operate the café. Six companies came to a pre-bid meeting, but only Saxby's submitted a proposal. Saxby's disclosed in its proposal that Nick Bayer, its CEO, is a Director on the College's Foundation Board in accordance with the College's and Foundation's policies and procedures. Neither Mr. Bayer or anyone on the Foundation Board was involved in the selection or recommendation of Saxby's. With this additional explanation of the process, Ms. Zellers asked the Board if there were any additional questions and, if not, that they reaffirm the vote made during the Consent Agenda for Saxby's to lease and operate the Library and Learning Commons Café.

Ms. Ireland moved, with Ms. Hernández seconding, that the Board approve Saxby's to lease and operate the Library and Learning Commons Café. The motion carried unanimously.

(11) New Business

There was no new business discussed.

(12) Next Meeting

The next meeting of the Board of Trustees is scheduled for May 5-6, 2021 in a Committee of the Whole format.

The meeting adjourned at 5:03 p.m.

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

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, April 1, 2021 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

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

(1) Meeting Called to Order

Mr. White called the meeting to order and reviewed the goals for the meeting.

(2) Public Comment

There were no requests for Public Comment.

(3) President's Report

Dr. Generals welcomed the Board.

Dr. Generals discussed ways in which the College is supporting social justice issues.

The Generals discussed several activities held at the College in celebration of Women's History.

(3a) Stimulus Dollars

Dr. Generals discussed President Biden's proposed stimulus legislation.

(3b) Male Engagement, Particularly Outcomes of Black and Brown Males

Dr. Generals reviewed and discussed a College initiative which would expand efforts to help enrollment, retention, and graduation of males, particularly outcomes for Black and Brown males.

(3c) Fall Reopening

Dr. Generals informed the Board that the College has begun planning to transition to campus in the fall.

(3d) Branding, Marketing, and Website Services Presentation

P'unk Ave, the firm engaged by the College to provide branding, marketing, and website services, provided a presentation of the firm's past work done at other educational institutions and organizations which will be relevant to the engagement with the College.

(3e) Foundation Report

Dr. Zanjani provided an update on fundraising of public funds and gifts for the period of 7/1/20 through 3/23/21.

Dr. Waller provided the following Foundation Report:

- The Foundation is halfway to the $350,000 goal for the Black and Gold Gala; and
- Trivia Night with Mayor Kenney and Dr. Generals took place on March 18, 2021.

(4) Report of the Business Affairs Committee

The Committee met on March 24, 2021. Items that the Committee was recommending for Board approval are part of the Consent Agenda.

(4a) Library and Learning Commons Café

The Board was provided with a summary of the process for the selection of Saxby's to lease and operate the new Library and Learning Commons Café.

(5) Report of the Student Outcomes Committee

(5a) Liberal Arts: Honors Audit Update

The Committee met on March 4, 2021 and was provided with an update on recommendations for the Liberal Arts: Honors program. The Student Outcomes Committee did not take action, and requested that the program provide a progress report at the June meeting.

(5b) Behavioral Health/Human Services Audit Update

Ms. Fulmore-Townsend stated that the Committee was provided with an update on recommendations for the Behavioral Health/Human Services program. The Student Outcomes Committee recommended that the program complete an additional progress report to be presented at the June meeting.

(5c) I Am More: Reentry Engagement Program

The Committee was provided with a presentation by Mr. Perkins, Director of the Center for Male Engagement(CME), and now Student Transition Success, regarding the new *I Am More: Reentry Engagement Program*.

(6) Report of the Workforce Subcommittee

The Workforce Subcommittee met on March 26, 2021 and discussed the Workforce Pillar from the College's Strategic Plan, as well as the Workforce Employer Relationship Chart.

(7) Report of the Audit Committee

The Audit Committee met on March 23, 2021.

The Board accepted the Uniform Guidance Audit Report.

(8) Consent Agenda

The Board approved the following Consent Agenda:

(a) Proceedings and Minutes of Decisions and Resolutions Meeting of March 4, 2021
(b) Gifts and Grant
(c) Café Management RFP
(d) Catto Scholarship Office Renovations
(e) Purchase of Katura Software Platform
(f) Marketing and Website RFP
(g) Data Center Network Upgrade Contract with Graybar Electric Co., Inc. for $598,816

(9) Report of the Chair

(9a) Board Portal

Mr. White noted that the Board Portal was working well.

(9b) Board of Trustees Matrix

Board members were encouraged to respond to the Board Matrix survey.

(9c) Board Orientation and Board Development

A Board of Trustees orientation model is being developed as well as ideas for Board development.

(10) Library and Learning Commons Café

The Board approved Saxby's to lease and operate the Library and Learning Commons Café.

(11) New Business

There was no new business discussed.

(12) Next Meeting

The next meeting of the Board of Trustees is scheduled for May 5-6, 2021 in a Committee of the Whole format.

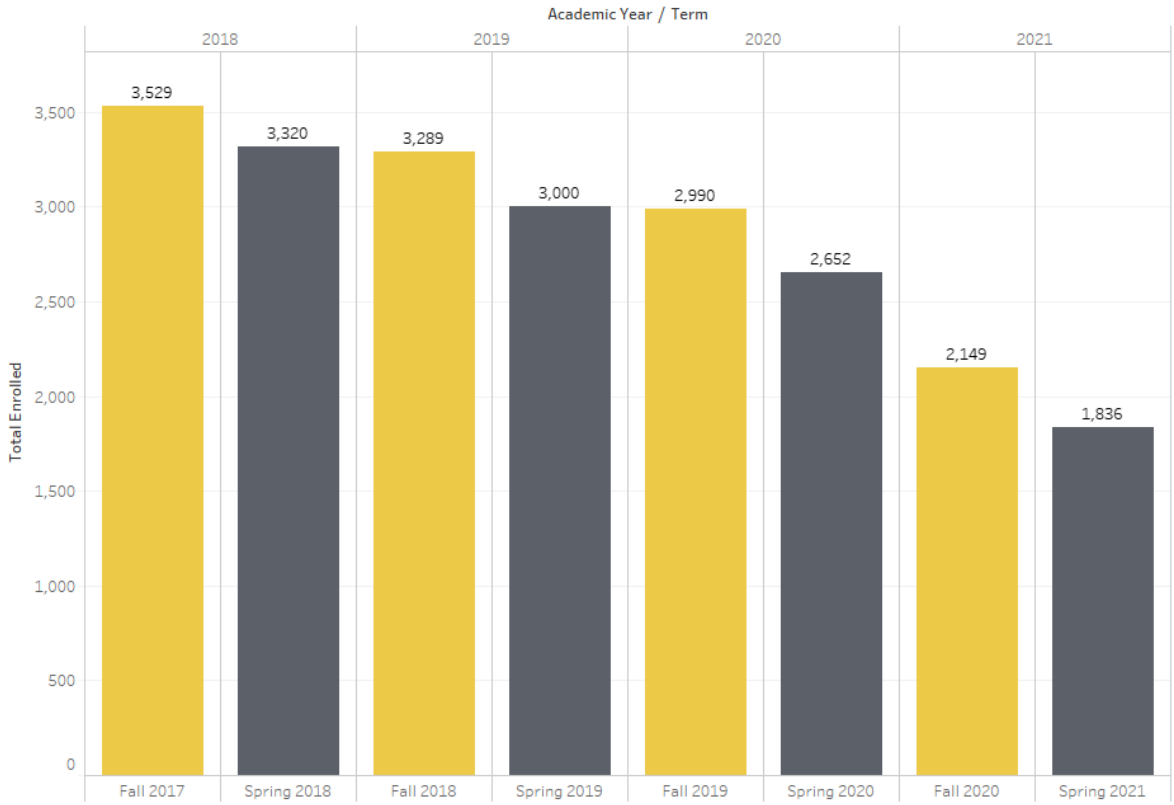
The meeting adjourned at 5:03 p.m.

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

Enrollment

Figure 1 displays the total number of Black/Hispanic male students enrolled at Community College of Philadelphia in a given academic term. From the fall 2017 term to the fall 2020 term there has been 39% decline in enrollment of Black/Hispanic males.

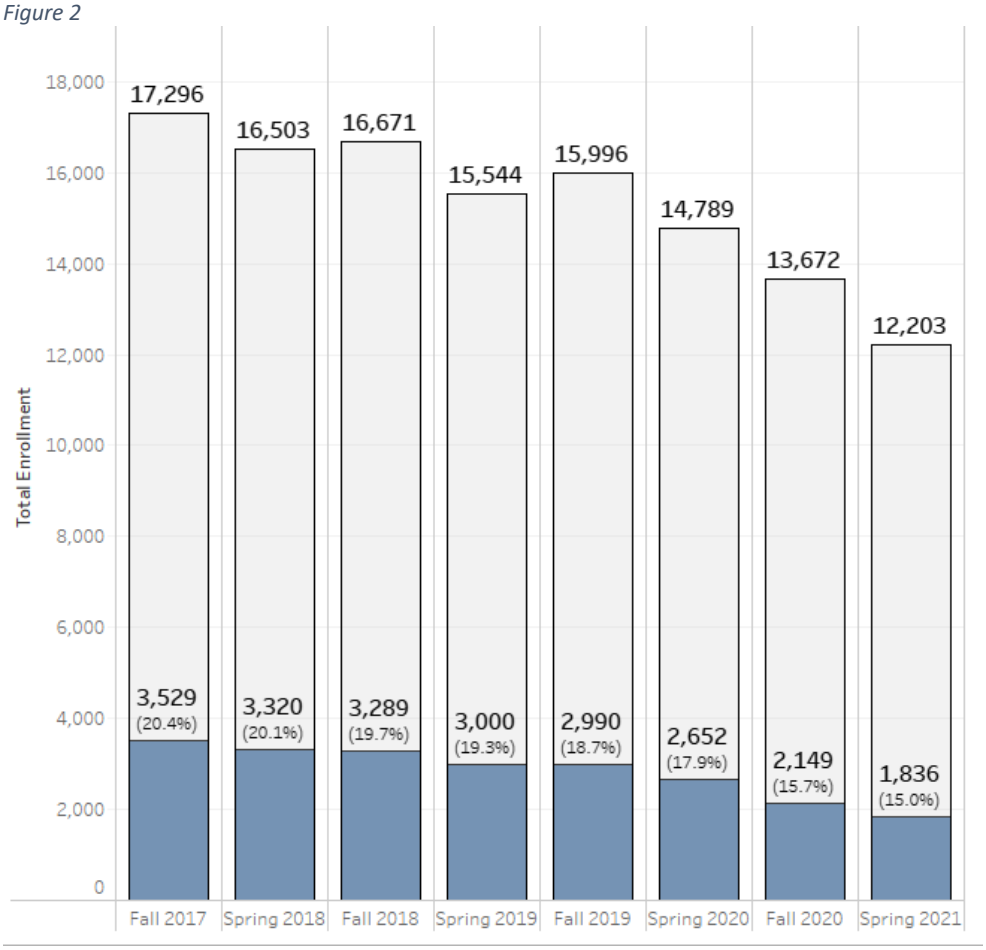
Figure 1



Note: National enrollment data has shown large declines in College enrollment among Black undergraduate students and male undergraduate students. According to the National Student Clearinghouse, the enrollment rates for the summer 2020 term saw Black students suffering the largest decline of 8% across all higher education sectors with a particularly large decline of 11% at community colleges. Male undergraduate enrollments declined nearly 14% at community colleges, compared to a decline of less than one percent for women. Further, Hispanic undergraduate enrollment increased in all sectors except for community colleges.
Source (https://www.studentclearinghouse.org/blog/community-colleges-for-profit-and-rural-institutions-black-undergraduates-and-male-undergraduates-suffered-most-from-online-only-2020-summer-sessions-according-to-latest-enrollment-data/)

Figure 2 displays the total number of Black and Hispanic male students enrolled at Community College of Philadelphia in a given academic term in comparison to the total CCP enrollment. From the fall 2017 term to the fall 2020 term there has been a decline in enrollment of Black and Hispanic males as a proportion of total student enrollment.

Figure 2



Percent needing remediation

Table 1 and Table 2 displays the placement rates of new, first-time male students in Community College of Philadelphia in fall 2019 and fall 2020 respectively. The data is provided for male students identifying as Black or Hispanic and, for comparative purposes, the total new, first-time rates are provided for all other male students excluding those identifying as Black or Hispanic. Students are reported by the total number of subjects, Math, Reading, and Writing, for which they require any development coursework. A student requiring at least one developmental course in Math, Reading, and Writing is categorized as Placement: Developmental in 3 Subjects.

Table 1

	Fall 2019		
	Total New, First-Time Black/Hispanic Males	**Total New, First-Time All Other Males** (excl. Black/Hispanic)	**Total New, First-Time All Students**
Total Count	806	546	3,400
Placement: Unknown	0%	0%	0%
Placement: College ready	30%	51%	34%
Placement: Developmental in 1 Subject	29%	27%	29%
Placement: Developmental in 2 Subjects	17%	11%	16%
Placement: Developmental in 3 Subjects	24%	12%	22%

Table 2

	Fall 2020		
	Total New, First-Time Black/Hispanic Males	**Total New, First-Time All Other Males** (excl. Black/Hispanic)	**Total New, First-Time All Students**
Total Count	390	388	2,184
Placement: Unknown	0%	0%	0%
Placement: College ready	31%	50%	40%
Placement: Developmental 1 Subject	23%	23%	21%
Placement: Developmental in 2 Subjects	18%	14%	17%
Placement: Developmental in 3 Subjects	27%	13%	22%

Retention

Table 3 below display the Fall-to-Spring and Fall-to-Fall retention rates of new, first-time Black and Hispanic male students starting in a given fall term at Community College of Philadelphia. Table 4 provides a comparative retention rate over the same period of time for all new, first-time male students excluding those identifying as Black or Hispanic. Table 5 provides a comparative College-wide retention rate over the same period of time for all new, first-time students.

Table 3

Term	Total New, First-Time Black/Hispanic Males	% Retained Spring 1	% Retained Fall 2
Fall 2017	987	68%	40%
Fall 2018	864	69%	43%
Fall 2019	806	66%	30%
Fall 2020	390	61%	n/a

Table 4

Term	Total New, First-Time All Other Males (excl. Black/Hispanic)	% Retained Spring 1	% Retained Fall 2
Fall 2017	599	71%	49%
Fall 2018	601	76%	53%
Fall 2019	546	76%	49%
Fall 2020	388	71%	n/a

Table 5

Term	Total New, First-Time All Students	% Retained Spring 1	% Retained Fall 2
Fall 2017	3,699	73%	47%
Fall 2018	3,530	74%	51%
Fall 2019	3,400	73%	45%
Fall 2020	2,184	69%	n/a

Graduation

Displayed in Table 6 is the most recent First-Time, Full-Time IPEDS 150% Graduation Rate (graduates as of August 31, 2020) for Black and Hispanic Males and All Other Males excluding those identifying as Black or Hispanic. Additionally, the table provides the transfer-out rate and the percent of students still enrolled at the College as of August 31st, 2020.

Table 6

	Total New, First-Time, Full-Time Black/Hispanic Males	Total New, First-Time, Full-Time All Other Males (excl. Black/Hispanic)	Total New, First-Time, Full-Time All Students
Fall 2017 IPEDS Cohort (First-Time, Full-Time)	390	277	1,526
Graduation Rate (150% of time)	**8.7%**	**19.1%**	**15.7%**
Transfer-Out (non-completers)	11.0%	14.4%	14.0%
Still Enrolled (non-completers)	12.3%	14.8%	15.3%

Go Big, Be ambitious Be Unapologetic

CME

African-American males at the Community College of Philadelphia are more likely to persist and graduate if: services are coordinated, holistic, and culturally responsive; students have an actionable academic, financial and career development plan; students are provided with a community of support, including support coaches, mentorship and peer-to-peer connections; first-time incoming students receive an enhanced orientation to the expectations and rigors of College; students are actively and civically engaged in the College community; students are exposed to experiential and educational learning experiences that reinforce the connection between school and career, and students are exposed to culturally relevant and differentiated instruction that affirms their academic abilities and sense of worth.

The Center has also presented during the College's Professional Development weeks to facilitate courageous conversations on Racism 101, Implicit Bias, Allyship 101, and Inclusive Syllabi. We continued these social justice efforts in hosting a virtual Solidarity walk that was covered on local news outlets, served as a panelists in our College's

Enough is Enough social justice series, two student-led Diversity Dialogue events open to the College community, discussing the importance of diversity and inclusive practices through student voices. One of our students was featured in PBS News Hour addressing the homelessness crisis faced by college students. Additionally, the Center continues to be a co-collaborator with the Mayor's Office of Black Male Engagement in creating a platform for the community (at large) to convene and discuss the various challenges and concerns that adversely affect the lives of men and boys of color in the City.

- 19 CME students graduated in May 2020.
- Six CME students received a scholarship through the charitable giving of Parx Casino.
- Two CME students were selected to the 2020 Study Abroad Program.
- Four CME students were selected to attend PA Black Conference on Higher Education (PBCOHE) Student Leadership Conference in Harrisburg, PA.
- CME student was featured in the PBS News Hour report addressing the housing crisis on college campuses.
- CME students served as panelists during City of Philadelphia's Office of Black Male Engagement event discussing Black male achievement in Higher Education.
- CME student was the College's Student Newspaper - Vanguard - Editor in Chief.
- CME members served as student ambassadors and orientation leaders.
- CME members participated in focus groups designed to enhance the Student Experience, as well as panelists in Black Studies Program and Diversity Dialogue and Equity events.
- 14 CME students were selected to participate in a dissertation addressing Black Male Engagement in Higher Education.
- Staff hosted over 30 different academic success strategies, career and leadership development, life skills including financial literacy, mentoring, entrepreneurial and cultural enrichment activities.
- CME members were highlighted in the College's internal and external marketing and fundraising campaigns.

Community College of Philadelphia
Office of Institutional Advancement
Record of Grants and Major Gifts
May 6, 2021 Meeting of the Board of Trustees

GRANTS and MAJOR GIFTS

Summary by Source:

	FY 2021		FY2020
Public Grants to College	**3/24/21 - 4/26/21**	**7/1/20 - 4/26/21**	**7/1/19 - 4/26/20**
Federal	$ -	$ 28,555,532	$ 419,668
State	$ -	$ 4,200,696	$ 2,225,920
Local	$ -	$ 29,800	$ -
Public Total	**$ -**	**$ 32,786,028**	**$ 2,645,588**
Private Grants/Gifts to Foundation	**3/24/21 - 4/26/21**	**7/1/20 - 4/26/21**	**7/1/19 - 4/26/20**
Corporation	$ 37,500	$ 321,500	$ 39,000
Foundation	$ 53,000	$ 2,262,154	$ 1,943,971
Individual	$ 32,356	$ 112,356	$ 520,068
Organization	$ -	$ 25,000	$ 25,000
Private Total	**$ 122,856**	**$ 2,721,010**	**$ 2,528,039**
TOTAL	**$ 122,856**	**$ 35,507,038**	**$ 5,173,627**

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