

Meeting of the Board of Trustees, Thursday, May 5, 2022 - 3:00 p.m. Pavilion Klein Cube,  
Room P2-3 - Hybrid

## AGENDA

### **(1) Meeting Called to Order**

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

- (a) Continue to Update the Board on Middle States Standards by Reviewing Standard VI – Planning, Resources, and Institutional Improvement
- (b) Recognition of Board Member Service
- (c) Diversity, Equity, and Inclusion Update

### **(2) Public Comment**

### **(3) Report of the President**

- (a) Middle States Standard VI – Planning, Resources, and Institutional Improvement
- (b) Campus Updates:
  - COVID Update
  - Enrollment Update
  - Graduation Update, May 7, 2022
    - o Logistics
    - o Speaker – Councilwoman Cherelle Parker
- (c) DEI-International and Global Initiatives Speaker Professor Boi-Lucia Gbaya-Kanga
- (d) Vacancy Update
- (e) Legislative Updates
- (f) Foundation Report – Dr. Mellissia Zanjani and Dr. Ellyn Jo Waller

### **(4) Student Outcomes Committee, April 7, 2022**

4.7.22 Student Outcomes Committee Minutes

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### **(5) Business Affairs Committee, April 19 and May 3, 2022**

**(6) Consent Agenda****(a) Proceedings and Minutes of Decisions and Resolutions Meeting of April 7, 2022**

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**(b) Gifts and Grants**

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**(d) Cybersecurity Academic Program Review****(e) Network Administration Academic Program Review****(f) Renewal of Ellucian Contract****(g) Three-Year Contract with Technolutions, Inc. for Licensing and Implementation of Slate CRM****(h) Continuing Appointment of Ron Williams and Wali Rushdan of Fox Rothschild as Construction Counsel****(i) Bernice and Jerome Kligerman One Button Studio in the Library and Learning Commons****(j) Enrollment Growth Study****(7) Report of the Chair****(a) Board Service Recognition****(b) ACCT Northeast Regional Chair Update (Sheila Ireland)****(c) Roz McPherson's Recognition with the Lifetime Achievement Award by the Philadelphia Association of Black Journalists (PABJ)****(d) Board of Trustees/Foundation Board Meeting, June 2, 2022****(e) Budget Hearing Update****(f) Board of Trustees Feedback-CATC Tour****(8) New Business****(9) Next Meeting: Thursday, June 2, 2022, 3:00 p.m.****(10) Executive Session**

The Board will now convene an Executive Session for an update on legal and real estate matters. The Board will not be taking any action following the Executive Session.

## **Future Committee Meetings**

Student Outcomes Committee Thursday, May 5, 2022  
1:00 p.m.

Business Affairs Committee Wednesday, May 18, 2022  
9:00 a.m.

Audit Committee Wednesday, June 8, 2022  
10:00 a.m.

Workforce Subcommittee Thursday, June 30, 2022  
10:00 a.m.

## **Upcoming Events**

Nursing Pinning Ceremony Friday, May 6, 2022, 10:00 a.m.  
Bonnell Large Auditorium (Chekemma Fulmore-Townsend)

Academic Awards Ceremony Friday, May 6, 2022, 4:00 p.m.  
Bonnell Large Auditorium (Roz McPherson)

Commencement Ceremony Saturday, May 7, 2022 – 10:00 a.m.  
Temple Liacouras Center

Foundation Black and Gold Gala Wednesday, June 1, 2022 – 6:00 p.m.  
Vie – 600 N. Broad Street

Joint Meeting of the Foundation Board of Directors and Board of Trustees  
Thursday, June 2, 2022, 4:30 p.m. - Pavilion Klein Cube, P2-3

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

**MINUTES**

**Thursday, April 7, 2022**

**1:00 p.m.**

**Zoom/Hybrid**

**Presiding:** Ms. Fulmore-Townsend

**Committee**

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

**Board**

**Participants:** Mr. Epps

**College**

**Members:** Ms. de Fries, Ms. Di Gregorio, Dr. General, Dr. Hirsch, Ms. Liautaud-Watkins, Dr. Roberts, Dr. Thomas

**Cabinet**

**Members:** Ms. Witherspoon, Dr. Zanjani

**Guests:**

Dr. Adanu, Mr. Chang, Ms. Gordon, Mr. Herbert, Ms. Norment, Mr. Nguyen, Dr. Shannon, Dr. Voltz

**(1) Public Session**

**(a) Approval of the Minutes of March 3, 2022**

The minutes were approved unanimously.

**(b) Cybersecurity Academic Program Review**

Ms. Gordon, of the Office of Assessment and Evaluation, noted how the need for cybersecurity has been revolutionary for business and personal information security and that the field has grown rapidly. The associate's degree program was first offered in Fall 2017; this is its first academic program review. There has been strong enrollment growth, from 27 students in Fall 2017 to 115 in Fall 2020, with only a small decline during the COVID-19 disruption. The program has a higher percentage of full-time and college-age students than the College overall; about 74% of the students are males. Retention is slightly higher than the College average. Although it is a workforce program, about 10% of students do transfer to a four-year institution (usually Drexel or Temple). The demand for positions in cybersecurity is high, and

demand in Philadelphia is higher than the national average. It is recommended that the program modify the assessment cycle to more effectively close the loop. Mr. Herbert, the department head, added that there have been cybersecurity courses at the College for over 20 years. The creator of program is now a tenured faculty member and the main teaching faculty for the program; she also provides a series of extra-curricular activities. Mr. Chang is the program coordinator.

Ms. Fulmore-Townsend commented that it seems like there are more women in this program than the national average and asked if the program had any particularly effective practices to engage females in the field. Mr. Herbert suggested that it has been effective how the College has set an example. Up until recently, the Chief Information Officer at the College was a woman, and the creator of the program and the main faculty is a woman who does outreach to female students. One of five students in the College's Cybersecurity program are women, compared to one in eight in the field. The program is active in making presentations at high schools where female students are and providing social activities to attract students.

Ms. Posoff had questions related to industry connections, costs, and marketing. Regarding connections to industry, Mr. Herbert stated that the program is connected with companies in the area, including having an advisory board. The program collaborates with Corporate College and Career Connections to work with companies to fill entry-level positions in cybersecurity; these types of jobs are increasing. The program will soon be engaging in a program with NBC Universal that will include scholarships and job shadowing. The program coordinator, Mr. Chang, is attentive to industry relations and engagement. The cost of the program is fairly low, in part because the equipment needed is used for a variety of computer technology programs. The Perkins Local Plan grant also provides funding for the program's needs. While COVID-19 did disrupt marketing efforts, the department and program have begun discussions with the Marketing department.

Mr. Epps asked about hands-on experience and the role of internships and project-based learning. Mr. Herbert explained that the program does not have formal internships. Until recently, it was difficult to connect with entry-level positions. Because of security concerns, companies rarely have internships for cybersecurity. All of the courses do have a lab component, which includes very active hands-on experiences for the students. Alumni who work in the field have spoken with the student club. The program has recently been able to work with the College's Information Technology Services department to offer job shadowing opportunities.

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

**(c) Network Administration Academic Program Review**

Ms. Gordon explained that the program has undergone a significant redesign in the past year. The two main causes for the redesign were: 1) significant changes to the Microsoft industry certification which necessitated changes to the curriculum, and 2) assessment data which found that students were not able to complete the program because of prerequisite courses that were not always offered. The faculty therefore redesigned the course content and the course sequences to address these issues. Growth and improvement will be based on the current status of the program following the Fall 2021 revision. The program previously averaged about 14 students per semester. Fall-to-fall retention has been lower than the College average. Jobs are high in demand with a median annual wage of \$85,000. The program has conducted meaningful and ad hoc assessments, such as changes to course curricula to address retention and graduation; engaging at-risk students with recommendations for tutoring; and teaching circles. It is recommended that the program develop a multi-year assessment plan that shows how the program will be sustained and how it will close the loop.

Mr. Herbert noted the extensive work done by Mr. Chang and the former dean and the support offered by the former dean and by Dr. Hirsch. While the program was facing challenges before, there are different faculty in charge of it now. Some of the decrease in enrollment was partly due to the establishment of the Cybersecurity program, but enrollment is starting to increase and the percentage of students who are students of color has also increased. The demographics of the student population now better reflect the community. The Microsoft Certified Engineer certification has been discontinued in part because of cloud computing; new industry certifications include more cloud computing. Cloud computing also means that jobs are less tied to local servers. The faculty who have recently started to lead the program have made changes to the program to reflect this. CompTIA, A+, Server+ are examples of popular certifications that the program is highlighting more. While the program will likely not have the same enrollment as earlier before Cybersecurity, enrollment is expected to increase. Ms. Norment, the interim dean, added the nature of cloud computing allows the program to expand its scope beyond the Philadelphia area and make connections with national and international organizations.

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

**(d) CCRC KPI Data for Guided Pathways**

Dr. Hirsch explained that this is the fifth year of reporting this data to the Student Outcomes Committee. He also provided some background information. When the College started its Guided Pathways around 2015, the College was part of the first cohort of 30 community colleges. The project was led in part by the American Association of Community Colleges (AACCC), which partnered with the premier research center on community college issues, the Community College Research

Center (CCRC) at Columbia University. AACC and CCRC developed a set of key performance measures. These examine student progress from the beginning of their studies and include the percentage of students entering straight into college-level courses and accumulating credits in their first term and year.

The College has made significant changes over the past few years to developmental education, including examining placement testing. The College's goal is to have more students take college-level courses in their first semester. For example, with the co-requisite model in English, students in the highest level of developmental English also take the first college-level English course (ENGL 101) at the same time, instead of in subsequent semesters. The College just approved a new sequence of courses based on best practices with a math sequence to be completed in one semester. The College continues to expand its math pathways; instead of having the college-level Algebra course meet the Quantitative Reasoning requirement for many programs, programs have a math course that is specific to and in support of its curriculum. A math course specifically for the Fashion Merchandising and Marketing program was developed two years ago; a math course for Liberal Arts majors was just approved this semester. Business students are able to take a statistics course instead of algebra, while Architecture students take geometry.

The changes the College has made have contributed to success on multiple metrics. The percentage of entering first-time-ever-in-college (FTEIC) students who are college-ready has increased from 23.7% for the Fall 2014 cohort to 40.1% for the Fall 2020 cohort. Regarding the number of developmental education courses a student should take, an institution wants to see declines in those percentages. The percentage of entering FTEIC students who are referred to developmental education in one subject has decreased overall from 26% to 21%; the percentage has remained somewhat steady for students referred to two and three subjects (students referred to developmental education in multiple subjects typically need a greater amount of academic support and need more time to get to college level). The College is piloting a new intervention with the next lower level of developmental English paired with a college-level course. In regards to placement, the College has moved away from using a standardized placement test and increased the use of high school transcripts and self-reported GPAs for placement; studies have shown both are valid methods for placement.

The College conducts analysis regarding credit momentum, or accumulating more credits early in one's studies. With more students able to take college-level courses in their first semester, the percentage of students completing 12+ college credits in the first term has increased. This has increased for all sub-groups and while there are still equity gaps, there has been progress made in decreasing them. For students completing 24+ college credits in their first year, some trends have been flat while there have also been slight increases. Completing this many credits in the first year is challenging with about one-third of the College's students being part-time.

The College also examines completion of college-level or gateway math and English courses in the first year. For each of these metrics, there has been an upward trend. Overall, the data shows that the College is on the right track and with the strategies being put in place to address equity gaps, it is expected that equity gaps will continue to close.

**(e) Catto Scholarship Update**

Ms. Fulmore-Townsend noted that committee members had received a written update on the Catto scholarship for informational purposes. If there are any questions, they should be sent to Dr. Hirsch. The update shows that Catto scholars are progressing in their studies. Dr. Voltz added that with students on campus, they are meeting in person with success coaches and interacting with specialists (such as Single Stop, Financial Aid, Career Connections). They also continue to offer remote options for students.

**(f) New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for May 5<sup>th</sup> at 1:00 p.m.

**Attachments:**

Minutes of March 3, 2022  
Cybersecurity APR Document  
Network Administration APR Document  
AACC Pathways Project/CCRC Data  
Catto Scholarship Outcomes Document  
Student Outcomes Agenda Calendar  
Pathways 2021-2022 Academic Pathways





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

**MINUTES**

**Thursday, March 3, 2022  
1:00 p.m.  
Zoom**

**Presiding:** Ms. Fulmore-Townsend

**Committee**

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

**Board**

**Participants:** Mr. Bradley, Mr. Epps, Mr. Soileau

**College**

**Members:** Ms. de Fries, Ms. Di Gregorio, Dr. General, Dr. Hirsch, Ms. Liautaud-Watkins, Dr. Roberts, Dr. Rooney, Dr. Thomas

**Cabinet**

**Members:** Dr. Zanjani

**Guests:** Dr. Adanu, Dr. Carter, Mr. Coleman, Ms. Henk, Ms. Lello, Dr. Lipscomb, Ms. McGarry, Ms. Scicchitano, Dr. Shah, Dr. Shannon, Ms. Washington

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of February 3, 2022**

The minutes were approved unanimously.

**(b) Career and Advanced Technology Center (CATC) - The Student Experience**

Dr. Hirsch provided background information on the CATC (see attached PowerPoint presentation). By building the new structure, the College can provide an open space complete with amenities that matches the quality of the College's academic programs. Ms. Washington, Executive Director of the CATC, and Ms. de Fries reiterated what Dr. Hirsch said, with Ms. de Fries explaining that the student experience was discussed extensively with the architects and how to allow the activities within the building to be easily visible to those both in and outside the building. It is important for students to see the institution is not just providing class-based instruction, but also hands-on skills-based training. The building encompasses collaborative and

individual work spaces and provides faculty offices near the innovation spaces. The space will be open until 10 pm at least during the week, open on the weekends, and potentially open more for shift work that partners may have. Dr. Rooney explained the extensive marketing planned; they have been preparing television ads, posters for high schools, mailers, an entire cadence of communications to the press, and there is already a web presence. Communication strategies address the community at large and also areas employers. Dr. Generals noted that he has spoken with many industries in the Delaware Valley, in addition to regular communications with SEPTA and other automotive employers. Ms. McPherson said that she could provide additional contacts, and Mr. Soileau said the media plan should be shared with the Board members so that they can amplify the message.

Dr. Carter discussed the role of the automotive technology programs in the CATC and how they intersect with advanced manufacturing programs (such as Welding) also housed in the building. She also mentioned the new automotive programs, including Toyota T-TEN, Alternative Fuels proficiency certificates, and the Medium-Heavy Truck programs. Local Toyota dealers have already offered to host over 45 students at their locations; with cohorts of 20 students, that provides spots for students in the first three years of the program. The new facility also allows students to focus on new autonomous and connected transportation technologies. Regarding compensation, Dr. Carter explained that students take ASE exams throughout the program, which can result in an average annual salary of \$55,000 (which is a conservative estimate). Toyota has said that they have graduates who within two years of finishing the program and continued training were making \$100,000. Now that the College has more space for experiential learning, the labs will simulate the real-world environment with equipment that graduates will be using in their future careers. With the new facilities, the program has been able to add partnerships; they already had Ford as a partner, Nissan and Subaru have already signed on, and the program is now vetting the Mopar group (GM, Fiat, etc.).

In regards to high school students, career-technical education programs and workforce readiness, it was noted that the College already works with the Philadelphia School District. The College's programs could be options not just for CTE students, but also students at comprehensive high schools; the marketing pipeline will focus on both. There will be regular outreach to and discussions with area high schools.

**(c) CCRC KPI Data for Guided Pathways**

This topic was postponed to the April meeting.

**(d) Enrollment Trends**

Dr. Adanu, Associate Vice President of Institutional Effectiveness, and Dr. Lipscomb, Associate Vice President for Enrollment Management, presented on enrollment trends (see attached PowerPoint presentation). Dr. Adanu provided the

context for both national trends and for Pennsylvania. Enrollment at Pennsylvania community colleges declined across the board from Fall 2011 to Fall 2020 by 27.7%, compared to 30.8% for Community College of Philadelphia. Nationwide, enrollment at large urban 2-year institutions fell by 24.8%; only three community colleges, all located in Texas, had increased enrollment. It was noted that, for the most part, four-year institutions have also seen decreased enrollment during this time period. Dr. Adanu provided 6-year enrollment data for programs at the College. Dr. Lipscomb discussed strategies to address enrollment going forward, including increasing yield. These include focusing on high-priority occupations, recruitment by Academic Pathway, stop-outs, Liberal Arts students and students who might not be sure of their major. High-priority programs are those with high applicant and enrollment numbers, such as Business programs, Health Care Studies, and Nursing. They are exploring how to shift students interested in these majors into other programs. They are making the transition from program-based recruitment events to a Pathways-based recruitment model, with Pathways-focused materials. Committee members indicated interest in seeing regular updates on the success metrics.

**(e) Health and Life Science Building**

Dr. Shah, Dean of the Math, Science, and Health Careers division, explained the ideas behind establishing an integrated health and life sciences building. New health care pedagogy revolves around real-world situations and simulations; to provide this, adequate labs are needed for all students. The pedagogy has changed with the Nursing program to a much more integrated approach; this new building would support moving this program forward even more. Dr. Hirsch noted that this building would share the same principles as the CATC: a structure characterized by openness that would be inviting to students. A goal is to break down brick barriers and have a building where one can look in and get a real sense of what health programs are about and how the College is preparing students for these fields. For example, while the College has the only Dental Hygiene program in the City and a full dental clinic, the clinic is difficult to find. With academic program reviews, there has been a common question for health care programs about how clinical space is needed for expanding programs; this new building will help address that issue. Dr. Generals explained that the Business Affairs committee is bringing forth a resolution to endorse the initial step of accepting state federal dollars.

**(f) New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for April 7<sup>th</sup> at 1:00 p.m.

**Attachments:**

Minutes of February 3, 2022

Pre-College STEM Programming at Community College of Philadelphia  
Industry List in Pharma & Chem Areas  
Career and Advanced Technology Center-CATC Presentation  
Enrollment Trend Data Presentation  
Student Outcomes Agenda Calendar

# Community College *of* Philadelphia

## Academic Program Review: Cybersecurity (CYBR), A. A. S.

Authors: Sonny Chang, Chuck Herbert, Dr. Dawn Sinnott

Spr 2022

## Executive Summary

### A. Key Findings

#### Enrollment and Demographics

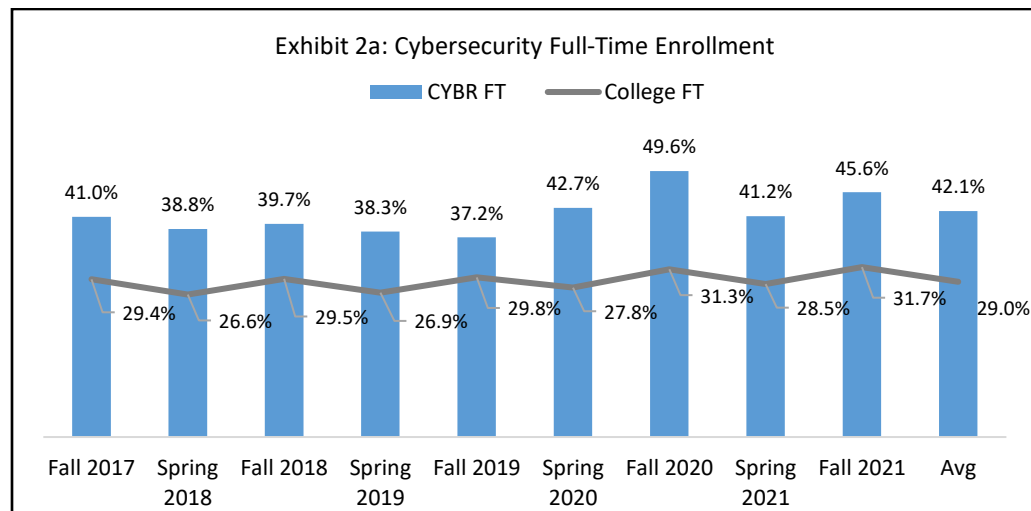
1. Over the period studied, the Cybersecurity program enrollments grew 164% from 39 to 103 enrolled students; see Exhibit 1

Exhibit 1: College and Program Enrollment <sup>1</sup>

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Average
College-Wide	17,296	16,503	16,671	15,544	15,996	14,789	13,673	12,195	11,647	14,924
Cybersecurity	39	49	78	81	94	96	115	102	103	84

2. Exhibit 2: Enrollment Demographics

- a. On average, the Cybersecurity program enrolled a higher proportion of full-time students (42.1%) than the College overall (29.0%). See exhibit 2a
- b. Age distribution for Cybersecurity students was similar to college-wide; both groups were more likely to be career age, between 22 and 39 years of age, Cybersecurity program averages 48% career age, College-wide average 49% career age. See exhibit 2b
- c. The Cybersecurity program enrollment is 73.7% male exceeding the College average of 31.6% male. The Cybersecurity program also has a higher percentage of Black males (27.8%), Hispanic males (10.2%), and White males (29.5%) than the College Black males (13.5%), Hispanic males (4.9%), and White males (8.6%). See exhibit 2c
- d. Nationally, 12.6% of all Network Engineers are women, while 83.4% are men. The Network Administration Program of 21% female consistently exceeds the national average. See exhibit 2d



<sup>1</sup> Enrollment and Retention Tables reflect students' primary major

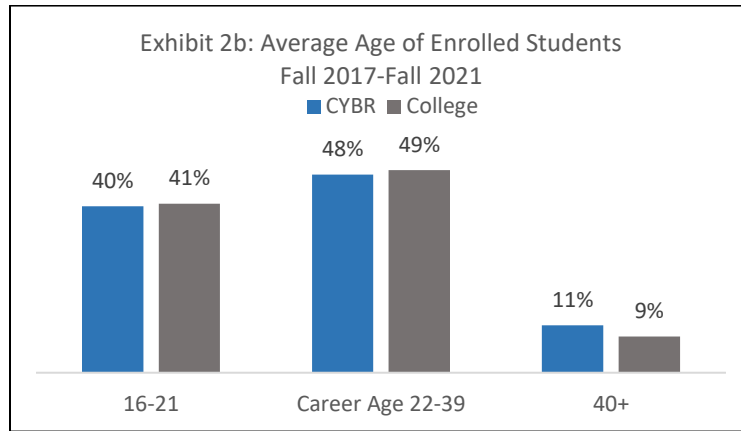
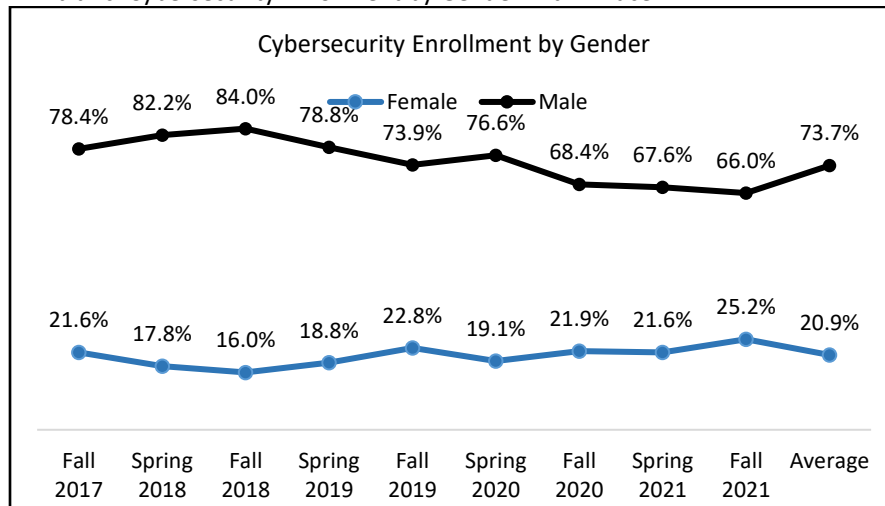


Exhibit 2c: Cybersecurity and College Enrollment by Gender within Race

		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	CBYR Average	College Average
Asian	Female	0.0%	2.2%	2.7%	5.0%	3.3%	1.1%	0.9%	2.0%	3.9%	2.4%	5.6%
Asian	Male	8.1%	4.4%	16.0%	12.5%	7.6%	9.6%	7.9%	8.8%	11.7%	9.8%	4.6%
Black	Female	10.8%	8.9%	6.7%	7.5%	12.0%	11.7%	14.0%	14.7%	15.5%	11.9%	30.4%
Black	Male	32.4%	33.3%	28.0%	26.3%	30.4%	30.9%	25.4%	26.5%	23.3%	27.8%	13.5%
Hispanic	Female	8.1%	6.7%	5.3%	3.8%	2.2%	2.1%	3.5%	2.9%	2.9%	3.6%	10.4%
Hispanic	Male	13.5%	13.3%	12.0%	10.0%	8.7%	7.4%	10.5%	9.8%	10.7%	10.2%	4.9%
White	Female	2.7%	0.0%	1.3%	2.5%	5.4%	4.3%	3.5%	2.0%	2.9%	3.0%	14.4%
White	Male	24.3%	31.1%	28.0%	30.0%	27.2%	28.7%	24.6%	22.5%	20.4%	25.9%	8.6%
	Female										20.9%	60.8%
	Male										73.7%	31.6%

Exhibit 2c: Cybersecurity Enrollment by Gender within Race



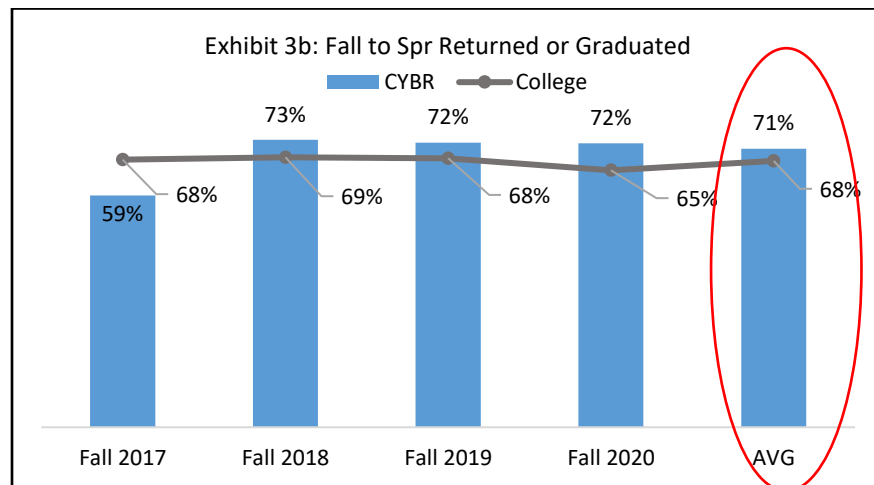


**Retention – Returned or Graduated**

- 3. Fall to Spring Retention between fall 2017 and fall 2020
  - a. Fall to spring same program retention: The percent of Cybersecurity program students returning to the same program in the spring is similar to the college-wide average; Cybersecurity average 67.8%, college-wide average 64.8%, see Exhibit 3a
  - b. Fall to spring same program retention or graduation: At 71%, the average proportion of Cybersecurity program students who returned or graduated from fall to spring averaged three points higher than the College average (68%), See exhibit 3b

Exhibit 3a: Fall to Spring Retention <sup>2</sup>

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	CYBR Average	College Average
Headcount	39	78	94	115	82	15,909
Returned to Same Program	59.0%	71.8%	67.0%	68.7%	67.8%	64.8%
Returned to Different Program	12.8%	6.4%	7.4%	4.3%	6.7%	4.4%
Graduated	0.0%	1.3%	5.3%	3.5%	3.1%	2.9%
Did Not Persist	28.2%	20.5%	20.2%	23.5%	22.4%	27.9%



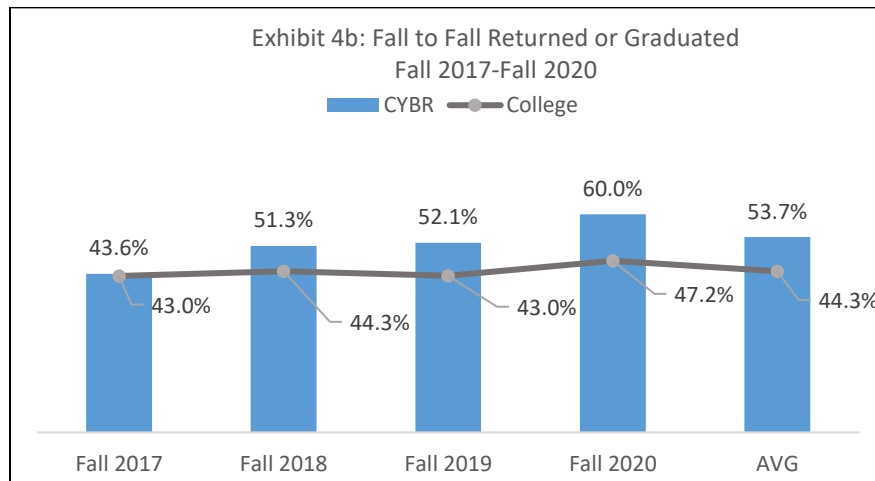
<sup>2</sup> Enrollment and Retention Tables reflect students’ primary major

4. Fall to Fall Retention between fall 2017 and fall 2020

- a. Fall to fall same program retention: The Cybersecurity program continued to outpace the College average of 34.2% retention, with an overall average of 39.0% persisting to the following fall, see Exhibit 4a
- b. Fall to fall same program retention or graduation: The average proportion of Cybersecurity program students who returned or graduated from fall to fall has increased steadily from 43.6% in fall 2017 to 60% in fall 2020, see Exhibit 4b

Exhibit 4a: Fall to Fall Retention <sup>3</sup>

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	CYBR Average	College Average
Headcount	39	78	94	115	82	15,909
Returned to Same Program	35.9%	39.7%	37.2%	40.9%	39.0%	34.2%
Returned to Different Program	5.1%	5.1%	7.4%	8.7%	7.1%	7.2%
Graduated	7.7%	11.5%	14.9%	19.1%	14.7%	10.1%
Did Not Persist	51.3%	43.6%	40.4%	31.3%	39.3%	48.5%



<sup>3</sup> Enrollment and Retention Tables reflect students' primary major

**Success and Graduation**

- 5. The Cybersecurity program awarded a total of 47 degrees between 2017 and 2022, see Exhibit 5a

Exhibit 5: Degrees Awarded in Cybersecurity and all AAS Degree Programs <sup>4</sup>

	2017	2018	2019	2020	2021	Total
Cybersecurity	17	1	11	12	6	47
AAS Degrees	587	530	558	482	241	2,398

The number of degrees awarded does not necessarily reflect fall enrollment patterns as students may enroll in a second major that is not reflected in the enrollment and retention tables.

**Transfer**

- 6. Cybersecurity is an A.A.S. degree program. The focus of this program is workforce; however, opportunities, responsibilities, and salaries increase with continued education. More than 10% (18 out of 174) of the students departing the college elected to transfer; 17% enrolled at Temple University, 11% enrolled at Drexel, and 12% enrolled at Pierce, see Exhibit 6

Exhibit 6: Departing CYBR Students who entered the College between 2017 and 2020

Exit Status	Transfer		Did Not Transfer		Total Count of Departing Students
	Count	Percent	Count	Percent	
Graduate	2	8%	23	92%	25
Earned 45 or more credits	0	0%	15	100%	15
Earned 23 to 44 credits	3	10.7%	25	89.3%	28
Earned 12 to 22 credits	3	8.8%	31	91.2%	34
Earned less than 12 credits	10	13.9%	62	86.1%	72
Grand Total	18	10.3%	156	89.7%	174

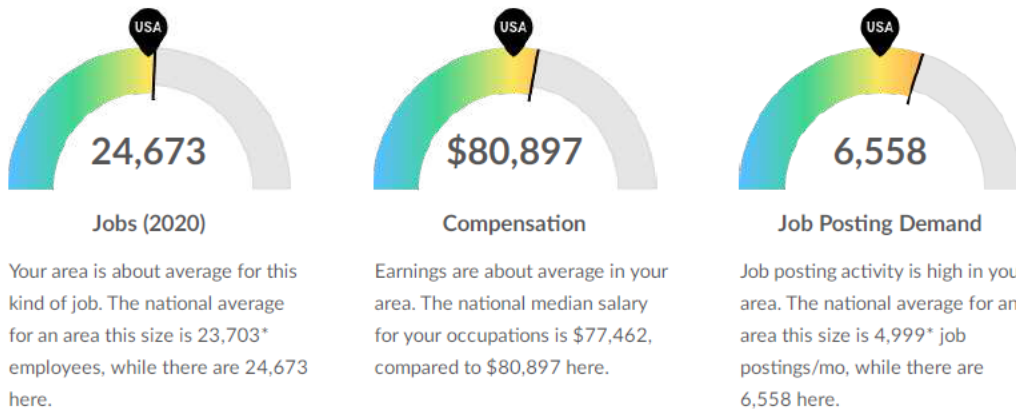
**Workforce Development**

- 7. The most recent data finds employment opportunities in the fields related to cybersecurity are high. An average area of this size typically has 23,703 employees, while there are 24,673 here in the Philadelphia area. Job posting demand is high and appears to exceed resources. The relevant occupations include:

<sup>4</sup> The number of degrees awarded does not necessarily reflect fall enrollment patterns as students may enroll in a second major that is not reflected in the enrollment and retention tables.

Network and Computer Systems Administrators
Computer Network Support Specialists
Information Security Analysts
Computer Network Architects
Computer Systems Analysts
Computer User Support Specialists
Operations Research Analysts

### Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



### Most Jobs are found in the Computer Systems Design and Related Services Industry Sector

Computer Systems Design and Related Services	18.1%
Management of Companies and Enterprises	8.9%
Wired and Wireless Telecommunications Carriers	6.0%
Insurance Carriers	5.2%
Colleges, Universities, and Professional Schools	4.7%
Management, Scientific, and Technical Consulting Services	4.1%
Other	53.0%

### Top Companies in the Philadelphia Area

The Judge Group
Deloitte
Motion Recruitment
Oracle
Robert Half
IBM
Accenture
Comcast
Wells Fargo
General Dynamics

**Assessment**

10. Assessment data has been collected regularly; in AY 2020, all seven Cybersecurity program learning outcomes were assessed using AEFIS; before implementing AEFIS, assessment data was collated from data in Canvas by faculty members for each course in the program. The program has defined appropriate learning outcomes, selected assessment measures, assessed the learning outcomes, and collected data. The next step, analyzing the results of the outcomes assessed, is not presented in the evidence. It is important to analyze and report the results of the assessments in a meaningful way. Analyzing the results should then be followed by adjustments to improve learning and reassessed in an appropriate interval to close the loop. These steps are fundamental to the assessment process; if the results do not lead to adjustments, improvements, or confirmation of prior adjustments, the cycle does not support continuous improvement.

Prior Audit

This is the first Academic Review for the Cybersecurity A.A.S. Degree Program

The Community College of Philadelphia A.A.S. *in Cybersecurity* was established during the 2016-2017 AY and implemented beginning with the Fall 2017 Semester.

C. Action Items

The Office of Assessment and Evaluation makes the following recommendations.

**Enrollment and Demographics**

1. Increase Enrollment as follows:

	Fall 2020 (Bench- mark)	Fall 2022 Increase in Headcount*		Fall 2024 Increase in Headcount		Fall 2026 Increase in Headcount	
<b>Headcount</b>	115	122	6%	137	12%	153	12%
<b>Returned to Same Program</b>	41%	50	41%	61	45%	76	50%
<b>Graduated</b>	19.1%	24	20%	27	20%	38	25%

2. Cybersecurity is not well understood as a career opportunity for women. Consequently, women are underrepresented in cybersecurity nationally as well as the CCP Program. The program should consider ways to encourage and nurture pathways into cybersecurity for girls, women, and gender minorities to close the gap. Outreach could begin in high school, professional development opportunities, and career fairs. The program should work with marketing and recruitment to develop and implement a plan to present the value and career opportunities to target markets.

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2025

**Assessment**

3. The program should revise its Assessment Plan and establish an assessment cycle to better support closing the loop for continuous improvement. Currently, assessment data has been collected regularly; in AY 2020, all seven Cybersecurity program learning outcomes were assessed using the AEFIS platform. Before implementing AEFIS, assessment data was collated from data in Canvas by faculty members for each course in the program. The program has defined appropriate learning outcomes, selected assessment measures,

assessed the learning outcomes, and collected data. The current assessment process has included scheduled meetings each semester for faculty teaching in the program to monitor progress, review data, and determine appropriate actions based on findings.

However, not all outcomes need to be assessed every year. To optimize analysis, the program should create a schedule for assessing learning outcomes over time by identifying select Learning Outcomes to be measured in a chosen year, with all Learning Outcomes being measured within a five-year period. Then, a collective analysis of the results can be followed by program adjustments to improve learning and reassessed in an appropriate interval to close the loop.

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2027

### **Transfer**

4. After completing the Cybersecurity curriculum, students are well-positioned for transfer. The department should continue to pursue formalizing transfer agreements with local institutions to provide opportunities for CCP students to enroll with full recognition of credits earned.

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2027

### **Workforce**

5. Potential employers are increasingly interested in hiring graduates who have had meaningful real-world cybersecurity experience. An internship, that may be paid or unpaid, would allow students to gain experience in the field by applying concepts, protocols, and tools acquired through coursework to the real world by working alongside cybersecurity experts. The program should explore opportunities to develop relationships within the local community that could provide internship opportunities, value the benefit CCP students could bring, and provide students with invaluable work experience.

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2027

## 1. Narrative

A new industry, cybersecurity, was born when the world went online in 1990. Cybersecurity is the practice of protecting critical systems and sensitive information from digital attacks and combating threats against networked systems and technologies<sup>5</sup>. The need for cybersecurity increased significantly with the growth of connectedness and the digitization of business and personal information. Today the global cybersecurity market is forecast to grow to \$345 billion by 2026<sup>6</sup>.

The first Cybersecurity program at Community College of Philadelphia was established in the Fall 2017 semester, introducing new career opportunities to students and providing important resources to the Philadelphia community. The primary objective of the Cybersecurity program is to teach students how to implement successful solutions to the security needs of businesses through risk compliance, incident handling, network solutions, and application troubleshooting while maintaining moral ethics.

In an environment experiencing continual change and evolution, program faculty must also evolve at a similar pace. The mindset of Cybersecurity faculty is always to be updating their industry skill sets and maintaining currency in the latest cybersecurity certifications to fully engage with students about the latest data breach threats and understand the current landscape.

Cybersecurity computer labs are resourced from vendors that design labs to replicate industry standards, for example, CompTIA, EC Council, and Cisco. These hands-on and faculty-guided labs support program learning outcomes and encourage students to master industry-related projects in preparation for employment in the real-world environment.

In the classroom, faculty members reach out to struggling students to find out what they may need to succeed in the class. To identify potential problems, faculty checks attendance, grade scores, and assignment submissions to see where struggling students are having issues. When struggling students are identified, the program's proactive practice is to connect the student with Dr. Mavis Pogue for tutorial support. Dr. Pogue is an Assistant Professor and full-time faculty member at Community College of Philadelphia. She is available to tutor one-on-one, and her expertise in application software fundamentals and computer technology supports the program's core essentials.

Continued education provides increased opportunities, responsibilities, and salaries. Approximately 10% of recently departing students transferred, 17% enrolled at Temple University, 11% enrolled at Drexel, and 12% enrolled at Pierce. The program has transfer agreements with Chestnut Hill College, Peirce College, Harrisburg University and is currently exploring options with Drexel and Temple University.

Assessment data has been collected regularly; in AY 2020, all seven Cybersecurity program learning outcomes were assessed using AEFIS; before implementing AEFIS, assessment data was collated from data in Canvas by faculty members for each course in the program. The program has defined appropriate learning outcomes, selected assessment measures, assessed the learning outcomes, and collected data. The next step, analyzing the results of the outcomes assessed, is not presented in the evidence. It is important to analyze and report the results of the assessments in a meaningful way. Analyzing the results could then be followed by adjustments to improve

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<sup>5</sup> [IBM Security](#).

<sup>6</sup> [Cyber Magazine](#)



learning and reassessed in an appropriate interval to close the loop. These steps are fundamental to the assessment process; if the results do not lead to adjustments, improvements, or confirmation of prior adjustments, the cycle does not support continuous improvement.

Over the past five years, the program's accomplishments have been significant; the Cybersecurity program brings students critical thinking skills, logical reasoning practice, professional value, and opportunities to succeed in a competitive industry.

**Community College *of* Philadelphia**  
Academic Program Review:  
Network Administration (NTMA), A.A.S.

Authors: Sonny Chang, Chuck Herbert, Dr. Dawn Sinnott  
Spring 2022

## Executive Summary

### Key Findings

#### Enrollment and Demographics

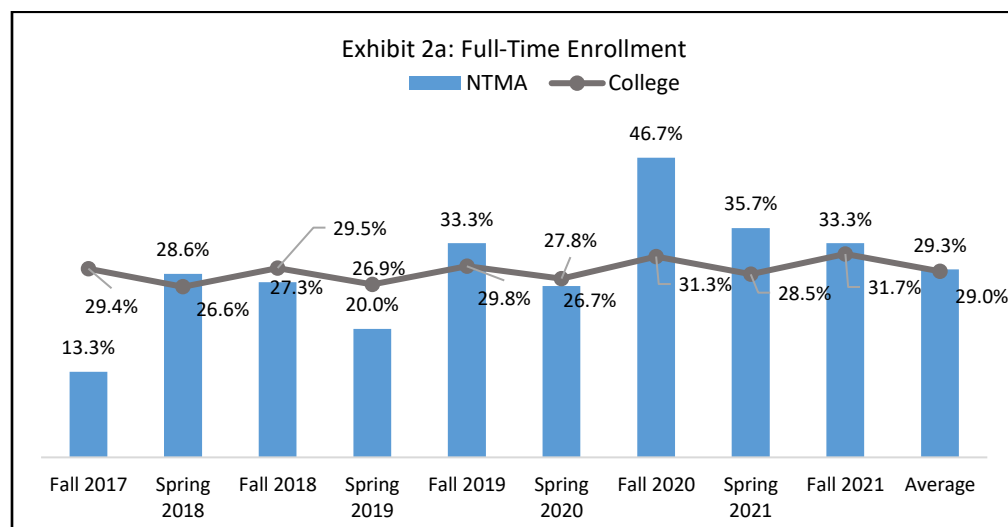
1. Over the period studied, Network Administration enrollments have been relatively stable, with an average of 14 students per semester; see Exhibit 1

Exhibit 1: College and Program Enrollment <sup>1</sup>

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Average
College-Wide	17,296	16,503	16,671	15,544	15,996	14,789	13,673	12,195	11,647	14,924
Network Administration	15	14	11	15	12	15	15	14	12	14

2. Enrollment Demographics

- a. On average, the Network Administration program full-time enrollment is similar to the college-wide average; Network Administration 29.3%, College-wide 29.0%; see Exhibit 2a
- b. On average, the Network Administration program enrolled a higher proportion of career age students 22-29 years of age (58.3%) than the College overall (49.2%); see Exhibit 2b
- c. On average, the Network Administration program distribution of gender within race finds a higher percentage of Asian males (10.7%), Black males (41.8%), and White males (16.4%) than the college-wide distribution of Asian males (4.6%), Black males (13.5%), and White males (8.6%); see Exhibit 2c



<sup>1</sup> Enrollment and Retention Tables reflect students' primary major

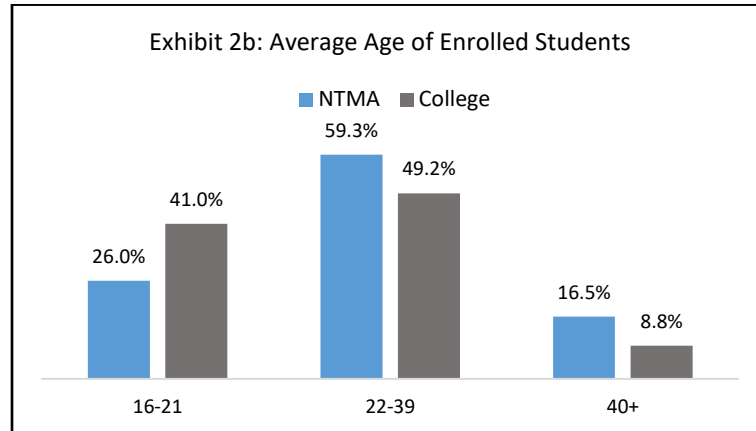


Exhibit 2c: College and Department Enrollment by Gender within Race

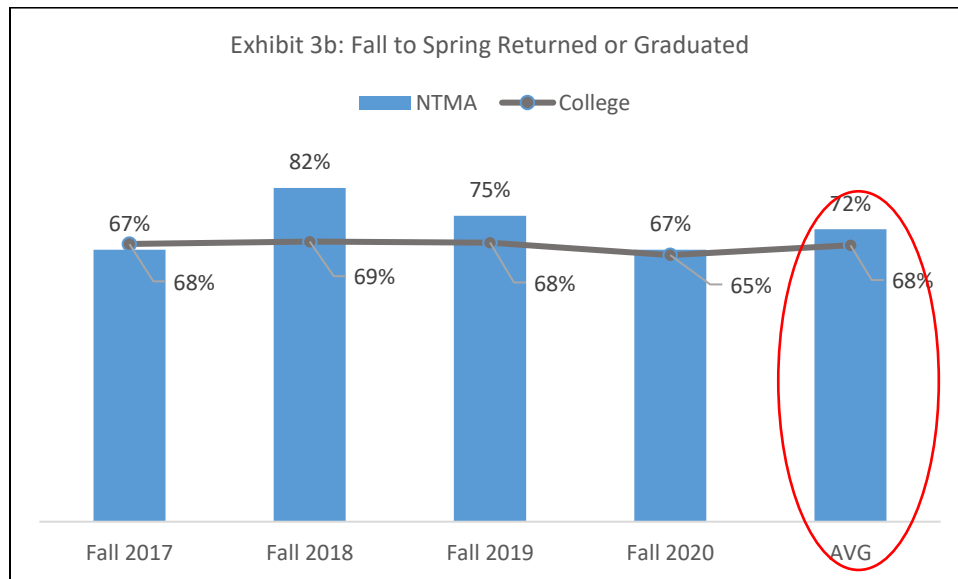
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	NTMA Average	College Average
Asian	Female	6.7%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	5.6%
Asian	Male	6.7%	0.0%	0.0%	0.0%	16.7%	20.0%	20.0%	21.4%	9.1%	10.7%	4.6%
Black	Female	20.0%	35.7%	27.3%	20.0%	8.3%	6.7%	6.7%	21.4%	9.1%	17.2%	30.4%
Black	Male	46.7%	35.7%	72.7%	53.3%	25.0%	33.3%	33.3%	28.6%	54.5%	41.8%	13.5%
Hispanic	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.4%
Hispanic	Male	6.7%	7.1%	0.0%	6.7%	8.3%	0.0%	0.0%	0.0%	9.1%	4.1%	4.9%
White	Female	0.0%	0.0%	0.0%	6.7%	8.3%	6.7%	6.7%	7.1%	0.0%	4.1%	14.4%
White	Male	13.3%	14.3%	0.0%	6.7%	25.0%	26.7%	26.7%	14.3%	18.2%	16.4%	8.6%
	Female										23.0%	60.8%
	Male										73.0%	31.6%

**Retention – Returned or Graduated**

3. Fall to Spring Retention between fall 2017 and fall 2020
  - Fall to spring same program retention: The percent of Network Administration program students returning to the same program in the spring is five points higher than college-wide average; Network Administration average 69.8%, college-wide average 64.8%, see Exhibit 3a
  - Fall to spring same program retention or graduation: At 72%, the average proportion of Network Administration program students who returned or graduated from fall to spring averaged four points higher than the College average (68%), See exhibit 3b

Exhibit 3a: Fall to Spring Retention <sup>2</sup>

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	NTMA Average	College Average
Headcount	15	11	12	15	13	15,909
Returned to Same Program	66.7%	81.8%	66.7%	66.7%	69.8%	64.8%
Returned to Different Program	0.0%	0.0%	0.0%	6.7%	1.9%	4.4%
Graduated	0.0%	0.0%	8.3%	0.0%	1.9%	2.9%
Did Not Persist	33.3%	18.2%	25.0%	26.7%	26.4%	27.9%



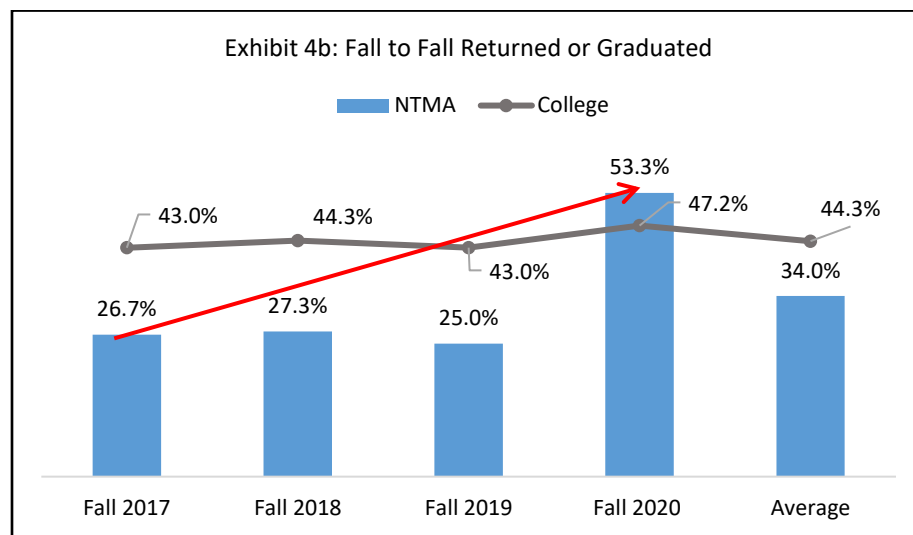
4. Fall to Fall Retention between fall 2017 and fall 2020

- Fall to fall same program retention: The percent of Network Administration program students returning to the same program in the fall is eight points lower than the college-wide average; Network Administration average 26.4%, college-wide average 34.2%, see Exhibit 4a
- Fall to fall same program retention or graduation: The average proportion of Network Administration program students who returned or graduated from fall to fall increased 100% from 26.7% in fall 2017 to 53.3 in fall 2020, see Exhibit 4b

<sup>2</sup> Enrollment and Retention Tables reflect students' primary major

Exhibit 4a: Fall to Fall Retention <sup>3</sup>

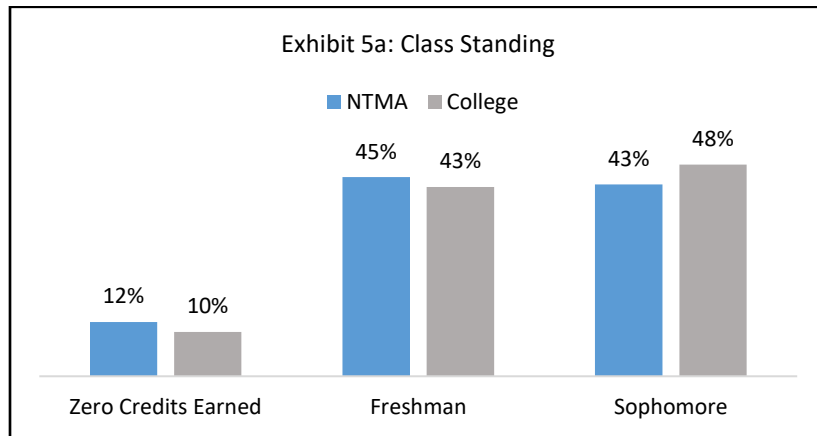
NTMA	Fall 2017	Fall 2018	Fall 2019	Fall 2020	NTMA Average	College Average
Headcount	15	11	12	15	13	15,909
Returned to Same Program	26.7%	27.3%	16.7%	33.3%	26.4%	34.2%
Returned to Different Program	13.3%	0.0%	8.3%	20.0%	11.3%	7.2%
Graduated	0.0%	0.0%	8.3%	20.0%	7.5%	10.1%
Did Not Persist	60.0%	72.7%	66.7%	26.7%	54.7%	48.5%



5. Academic Success and Graduation

- a. Class standing is a measure of students' earned credits. Freshman reflects students with 1-24 cumulative earned credits and sophomore reflects students with more than twenty-four cumulative earned credits. Zero credits reflect students who have either not attempted or not passed any college-level coursework at the start of a given term. On average, between fall 2017 and fall 2021, 43% of Network Administration program students earned more than 24 college-level credits; this is slightly less than the College-wide average of 48%; see Exhibit 5a
- b. Over the period studied, Network Administration students averaged slightly lower academic performance (89.4% in Good Academic Standing) than the College overall (90.7% in Good Academic Standing); see Exhibit 5b
- c. Over the period studied, Network Administration awarded four AAS degrees; see exhibit 5c

<sup>3</sup> Enrollment and Retention Tables reflect students' primary major



	NTMA	College-Wide
Good Standing	89.4%	90.7%
Dropped or Placed on Probation	10.6%	9.3%

	2017	2018	2019	2020	2021	Total
NTMA				1	3	4
AAS Degrees	587	530	558	482	241	2,398

## Workforce Development

### 6. Aggressive Job Posting Demand

Job posting demand is high and appears to exceed resources. There are an average of 13,321 jobs in the Philadelphia area, while the national average for this size is 12,751. The higher than average supply of jobs may make it easier for workers in this field to find employment in the Philadelphia area



Network Administration program aligns with employment in the following occupations

Code	Description
15-1212	Information Security Analysts
15-1245	Database Administrators and Architects
15-1244	Network and Computer Systems Administrators
15-1241	Computer Network Architects
15-1231	Computer Network Support Specialists
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers

- Regional Compensation Is 2% Higher Than National Compensation
- The 2020 median wage in the Philadelphia area is \$85,026, while the national median wage is \$83,102.

Top Companies	Top Job Titles
Robert Half	Network Engineers
Motion Recruitment	Data Engineers
The Judge Group	Systems Administrators
Deloitte	Security Engineers
Wells Fargo	Database Administrators
IBM	Information Security Engineers
Comcast	Salesforce Administrators
SAP	
Randstad	
Accenture	



**Assessment**

7. Evidence of formal assessment of student learning in Network Administration's required or "core" courses supporting the stated program learning outcomes (PLOs) has not been provided.

There is evidence of meaningful adhoc and qualitative assessment, such as: identifying and resolving scheduling issues that were diminishing retention and graduation options for students; the active department teaching circles where faculty meet to discuss what needs to be done for the future of the curriculum; engaging at-risk students with instructor support and recommendations for tutoring; even maintaining currency of program curriculum to meet evolving industry standards. However, work needs to be done to develop an assessment plan detailing how the department will conduct and implement a sustainable assessment process.

B. Prior Audit

The Network Technology Management and Administration Program was designed to meet Microsoft industry certification standards. In 2019-2020, Microsoft dramatically changed the industry certification standards requiring immediate program revisions. To maintain professional practices, it became necessary to update the core requirements to meet the current Microsoft standards. Under the leadership of the Department Chair, Program revisions were recommended, Dr. Hirsch and Dr. Carter approved the redesigned curriculum effective fall 2021, which included a program name change to reflect the thorough redesign.

C. Action Items

The Office of Assessment and Evaluation makes the following recommendations.

**Enrollment and Demographics**

Increase Enrollment as follows:

	Fall 2020	Fall 2023 Increase in Headcount	Fall 2024 Increase in Headcount	Fall 2025 Increase in Headcount
Headcount	15	17 12%	20 15%	23 15%
Returned to Same Program	33%	7 40%	9 45%	12 50%
Graduated	20%	3 20%	4 20%	5 20%

**Program Growth**

1. Almost all major technologies are dependent on networking and connectivity; as these technologies advance, so does the networking career field. The Network Administration program provides career opportunities that are high-paying, professional, and evolving. A priority should be to develop strategies to reach a variety of prospective students such as high schools students, displaced workers, and individuals looking for career advancement. The department should work with college advisors, counselors, recruiting, and the marketing department to educate them about the program opportunities and career field to optimize efforts and establish a sustainable flow of new students.

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2027

2. Computer network administration and technology is not well understood as a career opportunity for women. Consequently, women are underrepresented in the field nationally as well as in the CCP Network Administration Program. The program should consider ways to encourage and nurture pathways into the technology industry for girls, women, and gender minorities to close the gap. Outreach could begin in high school, professional development opportunities, and career fairs. The program should work with marketing and recruitment to develop and implement a plan to present the value and career opportunities to target markets.

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2025

### **Retention**

3. On average, only 27% of the enrolled students return the following fall semester. The department identified scheduling issues as a primary problem, and with the approval of Dr. Hirsch and Dr. Carter, these issues were corrected with major program revisions. The Network Technology Management and Administration program was revised, becoming the Network Administration program, essentially a new program beginning fall 2021. Tracking retention should now be a priority to determine if the scheduling issues have been fully resolved or if other problems also contribute to poor retention.

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2027

### **Assessment**

4. The program has provided strong evidence of meaningful qualitative assessment, such as: identifying and resolving scheduling issues that were diminishing retention and graduation options for students; active department teaching circles where faculty meet to discuss what needs to be done for the future of the curriculum; engaging at-risk students with instructor support and recommendations for tutoring; maintaining currency of program curriculum to meet evolving industry standards. However, work needs to be done to formalize a systematic assessment process in a formal Assessment Plan. An assessment plan will detail a multi-year schedule to evaluate one or two Program Learning Outcomes per year, breaking assessment into small manageable pieces and helping ensure that it is a routine part of departmental practices. The Department's assessment plan will determine the assessment cycle; it describes how the assessment process will be conducted, where and when data will be collected, how it will be evaluated, how it will be shared, and specific follow-through. The first assessment cycle should be ready for implementation and data collection in fall 2022.

Person responsible: Department Head

Timeline: Fall 2022

## Narrative

Companies and organizations using more than one computer to carry out necessary functions employ network administrators. Network administrators ensure computer software and operating systems work properly and stay updated. These professionals oversee the information technology within an organization, serving as the go-to people for computer and technical issues. Network administrators may hold specialized certifications or bachelor or graduate degrees. Professionals in this field earn a generous median annual salary of \$82,050. The U.S. Bureau of Labor Statistics (BLS) projects this field will experience a steady 5% job growth rate in the coming years.<sup>4</sup>

The Network Administration program at CCP provides a gateway to entry-level employment as network and computer systems administrators responsible for the day-to-day operation of computer networks. They organize, install, and support an organization's computer systems, including local area networks (LANs), wide area networks (WANs), network segments, intranets, and other data communication systems. This program offers a core of general education and computer information systems courses coupled with a flexible set of elective requirements. Students who complete the program will enter the job market as desktop support specialists, IT technicians, and IT support staff, with a solid foundation in the computing technology found in today's workplace.

These career opportunities in technology motivate students, but observations and analysis indicated that students were not completing the program as expected. Department Head Chuck Herbert initiated a comprehensive analysis finding that several program courses relied on prerequisites that would often get canceled and may or may not run during the semester. This interruption was causing scheduling issues for students and creating unsurmountable delays in completion and graduation. Chuck Herbert identified the necessary changes providing a course sequence that would better facilitate student completion and graduation. Program revisions were recommended, Dr. Hirsch and Dr. Carter approved the redesigned curriculum effective fall 2021, which included a program name change to reflect the thorough redesign.

Students can also complete the Network and Systems Administration Proficiency Certificate (NSPC) as part of their AAS degree program. Courses are closely linked to professional certification from CompTIA, Microsoft, and Cisco to support students in developing technical skills needed to maintain computer networks and the analytical skills necessary to analyze and manage computer networks.

The networking curriculum is divided about 50/50 into lecture and hands-on lab components. A program strength is the hands-on laboratories. The lab curriculum and apparatus are industry-tested, supported by academic partner CompTIA and Cisco, providing valuable experience and accelerating student learning. The program covers every aspect of IT training using various methods to engage our students.

Informal assessment has been a consistent part of the program, from identifying completion issues to the active department teaching circles where faculty meet to discuss what needs to be done for the future of the curriculum. As recommended in the previous Action Items section, it is now time for the department to formalize the Program Learning Outcomes (PLO) assessment process with an assessment plan and full utilization of AEFIS, the College assessment standard.

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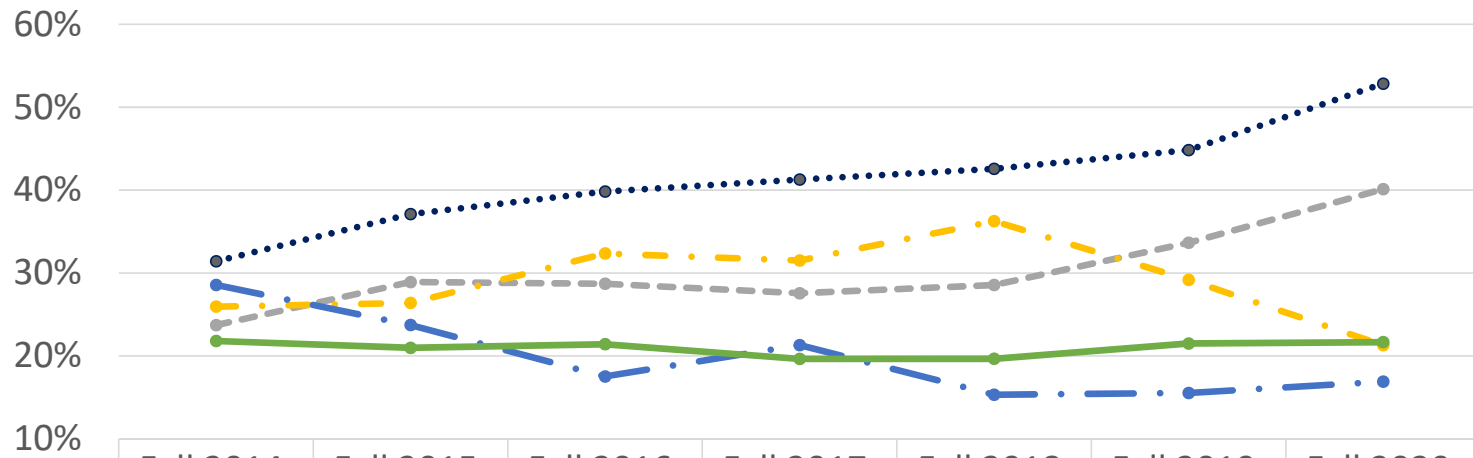
<sup>4</sup> [Computer Science.org](https://www.computer-science.org/)

In recent qualitative survey research sent to graduates earning a networking degree and or certificate, students had the following to say their experiences

How valuable is your CCP degree in the job market
Coursework at CCP greatly helped me get my A+ Certification. The networking cert. from CCP made it possible for me to get my job. From there, I believe my job experience over the past three years will take me to the next step.
I went to Peirce college after CCP. However, the quality of education I received from CCP was better than the education I received for Peirce.
I don't think all the textbooks should be written by a single person, especially when way better books (peer-reviewed) have been written by more qualified individuals and cost less for the students. During my time at CCP, I was already well into studying for the CCNA, which I earned about four months ago. TBH, I learned a lot more from my self-study and the topics in much greater depth than the classes at CCP were taught. However, I enjoyed a lot of the class meetings and the interesting conversations and people. It's also nice to see where you stack up against your competition in the job market. Also, an introductory course on Python for networking should be added to the curricula since it's essential for anyone who ever wants to call themselves a network "engineer" these days.
I love CCP
Thank you CCP for everything!
What were your most valuable experiences at CCP?
Work-Study
The teamwork/group exercises, the hands-on experience, especially taking the computer apart and putting back together and earning what each component does. So valuable.
Labs where I was able to actually touch and do the work.
The class meetings, passionate instructors, and eager learners.
CCP is a good school
Meeting new people, using the different facilities, and learning materials that were relevant to my field of study
Connecting with professors and students!

# AACC Pathways Project / CCRC Data

## Student Demographics

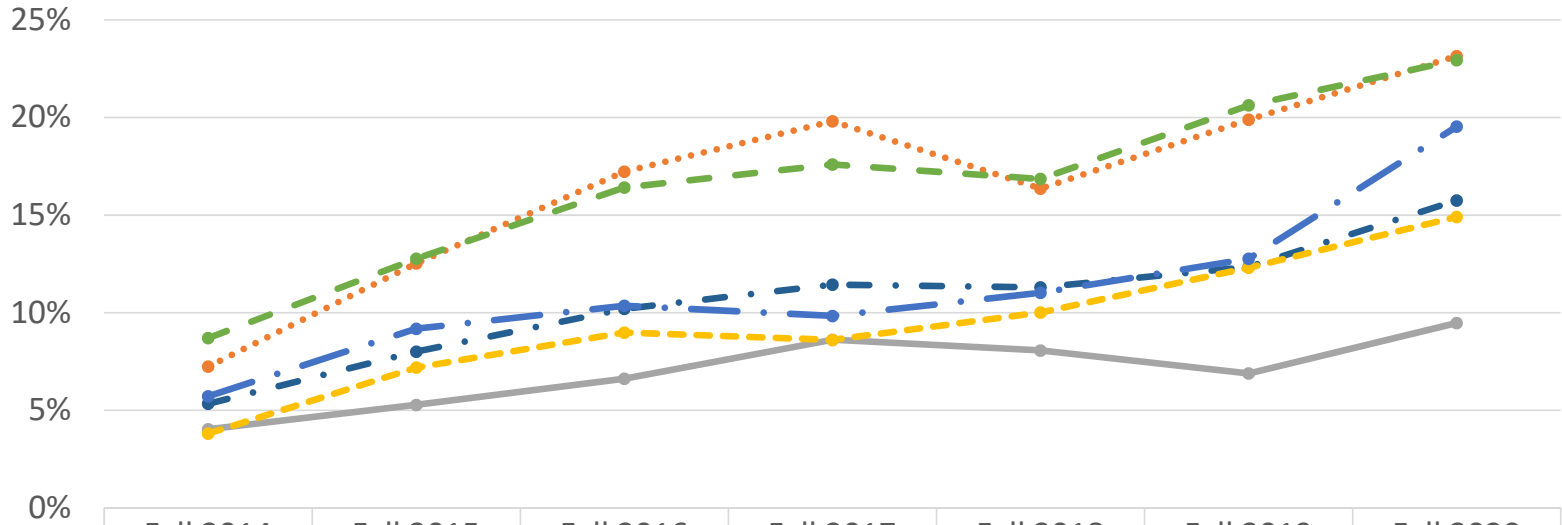


	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
College-ready	23.7%	28.9%	28.7%	27.6%	28.5%	33.6%	40.1%
DevEd: 1 subject	26.0%	26.4%	32.4%	31.5%	36.3%	29.2%	21.3%
DevEd: 2 subjects	28.6%	23.7%	17.5%	21.3%	15.3%	15.5%	16.9%
DevEd: 3 subjects	21.8%	21.0%	21.4%	19.6%	19.7%	21.5%	21.7%
Full-time	31.4%	37.1%	39.8%	41.3%	42.6%	44.8%	52.8%

Community College *of* Philadelphia

# AACC Pathways Project / CCRC Data

## Earned 12+ College Credits in 1st Term

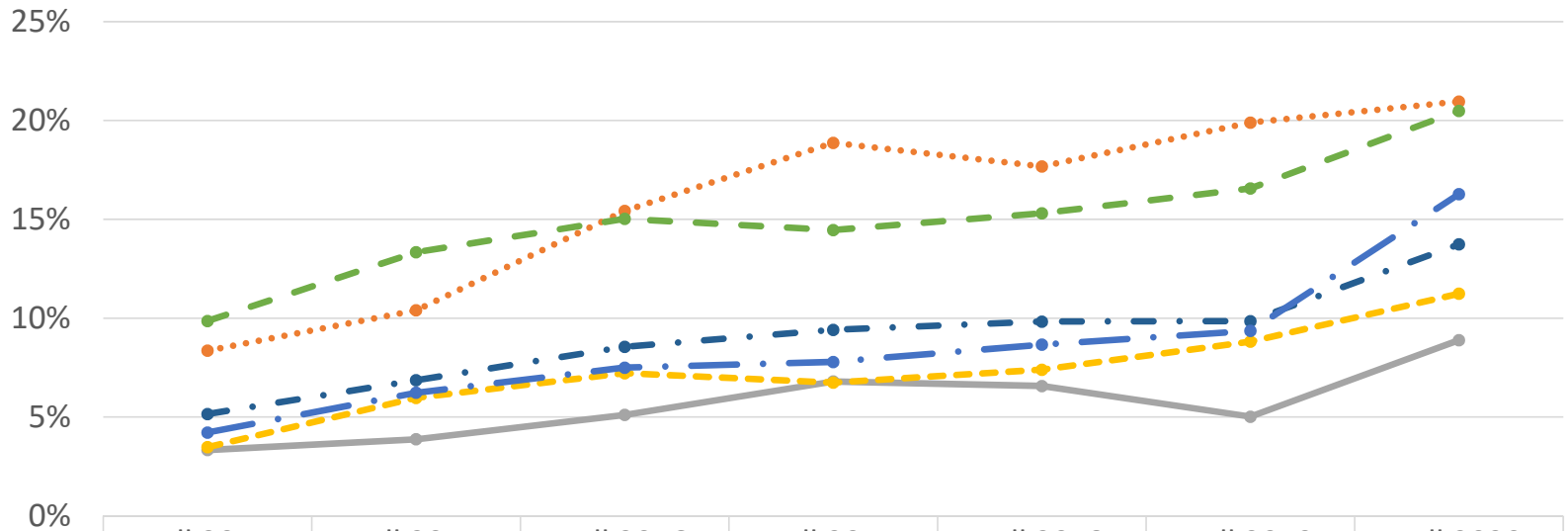


	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
● TOTAL	5.3%	8.0%	10.2%	11.4%	11.3%	12.4%	15.8%
● Asian	7.2%	12.5%	17.2%	19.8%	16.4%	19.9%	23.1%
● Black	4.0%	5.3%	6.6%	8.6%	8.1%	6.9%	9.5%
● Hispanic	3.8%	7.2%	9.0%	8.6%	10.0%	12.3%	14.9%
● Other / Unknown	5.7%	9.2%	10.4%	9.8%	11.0%	12.8%	19.5%
● White	8.7%	12.8%	16.4%	17.6%	16.9%	20.6%	22.9%

Community College *of* Philadelphia

# AACC Pathways Project / CCRC Data

## Earned 24+ College Credits in Year 1



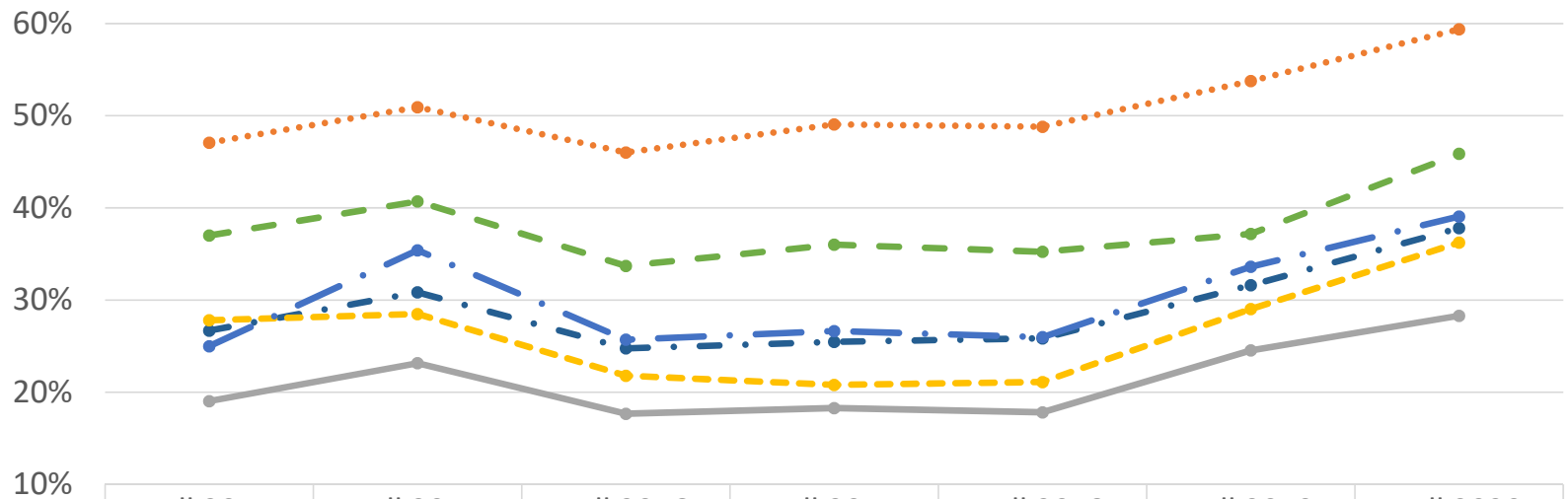
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
● TOTAL	5.2%	6.9%	8.6%	9.4%	9.8%	9.9%	13.7%
● Asian	8.4%	10.4%	15.4%	18.9%	17.7%	19.9%	21.0%
● Black	3.3%	3.9%	5.1%	6.8%	6.6%	5.0%	8.9%
● Hispanic	3.5%	6.0%	7.2%	6.7%	7.4%	8.8%	11.2%
● Other / Unknown	4.2%	6.2%	7.5%	7.8%	8.7%	9.4%	16.3%
● White	9.9%	13.3%	15.0%	14.5%	15.3%	16.6%	20.5%

Community College *of* Philadelphia



# AACC Pathways Project / CCRC Data

## Completed College Math in Year 1

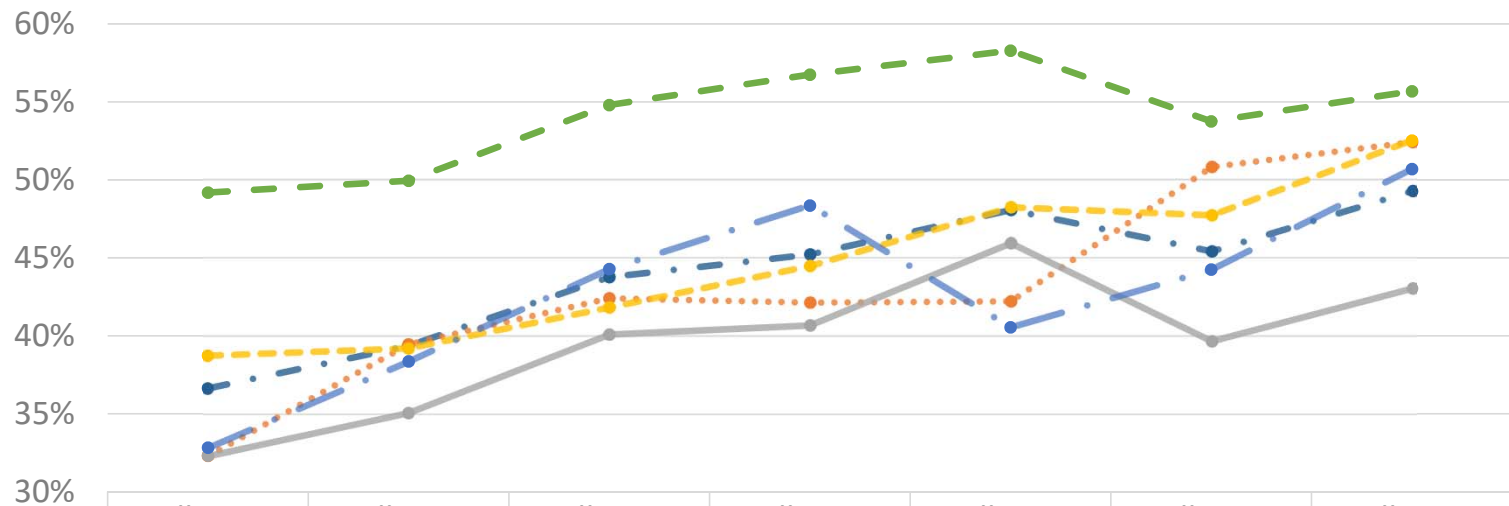


	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
●—● TOTAL	26.7%	30.8%	24.8%	25.5%	25.9%	31.6%	37.8%
●...● Asian	47.1%	50.9%	46.0%	49.1%	48.8%	53.8%	59.4%
—●— Black	19.0%	23.2%	17.7%	18.3%	17.8%	24.5%	28.3%
—●— Hispanic	27.8%	28.5%	21.8%	20.8%	21.1%	29.0%	36.2%
—●— Other / Unknown	25.0%	35.4%	25.7%	26.6%	26.0%	33.6%	39.1%
—●— White	37.0%	40.7%	33.7%	36.0%	35.3%	37.2%	45.9%

Community College *of* Philadelphia

# AACC Pathways Project / CCRC Data

## Completed College English in year 1

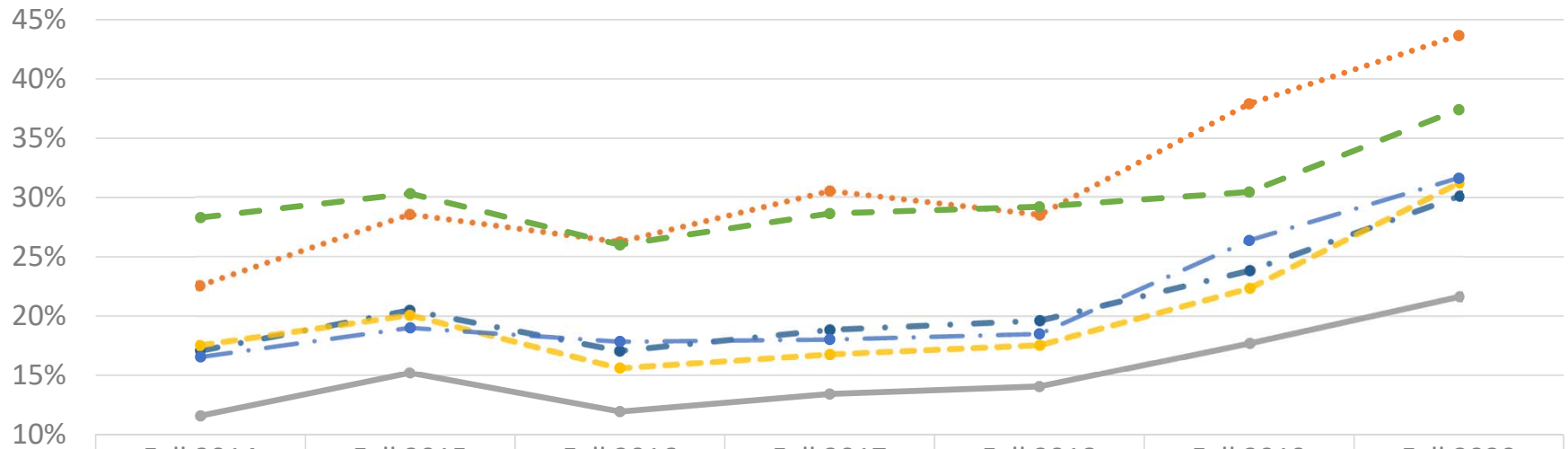


	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
● TOTAL	36.7%	39.4%	43.8%	45.2%	48.1%	45.4%	49.3%
● Asian	32.3%	39.5%	42.4%	42.1%	42.2%	50.8%	52.4%
● Black	32.3%	35.1%	40.1%	40.7%	45.9%	39.7%	43.0%
● Hispanic	38.7%	39.2%	41.8%	44.5%	48.2%	47.7%	52.5%
● Other / Unknown	32.8%	38.4%	44.3%	48.4%	40.6%	44.3%	50.7%
● White	49.2%	49.9%	54.8%	56.8%	58.3%	53.8%	55.7%

Community College *of* Philadelphia

# AACC Pathways Project / CCRC Data

## Completed Both College Math and English in Year 1



	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
● TOTAL	17.1%	20.5%	17.1%	18.8%	19.6%	23.8%	30.1%
● AS	22.6%	28.5%	26.2%	30.5%	28.5%	37.9%	43.7%
● BL	11.6%	15.2%	11.9%	13.4%	14.1%	17.7%	21.6%
● HI	17.5%	20.1%	15.6%	16.8%	17.6%	22.3%	31.2%
● OR	16.6%	19.0%	17.9%	18.0%	18.5%	26.4%	31.6%
● WH	28.3%	30.3%	26.0%	28.6%	29.2%	30.5%	37.4%

Community College *of* Philadelphia

**Board of Trustees, Student Outcomes Committee – 4/7/2022**  
**Division of Strategic Initiatives & Community Engagement: Catto Scholarship**  
**RE: Outcomes - Fall 2021**  
**Submitted by April D. Voltz, Executive Director**

**Overview**

***Mission:** The Octavius Catto Scholarship is an anti-poverty initiative designed to put more Philadelphians on the path to success at Community College of Philadelphia. The Scholarship aims to make the transformative power of education available to students by providing funding and additional supports.*

***Eligibility:** First time-full time students, Philadelphia residents with a high school diploma, and EFC (Expected Family Contribution) up to \$8000. For Fall 2022, eligibility will expand to include transfers and CCP returning students after a stop-out of one year or more.*

**Catto Scholarship Topline Outcomes**

- a. Retention rate to increase 15 percentage points over current level from one term to another
  - Baselines - FA2016, SP2016
- b. Three-year completion (Graduation) rate increase to 25% by 2025: Baseline - FA2016, 15%
- c. Apply an equity lens with the goal of closing the gap so that all population groups are achieving at a high level

**A. Catto Scholarship Enrollment by Cohort**

**1. Cohort 1 - Spring 2021: 133**

**2. Cohort 2 - Fall 2021: 348**

Fall 2021 cohort	Black Non-Hispanic	Hispanic	Multi-Racial	White Non-Hispanic	Unknown	Asian	Total	%	Age Range		%
F	94	57	5	37	6	18	217	62.36%	19 or Less	280	80%
M	54	27	1	20	0	26	128	36.78%	20 - 22	48	14%
N/A	1			1		1	3	0.75%	23 - 25	7	2%
	149	84	6	58	6	45	348		26 - 30	4	1%
								100%	31 - 40	5	1%
									40 - 50	1	0%
									N/A	3	1%
	43%	24%	2%	17%	2%	13%		100%		348	100%

**B. FA21 Cohort Placement (348) & Progress:** Catto Scholars exceeded comparison group (non-Catto FTFT) pass rates for both Developmental English and Developmental Math.

- a. English Placement: College Ready – 331 (95%), Developmental – 17 (5%)
- b. Math Placement: College Ready – 286 (82%), Developmental – 62 (18%)

Developmental Ed. Course Progress	Catto Scholars Pass Rates	Non-Catto Pass Rates
Level II (098/099): Writing & Reading	60%(n=15)/ 64%(n=14)	52%(n=116)/49%(n=114)
Level IV (098/101): College level English with Writing Support	60%(n=103)/65%(n=277);	58%(n=166)/63%(n=351)
FNMT 019: Introductory Math	60%(n=5)	24%(n=148)
FNMT 017: Elementary Algebra	51%(n=53)	37%(n=98)

C. **Academic Progress: All Scholars (n=479):**

1. **Catto “High Flyers”**

- Honors with Distinction: Earned 4.0 GPA - 36 Scholars (8%)
- Earned Honors (3.2 GPA – 3.99 GPA): 103 Scholars (22%)
- Rising Stars (2.50 GPA - 3.19 GPA): 96 Scholars (20%)
- Good Academic Standing: 303 (Avg. 3.0 GPA) (63%)
- Four (4) Catto Scholars have already earned 40 – 54 credits (Gateway to College/dual enrollment students)
- Saxby's Inaugural Student CEO program (SCEO) @ CCP: Catto Scholar
- One (1) December 2021 graduate: Transferred to Temple University for SP22

2. **End of FA21 Academic Standing Review by Cohort**

a. **Cohort 1 - SP21 (133): 95 retained to FA21**

- Good Standing, 77
- Probation, 56
  - Full-time, 41
  - Part-time, 12
  - Dropped for loss of eligibility, 3

b. **Cohort 2 - FA21 (348)**

- Good Standing, 236
- Probation Full-time, 110
- No Standing, 2 (withdrew from all classes prior to the end of the semester)

3. **Catto Scholarship Continued Support: End of Year Review- Cohort 1 - SP21**

- a. SP21- FA21: 133 Scholars to 95 Scholars (71% retention)
- b. Approved for continued support: 84/133 (63%)
- c. Not approved for continued support: 49/133 (37%)
  - 23 of the 49 did not enroll during FA21
  - 49 Scholars were not approved to continue due to loss of eligibility
    - Insufficient Cumulative GPA (1), Insufficient Credit Accumulation (47), Both (1)

D. **Retention: Catto cohorts’ persistence rate from FA21 to SP22 were close to/or exceeded established targets**

**Catto SP21 Cohort 1& Non-Catto SP21 (FTFT, Philly Res, <=8kEFC) enrolled Spring 2022**

SP21 cohorts	Cohort total	Retained to Term 2 – FA21	Retained to Term %	Retained to Term 3 – SP22	Retained to Term %
<b>Catto Targets</b>			<b>71%</b>		<b>55%</b>
<b>Catto</b>	133	<b>95</b>	<b>71%</b>	<b>68</b>	<b>51%</b>
<b>Non-Catto comparison group</b>	161	<b>108</b>	<b>67%</b>	<b>83</b>	<b>52%</b>

**Catto FA21 Cohort 2 & Non-Catto FA21 (FTFT, Philly Res, <=8kEFC) enrolled Spring 2022**

FA21 cohorts	Cohort total	Retained to Term 2 – SP22	Retained to Term %
<b>Catto Targets</b>			<b>76%</b>
<b>Catto</b>	348	<b>301</b>	<b>86%</b>
<b>Non-Catto comparison group</b>	574	<b>456</b>	<b>79%</b>

Overall, Fall semester was a success with student enrollment and engagement. We will continue to provide quality wraparound support along with proactive and assertive outreach to our Scholars in support of student persistence and success.

**Student Outcomes Committee Agenda Calendar**  
**Monthly Topics\***  
**2022**  
**Updated 3/30/22**

<b>SOC Meeting</b>	<b>Topics Scheduled to be Addressed</b>
January 2022	<ul style="list-style-type: none"> <li>• Medical Laboratory Technician Academic Program Review</li> <li>• Faculty Professional Learning Update</li> </ul>
February 2022	<ul style="list-style-type: none"> <li>• Chemistry Academic Program Review</li> <li>• Pre-College STEM Initiatives</li> <li>• Review of SOC Agenda Calendar</li> </ul>
March 2022 Committee of the Whole	<ul style="list-style-type: none"> <li>• Enrollment Update and Trends</li> <li>• CATC – The Student Experience Overview</li> <li>• Proposed Health &amp; Life Science Building</li> </ul>
April 2022	<ul style="list-style-type: none"> <li>• Catto Scholarship Update</li> <li>• CCRC KPI Data for Guided Pathways</li> <li>• Cybersecurity Academic Program Review</li> <li>• Network Administration Academic Program Review</li> </ul>
May 2022	<ul style="list-style-type: none"> <li>• Faculty Promotion Approval</li> <li>• Nursing Academic Program Review</li> <li>• Dual Enrollment Update</li> <li>• Diversity Fellowship Update</li> </ul>
June 2022	<ul style="list-style-type: none"> <li>• Education: Early Childhood (Birth to 4th Grade) Academic Program Review</li> <li>• Diversity Certificate Programs</li> <li>• Year in Review</li> </ul>
September 2022	<ul style="list-style-type: none"> <li>• Automotive Technology Academic Program Review</li> <li>• Culinary Arts Program Mid-Term Review Progress Update</li> </ul>
October 2022 Committee of the Whole	<ul style="list-style-type: none"> <li>• Catto Scholarship Update</li> <li>• Enrollment Update</li> <li>• Center for Male Engagement/I Am More Update</li> </ul>
November 2022	<ul style="list-style-type: none"> <li>• Communication Studies Academic Program Review</li> <li>• Dental Hygiene Academic Program Review</li> <li>• Faculty Professional Development Update</li> <li>• Liberal Arts: Honors Academic Program Review One-Year Update</li> <li>• Behavioral Health/Human Services Academic Program Review One-Year Update</li> </ul>

\*Additional program and certificate reviews, and discussion topics may be added as needed. 1.27.22

# ACADEMIC PATHWAYS 2021-2022

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

## HEALTH CARE

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### Degree Programs

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

### Proficiency Certificate Programs

- Medical Assistant
- Medical Insurance Billing
- Ophthalmic Assistant
- Patient Service Representative
- Personal Training

- **New Programs, Fall 2021**

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

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

Please refer to the College Catalog at [www.ccp.edu/college-catalog](http://www.ccp.edu/college-catalog) for the most up-to-date list of programs.

## SCIENCE AND TECHNOLOGY

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### Degree Programs

- Applied Engineering Technology
- Biological Sciences
- Biology\*
- Biomedical Equipment Technology
- Chemistry\*
- Computer Information Systems – IT
- Computer Science\*
- Cybersecurity
- Engineering Science\*
- Mathematics\*
- Network Administration

### Proficiency Certificate Programs

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

## DESIGN, CONSTRUCTION AND TRANSPORTATION

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### Degree Programs

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

### Proficiency Certificate Programs

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

Community  
College  
of Philadelphia

[www.ccp.edu](http://www.ccp.edu)

*continued on reverse >*

# ACADEMIC PATHWAYS 2021-2022

## BUSINESS, ENTREPRENEURSHIP AND LAW

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### Degree Programs

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

### Proficiency Certificate Programs

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

## CREATIVE ARTS

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### Degree Programs

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

### Proficiency Certificate Programs

Acting  
Digital Imaging  
Digital Video Production  
Music Production  
Piano Technician\*  
Technical Theater

## LIBERAL ARTS AND COMMUNICATIONS

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### Degree Programs

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

### Academic Certificate Program

Creative Writing

### Proficiency Certificate Programs

American Sign Language/English  
Interpreting I\* and II\* Post-Baccalaureate  
• Religious Studies

## EDUCATION AND HUMAN SERVICES

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### Degree Programs

Behavioral Health/Human Services  
Education – Early Childhood  
• Education – Middle and Secondary Level  
Liberal Arts – Social/Behavioral Science  
Psychology

### Academic Certificate Programs

Human Services  
Recovery and Transformation

### Proficiency Certificate Programs

Early Childhood Education  
Recovery Leadership

### • New Programs, Fall 2021

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

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

Please refer to the College Catalog at [www.ccp.edu/college-catalog](http://www.ccp.edu/college-catalog) for the most up-to-date list of programs.



**MEETING OF THE BUSINESS AFFAIRS COMMITTEE  
OF THE BOARD OF TRUSTEES  
Community College of Philadelphia  
Tuesday, April 19, 2022– 8:30 A.M.**

**Present for the Business Affairs Committee:** Mr. Michael Soileau, presiding; Mr. Rob Dubow, Mr. Harold Epps, Mr. Steve Herzog, and Mr. Jeremiah J. White, Jr.

**Present for the Administration:** Dr. Donald Guy Generals, Mr. Jacob Eapen, Ms. Marsia Henley, Danielle Liautaud-Watkins, Esq., Mr. Gim Lim, Dr. Darren Lipscomb, Dr. Shannon Rooney, Mr. Derrick Sawyer, Mr. Vijay Sonty, Dr. Mellissia Zanjani, and Victoria Zellers, Esq.

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

**PUBLIC SESSION**  
**AGENDA**

Mr. Soileau opened the meeting at 8:39 A.M. and briefly described the agenda items. Please note that Attachment A contains a spreadsheet that lists the vendor/consultant, the amount, and the source of funding (i.e., Capital Budget, Operating Budget, Perkins Grant, or Bond Proceeds) which College Administration is seeking approval.

**(1) Renewal of Ellucian Contract (Action Item)**

Background: Ellucian is the sole source provider of Banner maintenance services and upgrades. Staff from Finance, Purchasing, and Information Technology evaluated renewal alternatives that included fixed fees or variable fees as well as alternative contract lengths (with annual price increases ranging from 0% to 7%). A 5-year, fixed fee renewal with a Year 1 increase of 0%, Year 2 increase of 1%, Year 3 increase of 1%, Year 4 increase of 2%, and a Year 5 increase of 2%. The first-year cost (July 1, 2022 through June 30, 2023) would be \$462,477 and the total cost over the 5-year renewal term would be \$2.374 M.

Discussion: Mr. Eapen stated that Banner is the College's ERP system, including applications and modules for Finance, Financial Aid, Human Resources, Student, Faculty and Staff Self-Service, Document Management, Recruit (CRM), etc. He then asked Mr. Sonty to discuss the Ellucian Banner Contract Renewal as outlined in Attachment B (Mr. Sonty's presentation).

Mr. Sonty stated that the College has been using Ellucian Banner since 2005, and that the last contract renewal was 10 years ago. He stated that the College had been paying Ellucian \$536,619 per year. Mr. Sonty stated that College staff evaluated 3 different options: 1-year, 3-year or 5-year renewal option. He stated that the Banner software costs with a 1-year renewal option have an annual increase of 7%; the Banner software costs with a 3-year renewal option have an annual increase of 4%; and the Banner software costs with a 5-year renewal option have an annual increase of 0%, 1%, 1%, 2%, and 2% over the next 5 years. See chart below on Ellucian Banner 5-year contract renewal.

<b>Ellucian Banner 5-Year Contract Renewal</b>						
<b>Financial Summary</b>	<b>FY 22-23</b>	<b>FY 23-24</b>	<b>FY 24-25</b>	<b>FY 25-26</b>	<b>FY 26-27</b>	<b>TOTAL</b>
<b>Banner Extended Contract</b>	<b>\$462,447</b>	<b>\$467,071</b>	<b>\$471,742</b>	<b>\$481,177</b>	<b>\$490,801</b>	<b>\$2,373,238</b>
<b>Contract Totals</b>	<b>\$462,447</b>	<b>\$467,071</b>	<b>\$471,742</b>	<b>\$481,177</b>	<b>\$490,801</b>	<b>\$2,373,238</b>

Mr. Sonty stated that in the College’s Technology Plan, Year 4 and Year 5 speaks to a cloud-based ERP, and that College staff have been exploring different ERP options. Overall, he stated that there is no other third party that can provide better software maintenance and support and that the 5-year renewal option is the College’s best option. However, the College will explore other ERPs.

Ms. Henley reported on the demographics. She stated that Ellucian is based in Reston, VA and is privately owned. Ms. Henley stated that Ellucian has approximately 1,000 employees: 60.4% male, 33.9% female, and 40.6% minority staffing.

Regarding the College’s Technology Plan, Mr. Soileau asked that if it will take 3 years to create the cloud-based ERP, should the College start in Year 2. Mr. Sonty stated that Year 2 can be an option taking into consideration consulting fee costs.

Action: Mr. Dubow moved and Mr. Herzog seconded the motion that the Business Affairs Committee recommend to the full Board a five-year renewal of the contract with Ellucian, Inc. for maintenance and software upgrades for the Banner ERP system at the total cost of \$2,373,238. The renewal of the contract with Ellucian, Inc. will be paid from the Operating Budget. The motion passed unanimously.

**(2) Three-year Contract with Technolutions, Inc. for Licensing and Implementation of Slate CRM (Action Item)**

Background: Our current Recruit CRM has limitations such as not being user friendly, poor product support, limited integration with Banner ERP, limited tracking of incomplete applications and recruitment activities. Slate Higher Education CRM was reviewed and was found: easy to use, value for the money, with better functionality and customer support.

Discussion: Mr. Sonty stated that the College’s current CRM system called Recruit is based on an old Microsoft platform and that the product, which the College has for over 3 years, has many limitations because it was not built for higher education. He stated that College staff researched other platforms and found that moving to Slate will help the College address the limitations of the College’s current recruiting CRM system and will also help with next year’s enrollment. Mr. Sonty stated that it will take approximately 8 months to implement.

Mr. Eapen stated that the College is requesting a three-year contract (see chart below) starting with prorated costs in May 1-June 30 of this year, and that the College wants to take the opportunity to look at a new ERP.

<b>Slate CRM</b>					
	<b>May 1, 2022 -</b>	<b>July 1, 2022 -</b>	<b>July 1, 2023 -</b>	<b>July 1, 2024 -</b>	
	<b>June 30, 2022</b>	<b>June 30, 2023</b>	<b>June 30, 2024</b>	<b>June 30, 2025</b>	<b>TOTAL</b>
<b>Financial Summary</b>	<b>\$24,932</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$324,932</b>

Mr. Soileau asked if Slate CRM is separate from Ellucian and does it include maintenance and repair. Mr. Sonty stated that Slate CRM is separate from Ellucian and covers implementation, hosting and licensing and overall is customized for higher education.

Mr. Epps asked what are the key performance indicators to validate the investment in the 3-year contract. Mr. Sonty stated that our current system has limitations; and investing in the new system, staff can create additional communication templates which will lend to better outreach with prospective students. He stated that the new system is an easier tool to use. Dr. Rooney added that Slate CRM will help measure more accurately the applications that will be received; and that the new platform will help enable to include both credit and non-credit for the first time in one system.

Mr. Soileau requested that Mr. Sonty, Dr. Rooney and Dr. Zanjani explore opportunities for alumni tracking for Foundation reporting and Capital Campaign.

Action: Mr. Epps moved and Mr. Dubow seconded the motion that the Business Affairs Committee recommend to the full Board a three-year contract with Technolutions, Inc. for licensing and implementing Slate CRM. The contract will be paid from the Operating Budget. The motion passed unanimously

**(3) Continuing Appointment of Ron Williams and Wali Rushdan of Fox Rothschild as Construction Counsel (Action Item)**

Background: Ron Williams is the National Co-Chair of the Construction Law Practice of Fox Rothschild and has served as outside construction counsel for the College for several years. He successfully represented the College in significant litigation obtaining a \$5 million jury verdict for the College and has assisted on major construction contract preparation and negotiations with contractors to avoid litigation for several years. Wali Rushdan is a new partner at Fox Rothschild and has also begun representing the College in construction matters. Mr. Rushdan recently was appointed by the Board for a recent construction litigation matter with Mr. Williams advising on the matter. Fox Rothschild has offered a significant discount on Mr. Williams and Mr. Rushdan's current rates to continue to represent the College including 36% off Mr. Williams' rate and 30% off Mr. Rushdan's rate. Fox has also offered free initial preparation of AIA construction contracts with final review by counsel at the discounted rates. Based on Mr. Williams and Mr. Rushdan's extensive construction law related experience and industry knowledge, knowledge of the College's operations and practices, and considerable discounted rates, the College administration recommends the continuing appointment of Ron Williams and Wali Rushdan for all outside construction-related legal counsel for the remainder of the 2022 fiscal year and fiscal year 2023. The continuing appointment of Ron Williams and Wali Rushdan for the remainder of the 2022 fiscal year and fiscal year 2023 will be paid from the Operating Budget.

Discussion: Ms. Zellers led the discussion stating that Mr. Ron Williams has been the College's outside counsel for a number of years representing the College in successful negotiations especially on major construction contracts. Due to changes in construction and delays related to COVID and supplies with the Library & Learning Commons project, the Career & Advanced Technology Center, and the HVAC duct cleaning system, Mr. Williams continued appointment on these matters as needed. Ms. Zellers added that Mr. Williams has mentored Mr. Wali Rushdan in construction matters. Mr. Rushdan is now leading a construction litigation matter for the College. She pointed out that approximately 4 years ago, Mr. Williams agreed to have his administrative assistant who was a prior Paralegal, prepare construction contracts at no cost helping to save the College several hundred dollars per hour in paralegal preparation fees. Historically, Mr. Williams gave the College a 20% discount. During the pandemic, Mr. Williams agreed to increase the discount for his rate from 20% to 30%. Ms. Zellers stated that for his continuing appointment, Mr. Williams agreed to 36% off his rate which would equal \$595 per hour and 30% off Mr. Rushdan's rate which would equal \$325 per hour.

Mr. Epps asked how the rates compare to other law firms. Ms. Zellers stated that Fox Rothschild rates are comparable with other large Philadelphia law firms, but Fox has agreed to give approximately 30% off its rate whereas several of the other large Philadelphia law firms have only agreed to reductions of 10% to 20% off.

Action: Mr. Herzog moved and M. Epps seconded the motion that the Business Affairs Committee recommend to the full Board the continuing appointment of Mr. Ron Williams and Mr. Wali Rushdan for all outside construction-related legal counsel for the remainder of the 2022 fiscal year and fiscal year 2023. The continuing appointment of Mr. Ron Williams and Mr. Wali Rushdan for the remainder of the 2022 fiscal year and fiscal year 2023 will be paid from the Operating Budget. The motion passed with Mr. Dubow abstaining.

**(4) Bernice and Jerome Kligerman One Button Studio in the Library and Learning Commons (Action Item)**

Background: On May 20, 2021 and May 24, 2021, respectively, Don Kligerman and Carol Robinson (the "Donor") confirmed their intent to make contributions totaling \$40,000 to the Community College of Philadelphia Foundation to name the One Button Studio in the Library and Learning Commons on the Main Campus of Community College of Philadelphia. By June 7, 2021, the Community College of Philadelphia Foundation confirmed receipt of contributions totaling \$40,000 from Don Kligerman and Carol Robinson designated for a naming opportunity. In accordance with Community College of Philadelphia's Naming Policy and the Donor's intent, the College administration requests that the Business Affairs Committee recommend to the Board of Trustees, the Resolution hereto appended as Attachment C to properly recognize the donation from Don Kligerman and Carol Robinson and name the One Button Studio in the Library and Learning Commons "the Bernice and Jerome Kligerman One Button Studio."

Discussion: Dr. Zanjani led the discussion by stating that Don Kligerman and Carol Robinson, the "Donor," are brother and sister and they want to properly recognize their donation (confirmed receipt of contributions totaling \$40,000) to name the One Button Studio in the Library and Learning Commons "the Bernice and Jerome Kligerman One Button Studio" in honor of their parents.

Action: Mr. Epps moved and Mr. Dubow seconded the motion that the Business Affairs Committee recommend to the Board of Trustees, the Resolution hereto appended as Attachment C to properly recognize the donation from Don Kligerman and Carol Robinson and name the One Button Studio in the Library and Learning Commons “the Bernice and Jerome Kligerman One Button Studio.”

**(5) HEERF SSARP (Supplemental Support under American Rescue Plan) Update (Information Item)**

Background: At the March 23<sup>rd</sup>, Business Affairs Committee meeting, Mr. Soileau requested a report on the next steps regarding the COVID Relief Funding.

Discussion: Dr. Zanjani stated that, as provided in Attachment D, the competitive Ask totals \$25,000,000. She stated that the main question is how the funds will be used. As referenced in Attachment D, if received, the funds will be used to provide direct emergency financial aid grants to students; cover revenue loss due to enrollment declines; provide scholarship support for students to enroll in high-quality, short-term credit career/technical education (CTE) and similar non-credit programs at the Career and Advanced Technology Center; and provide funding for CTE programs and non-credit program navigators.

Mr. Dubow asked if the funding is for items that the College will be doing in the future, or replacing dollars that it’s already spending. Dr. Zanjani stated that, if received, the funds will be used to enhance scholarship offerings, direct grants to students, and help make up for any lost revenue due to lower enrollments. She stated that, at the College’s discretion, 50% (\$12,500,000) will be direct aid for students and 50% (\$12,500,000) will be used for institutional support. Overall, this will help with student scholarships and build up enrollments.

Mr. Soileau asked if there will be any insight from Washington, DC before the announcement. Dr. Zanjani stated that once she receives notification, she will inform the Business Affairs Committee.

**(6) Next Meeting (Information Item)**

Mr. Soileau stated that the next meeting of the Business Affairs Committee is set for Wednesday, May 18, 2022 at 9:00 A.M.

The Public Session ended at 9:01 A.M.

Following the Public Session, the Business Affairs Committee convened into an Executive Session to discuss financial matters.

**Im  
Attachments**

**ATTACHMENT A**  
**FUNDING FOR ACTIONS ITEMS**

**BUSINESS AFFAIRS COMMITTEE MEETING**

**AGENDA: APRIL 19, 2022**

<b>Agenda No.</b>	<b>Vendor/Consultant</b>	<b>Amount</b>	<b>Source</b>
1.	Ellucian, Inc.	\$2,373,238	Operating Budget
2.	Technolutions, Inc. for licensing and implementing Slate CRM	\$324,932	Operating Budget
3.	Continuing appointment of Ron Williams and Wali Rushan for all outside construction-related legal counsel for the remainder of the 2022 fiscal year and fiscal year 2023.		Operating Budget

## **ATTACHMENT B**

### **Renewal of Ellucian Contract**



# Elucian Banner Contract Renewal

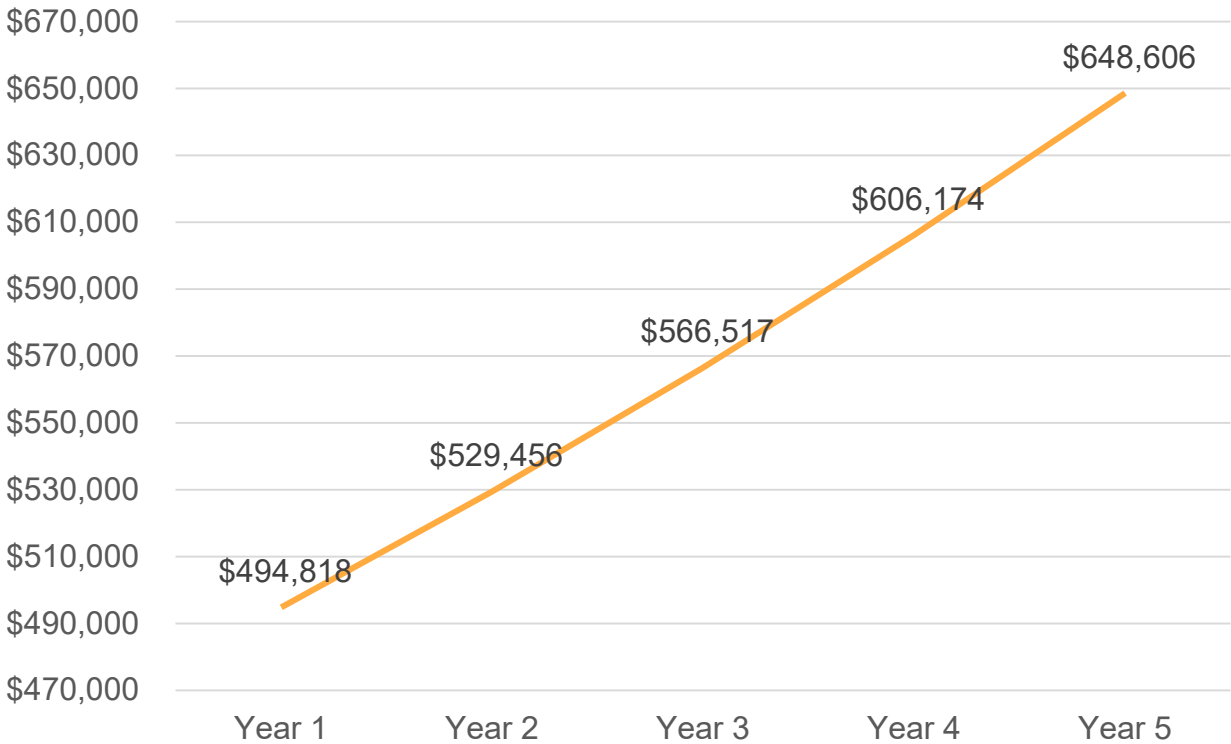
April 19, 2022



**\$2.8M**

**Banner**  
**Software Costs w/ 1-year renewal option**  
**Annual increase of 7%**

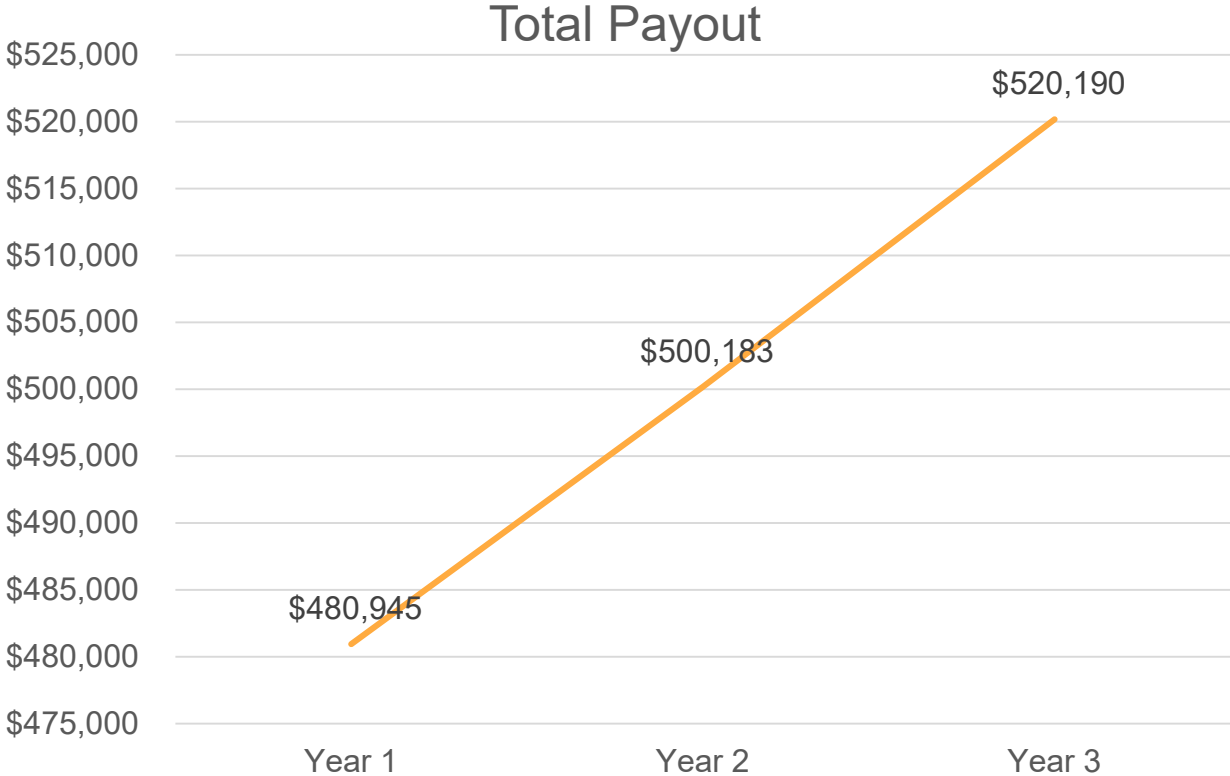
Total Payout



For the past 10 years we have been paying Ellucian \$536,619 per year

**Banner**  
**Software Costs w/ 3-year renewal option**  
**Annual increase of 4%**

**\$1.5M**



For the past 10 years we have been paying Ellucian \$536,619 per year

**Banner**  
**Software Costs w/ 5-year renewal option**

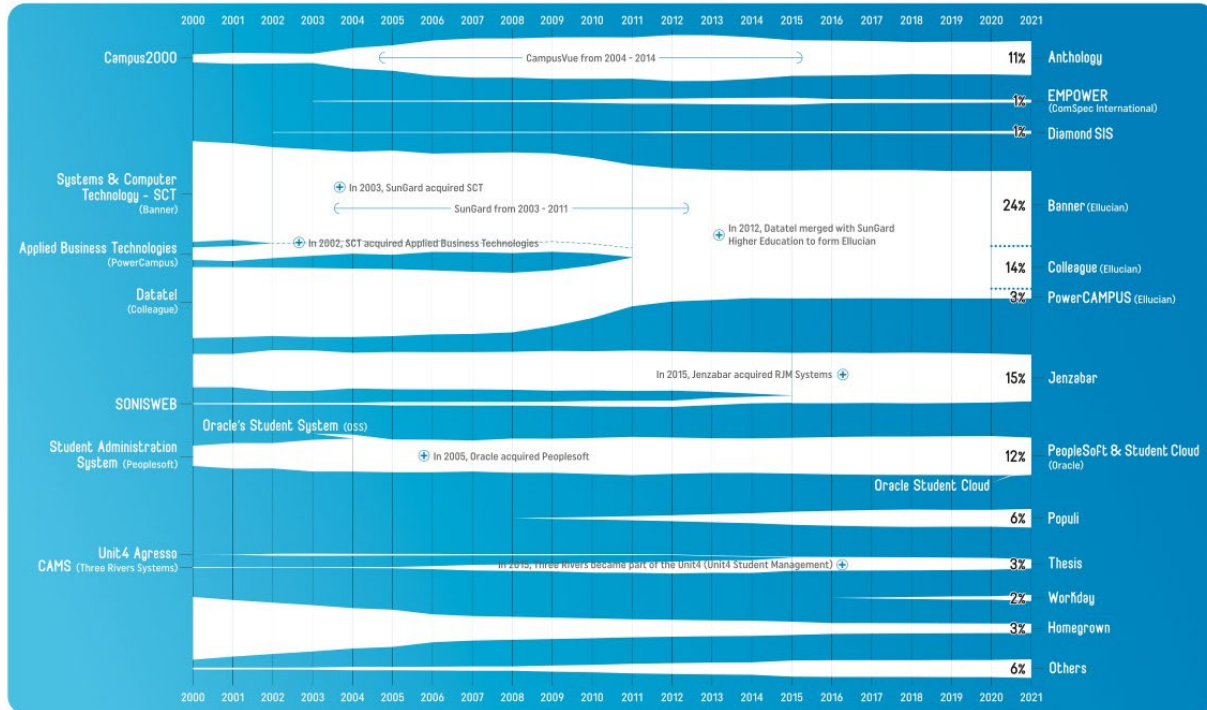
**\$2.4M**

**Annual increase of 0%, 1%, 1%, 2%, and 2%** Total Payout



**For the past 10 years we have been paying Ellucian \$536,619 per year**

# Evolution of the SIS Market Share - U.S. & Canada 2000-2021



The vertical whitespace equals total market share per year

September 2021



# Addendum

Exploring Workday

# CCP's Long Term Objectives

1. Avoid the long-term costs associated with legacy ERP (Ellucian Banner)
2. Maximize return on investment
3. Gain greater insight, visibility and control through a new cloud based ERP
4. Adapt more easily to change and make better, more informed decisions
5. Transforming front-end candidate experience, matriculated student efficiency and utilizing improved data quality to enable enhanced resource utilization and student success outcomes

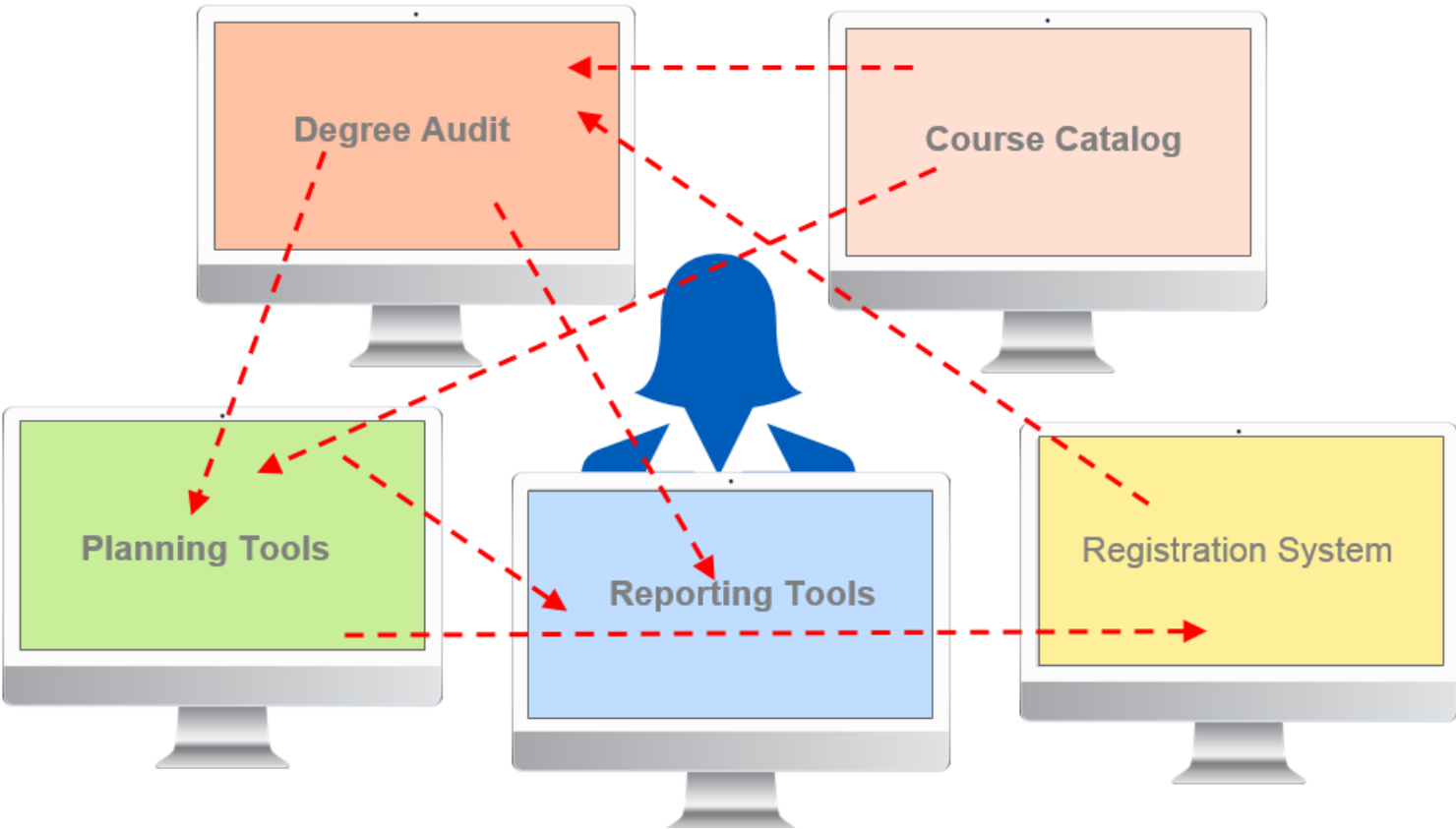


**CCP will benefit from a *unified platform* that will give the College better access to *real time reporting, improved visibility* and the ability to *standardize practices* across the various campuses**

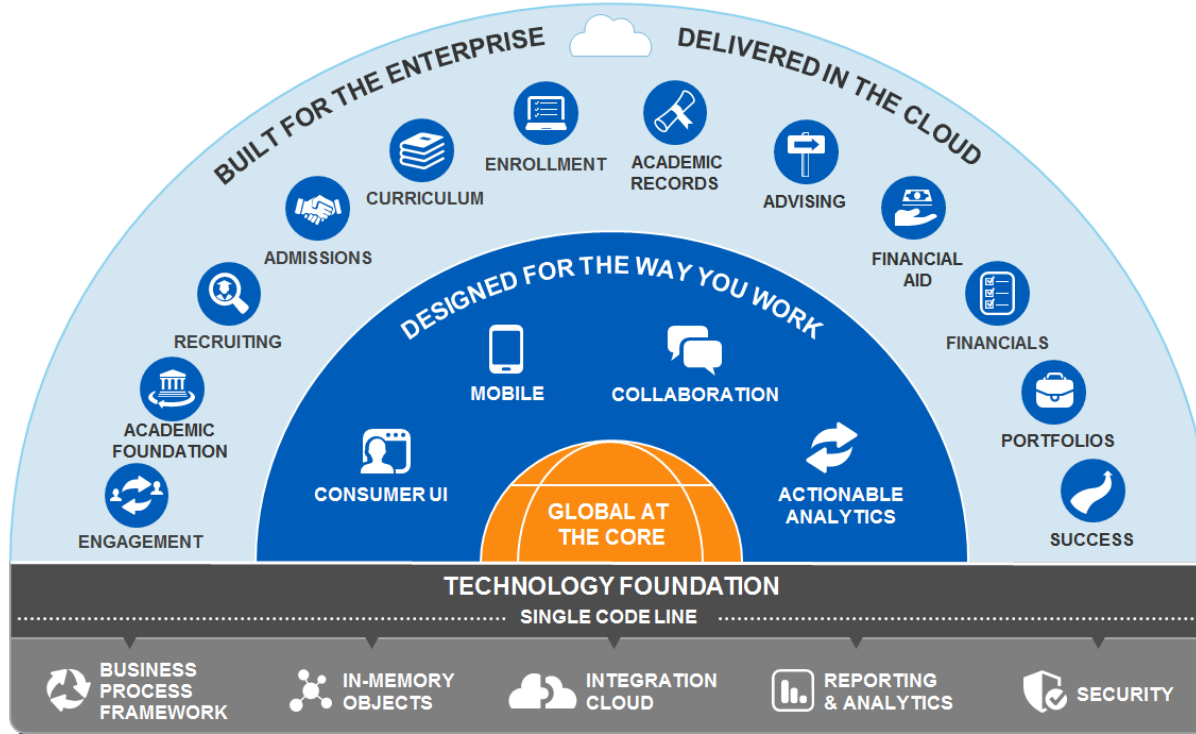


***Improving functionality and standardizing practices* across CCP will allow us to provide *transformational HR, Payroll, Finance* and better *customer service* for all faculty, staff and students.**

# The Problem: Banner Student Systems are Siloed



# Workday Student





# Why Workday Student?

Most higher education administrative systems in use and on the market today were built for a pre-Internet generation. These legacy systems are expensive to maintain and were designed for back-office optimization rather than for student and faculty accessibility and collaboration. In many cases, institutions have had to bolt on costly applications to their student systems to gain key functionality. Integrations for these disparate systems are highly complex and require significant information technology resources to maintain and update. Upgrades need to be carefully synchronized to ensure a seamless flow of information. And the ability to accommodate the rapidly growing trend toward consumerization and bring-your-own-device (BYOD) into that complex technology framework is a near-impossibility.

Different by design, Workday Student is the only solution built in this decade specifically for the needs of higher education. Its built-in analytics, embedded system of engagement and adaptive academic foundation are designed to foster student success and ensure institutional effectiveness.

Enhanced enrollment and academic counselor efficiency  
**Increase self-service / mobile; enable shared services excellence**  
Elevate process maturity and improve CCP scalability

Consolidate Recruitment, Campaign Mgmt. Admissions

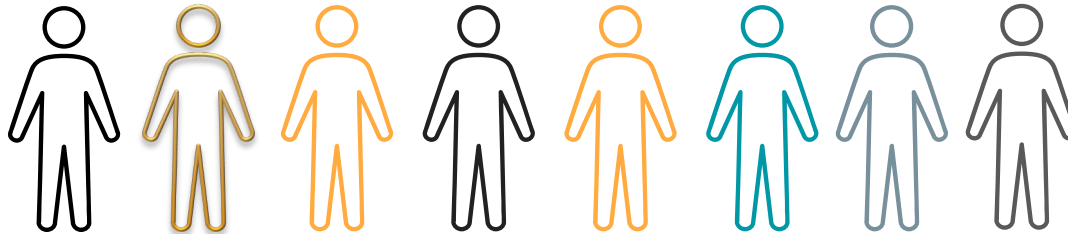
Reduce external support and DR spend for Recruit and Student

Improve data integrity across the recruiting and student lifecycle

Improve marketing spend analysis across different recruiting events

**Reduce pre-enrollment and post-matriculation student melt**

Enhanced curriculum management and efficient student completion



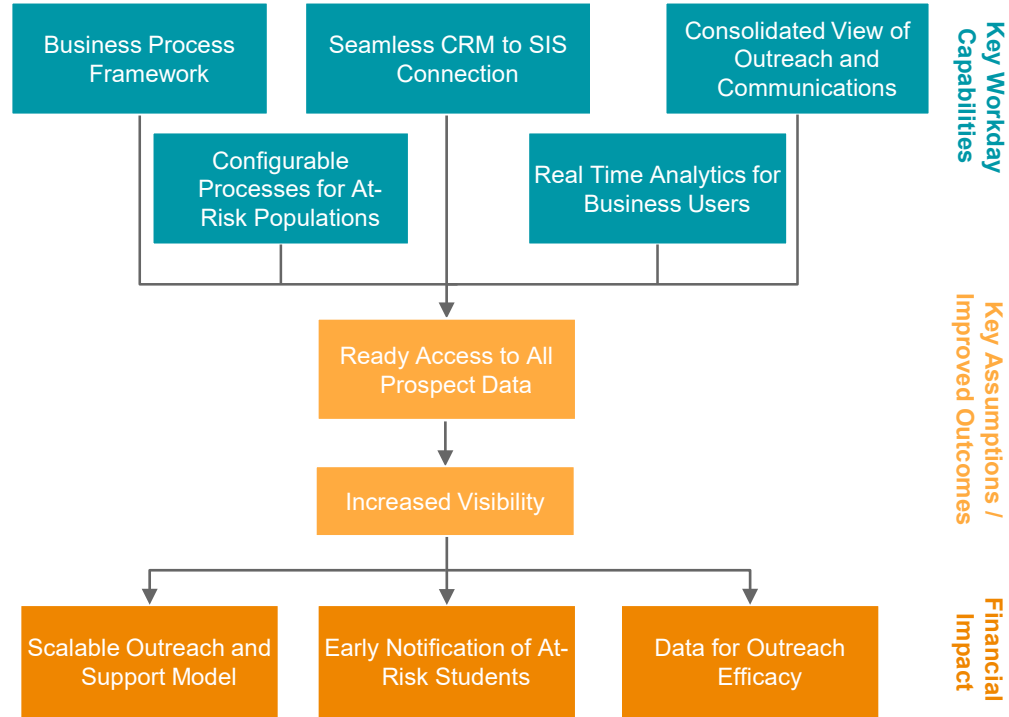
# Why Workday Student?

Designed to support the institution's mission of teaching and learning, Workday Student offers visibility, insight, and prescriptive engagement into every student's path toward fluid or defined educational objectives. This end-to-end student and faculty lifecycle information system works seamlessly with Workday Financial Management, HCM, Payroll, and Grants Management to unite the entire campus under one modern, configurable, easy-to-use application delivered in the cloud.

**Adaptive Academic Foundation:** Workday Student enables institutions to define both fixed and dynamic units of time, such as academic date ranges, as well as manage non-traditional outcome models, including competency-based learning, badging and prior learning assessments.

**Enhanced Engagement:** Research shows a direct correlation between student engagement and their success at an institution. With Workday Student, prospects, applicants, and enrolled students receive continuous and timely communications, alerts, and reminders. Optimized degree pathways eliminate the challenges of retention, persistence, and completion. Faculty and staff also receive timely, personalized information through the medium of their choice, and all information is accessible via tablet, smartphone or desktop.

**Real-time Actionable Analytics:** Embedded into the entire solution, Workday's analytics provide accurate and superior insight into the student lifecycle through dashboards, reports and scorecards. Workday Student helps identify at-risk students quickly and can help keep them on track to program completion, and institution leaders can spend less time managing transactions and more time supporting strategic decision making.



# Workday License and Implementation Costs

## 1. Costs and Data Assumptions

### Workday Project Assumptions

Employees = 1,400 Staff & Faculty  
Students = 11,647

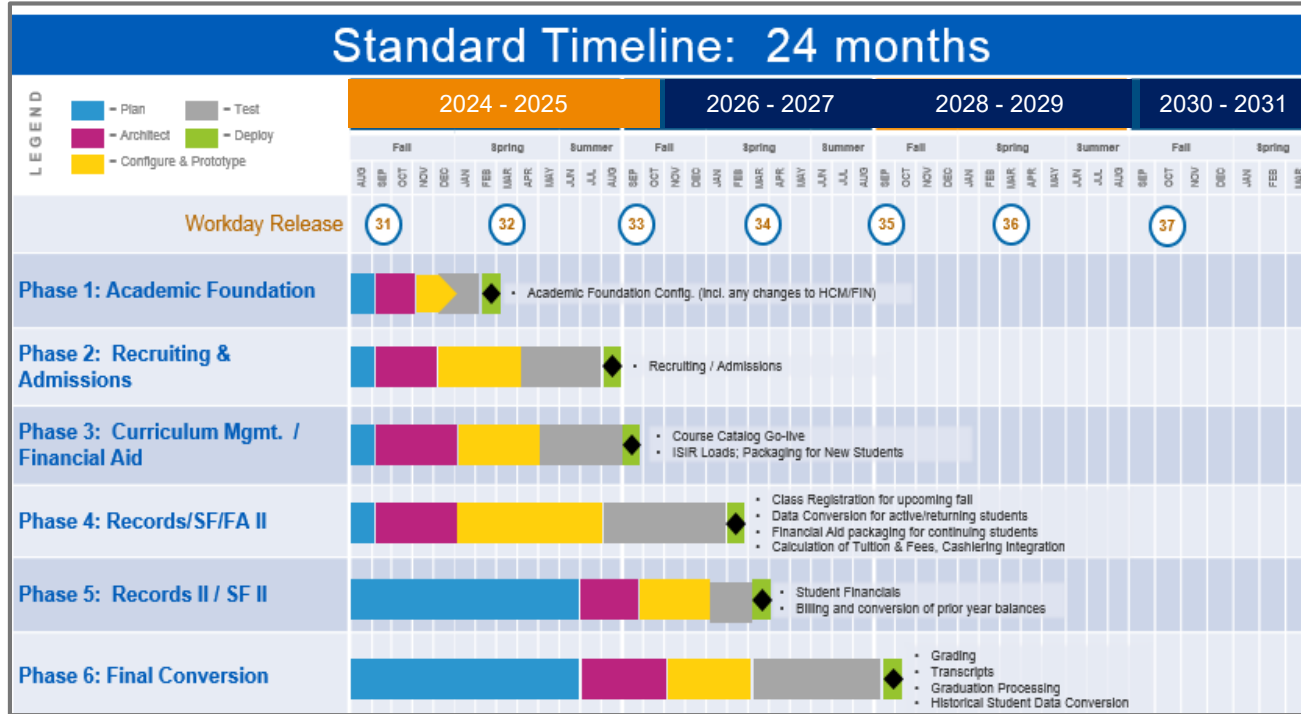
Annual Workday Subscription Costs;  
STUDENT = \$400K  
HCM/Fin/Payroll = \$400K

Services / Implementation Estimate;  
STUDENT = \$2.5 M  
HCM/Payroll/Finance = \$1.5 M  
Contingency = \$500K

Scope: Student Recruiting, Financial Aid, Records, Curriculum and Advising, HCM, Finance, Payroll

## 2. Deployment Timeline Assumptions:






WD Student 24-Month Timeline + 11 months HCM, Finance, & Payroll



# Cloud vs. On-Premise Comparison

	Cloud	On-Premise
Software	Utility subscription model (operational cost)	Utility subscription model (operational cost)
Maintenance/Implementation	Built into subscription costs	~22% of license costs per year
Updates/Upgrades	30% of 5-year subscription costs	30% to 50% more
Training	Consumer-Internet user experience; limited training is required	ERP user experience; extensive training is required
Infrastructure: Hardware/Software	Infrastructure outsourced to cloud provider; built into subscription costs	Customer responsible for infrastructure; significant additional cost and risk
Security/Contingency Planning	Data privacy/security, availability, performance, backup, disaster recovery managed by cloud provider; built into subscription costs	Data privacy/security, availability, performance backup, disaster recovery managed by customer at significant additional cost and risk

# Workday Case Study

CUSTOMER	BUSINESS AT A GLANCE	WHY WORKDAY?
	<ul style="list-style-type: none"><li>• Headquartered in Fort Lauderdale, FL</li><li>• Employees: 2,000 faculty and 2,000 staff</li><li>• Annual budget (2015–2016): \$220 million</li><li>• Industry: Higher education</li></ul>	<p>Theme: <b>efficiency</b></p> <ul style="list-style-type: none"><li>• Unified system</li><li>• Real-time insight</li><li>• Flexibility to adapt to change</li><li>• Modern tools and capabilities</li></ul>
WORKDAY APPLICATIONS		
 <p>Financial Management   Grants Management   Human Capital Management   Expenses   Procurement   Payroll   Recruiting   Student</p>		
OVERVIEW	WORKDAY PROCUREMENT IN ACTION	
<p>Broward College aims to give its student body of 65,000 the access they need to achieve their education and career goals. To gain an accurate picture of the business, the college had previously been using a legacy system that limited reporting capabilities and was very transactional. The complexity of the system also made it difficult for Broward to track and control spending in an environment where operating expenses were continuously increasing and out-of-policy spending was an ongoing factor.</p>	<p>Since the college's deployment of Workday Financial Management and Workday Procurement, Broward has been able to realize a 50 percent reduction in questionable spend, worth approximately \$900,000 per year. This finance transformation has also allowed Broward to fully automate the purchase order process and increase administrative accountability from a spend management perspective. As a result, the college is channeling more resources into its most important goal: student success.</p>	
		REALIZING VALUE
		<p><b>189% ROI</b> </p>
		<p><b>50% reduction</b> in questionable spend</p>
		<p> <b>100%</b> automated PO process</p>
		<p><b>2x more</b> efficient spending </p>

## **ATTACHMENT C**

### **Resolution on the Bernice and Jerome Kligerman One Button Studio in the Library and Learning Commons**

**WHEREAS**, on May 20, 2021 and May 24, 2021, respectively, Don Kligerman and Carol Robinson (the "Donor") confirmed their intent to make contributions totaling \$40,000 to the Community College of Philadelphia Foundation to name the One Button Studio in the Library and Learning Commons on the Main Campus of Community College of Philadelphia.

**WHEREAS**, by June 7, 2021 the Community College of Philadelphia Foundation confirmed receipt of contributions totaling \$40,000 from Don Kligerman and Carol Robinson designated for a naming opportunity.

**WHEREAS**, in accordance with Community College of Philadelphia's Naming Policy and the Donor's intent, the College desires to properly recognize the donation from Don Kligerman and Carol Robinson.

**NOW THEREFORE**, on this 5<sup>th</sup> day of May 2022, the Board of Trustees hereby resolves the College shall name the One Button Studio in the Library and Learning Commons "the Bernice and Jerome Kligerman One Button Studio."

## **ATTACHMENT D**

### **HEERF SSARP (Supplemental Support under American Rescue Plan) Update**

# Community College of Philadelphia

## HEERF SSARP

### Competitive Ask

---

\$25 Million Dollars

Ask To Fund

- Provide Direct Emergency Financial Aid Grants to Students
- Cover revenue loss due to enrollment declines
- Provide scholarship support for students to enroll in high-quality, short-term credit career/technical education(CTE) and similar noncredit programs at the Career and Advanced Technology Center (CATC)
- Provide funding for CTE programs and non-credit program navigators



# HEERF SSARP DETAILS

Information Point	Guidelines Abstract
Submission Deadline	4/4/2022
Final Decision To Be Made	June 2022
Project Period	12 Months
Absolute Priority # 4	<p>Focus on Community Colleges and Institutions of Higher Education located in rural settings            Had 50% or more of degree/certificate seeking undergraduate students enrolled in Fall 2019 who were Pell Grant recipients, and            Experienced a 4.5% or greater decline in student enrollment from Fall 2019 to Fall 2020            Based on each institutions relative share of Pell Grants recipients using ISA Pell volume data in 2019 – 2020.            The per Pell recipient amount will be established after the Department receives all the applications under Absolute Priority #4.</p>
Student Grant Minimum	A grantee under this priority must use at least 50% of its award for emergency financial aid grants to students.
Usage of Funds	<p>Institutional costs to defray expenses associated with coronavirus lost revenue, reimbursement for expenses already incurred, technology costs associated w/transition to distance education.            Faculty/Staff Training Costs connected moving online            Make additional emergency financial grants to students which may be used for any component.</p>
Fund Distribution of Amount that will be awarded	50% Institutional; 50% Student

# HEERF SSARP FINANCIALS

## CURRENT YEAR COMPETITIVE REQUEST FOR ABSOLUTE PRIORITY #4

HEERF IV Institution Portion – Award SSARP	\$	12,500,000
HEERF IV Student Portion – Award SSARP	\$	<u>12,500,000</u>
Total Ask	\$	25,000,000

## PRIOR YEARS AWARDS/ALLOCATION

HEERF I Institution Portion - Award Cares	\$	8,051,215
HEERF I Student Portion - Award Cares	\$	<u>8,051,216</u>
Total Awarded	\$	16,102,431

HEERF II Institution Portion - Award CRRSAA	\$	23,798,330
HEERF II Student Portion - Award CRRSAA	\$	<u>8,051,216</u>
Total Awarded	\$	31,849,546

HEERF III Institution Portion - Award ARP	\$	26,830,089
HEERF III Student Portion - Award ARP	\$	<u>28,090,105</u>
Total Awarded	\$	54,920,194

# Usage of Ask \$25,000,000

(if fully funded)

**\$12,500,000 for direct emergency financial aid grants to all eligible students enrolled at point of award**

**\$12,500,000 for institutional support**

- Provide direct emergency financial aid grants to Students
- Provide scholarship support for students to enroll in high-quality, short-term credit career/technical education(CTE) and similar noncredit programs at the Career and Advanced Technology Center (CATC)
- Provide funding for CTE programs and non-credit program navigators

COMMUNITY COLLEGE OF PHILADELPHIA  
Proceedings of the Meeting of the Board of Trustees  
Thursday, April 7, 2022 –3:00 p.m.

Present: Mr. White, presiding; Mr. Clancy, Mr. Dubow, Mr. Epps, Ms. Fulmore-Townsend, Ms. Hernández Vélez, Mr. Herzog, Ms. McPherson, Ms. Posoff, Mr. Soileau, Dr. Generals, Dr. Rooney, Ms. Di Gregorio, Dr. Gay, Dr. Thomas, Dr. Hirsch, Ms. Liautaud-Watkins, Ms. Witherspoon, Dr. Zanjani, Ms. Zellers, Ms. de Fries, Ms. Lawrence, Dr. Waller, and Dr. Payne Gold, Gold Enterprises, LLC

(1) Meeting Called to Order

Mr. White called the meeting to order and reviewed the goals for the meeting. Mr. White thanked College staff for their work so that the Board could meet at the West Regional Center. Mr. White stated that a tour of the Career and Advanced Technology Center will follow the meeting.

(2) Public Comment

Ms. Fix, Assistant Professor of English, thanked the Board for accepting her late request for Public Comment. Ms. Fix expressed concern regarding the processes for the use of the lactation rooms on campus. She stated that the processes were insufficient to meet nursing mothers' needs. (**Follow-up is attached**).

(3) Report of the President

(3a) Recognition of Basketball Teams

Dr. Generals welcomed and congratulated the men's and women's basketball players, coaches, and athletics staff. At the request of Dr. Generals, Rogers Glispy, Athletics Director, thanked the Board for acknowledging student achievement. He stated that there were some challenges during the year, and that with Dr. Generals' help, the teams were able to play in the gymnasium. Mr. Glispy thanked members of his staff for all their hard work and assistance, on and off the court.

Mr. Glispy stated that the women's team finished 2<sup>nd</sup> in the conference and 6<sup>th</sup> in the region. They earned a postseason bid and were defeated 64-41 in the quarterfinals of the Division III Region tournament. Mr. Glispy recognized freshman Azori Edwards as the Eastern Pennsylvania Athletic Conference Player of the Week four times during the season, and other members of the women's team who had worked and played hard during the season.

Mr. Glispy reported that coach Joe Rome and staff did a great job this past year. The men's team finished 3<sup>rd</sup> in the conference and 3<sup>rd</sup> in the region. The men's team won the Regional 19/North Atlantic District Championship, and Joe Rome was named the North Atlantic District Coach of the Year. The team advanced to play in the NJCAA DIII Men's Basketball Championship at Rock Valley College in Rockford, Illinois. Mr. Glispy stated that the Lions lost the opening round game. He stated that freshman Ryan Holmes was named the Eastern Pennsylvania Athletic Conference Player of the Year and selected to the All-Region Second Team.

On behalf of the Board of Trustees, Mr. White congratulated the staff and players for a job well done. He stated that he had watched one of the games and was impressed how hard the team played. Mr. White stated that he and Dr. Generals would like to take the staff and players to dinner at a future date.

In response to a question regarding whether the College has formation on former players, Coach Rome stated that some of the players are doing well, and that the information is available. Coach Rome was asked to provide the information in writing.

(3b) Middle States Standard V – Educational Effectiveness Assessment

Dr. Generals stated that Dr. Jennifer Roberts, one of the chairs of the Middle States Self-Study Steering Committee, is leaving the College as of April 22, 2022. Dr. Roberts has secured a position at the Rhode Island School of Design. Dr. Generals stated that Ms. Liautaud-Watkins will assume the Accreditation Liaison Officer for the College. Dr. Generals stated that the College's reaccreditation visit is scheduled for next year. The College's Self-Study Report will be posted on the College's website in the fall. He stated that Dr. Thomas Isekenegebe, President, Bronx Community College, is the Chair of the College's Middle States Visiting Team.

Dr. Generals called attention to Middle States Standard V – Educational Effectiveness Assessment (see **Attachment A**). He stated that Standard V states "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education." Dr. Generals reviewed the five criteria for the standard: program mapping; systematic assessment by faculty and other professionals; use of assessment results to make changes; adequate and appropriate institutional review and approval of assessment services designed and delivered by third-party providers; and periodic assessment of effectiveness of assessment processes for the improvement of educational effectiveness.

### (3c) Diversity, Equity, and Inclusion Update

#### Anti-Racism Report and Next Steps

Dr. Generals stated that the College is adding a 6th Pillar to the College's *Strategic Plan Impact 2025*. He stated that Community College of Philadelphia is to become an antiracist College and fully implement antiracist training for all administrators, staff, and faculty. Dr. Generals introduced Dr. Shaunna Payne Gold, Gold Enterprises, LLC as the lead of the team coordinating all of this work. He stated that Dr. Payne Gold will provide an update of the methodology and next steps.

Dr. Payne Gold introduced members of her staff. She stated that as part of Gold Enterprises, LLC (GELLC) Scope of Work for the development of an antiracist college, she and her staff reviewed various policies and documentation at the College, and held a number of dialogs and listening sessions. Dr. Payne Gold stated that using grounded theory to code the data, GELLC has developed an Antiracist Curricula. The curricula include faculty development and professional development for various constituents across the College.

Dr. Payne Gold stated that based on the data collection and analysis, the College is doing several things successfully in the realm of diversity, especially race: curriculum; offices and centers; programming and special initiatives; and faculty related programming. Dr. Payne Gold stated that based on the National Association of Diversity Officers in Higher Education's new guiding document, "A Framework for Advancing Antiracism in Strategy on Campus," the College's areas of strength include institutional programming and admissions and access.

Dr. Payne Gold further stated that based on the same framework, the College's areas of future effort include: policies and procedures; curriculum and pedagogy; hiring, retention, and promotion; and education/training/employee development. Areas of future effort within Gold Enterprises' scope of work include: interpersonal dynamics, including developing trust and psychological safety; curriculum and pedagogy for faculty and staff; and professional development, including developing and delivering antiracist curricula.

In response to a question regarding how the College is doing compared to other colleges, Dr. Payne Gold stated that the College is doing fine in a couple of areas (institutional programming and admissions and access), but stated that for the future, the College needs to work on several areas.

Mr. White stated that he would like to have an additional conversation on this topic. He thanked Dr. Payne Gold for her presentation.

#### Addition of Pillar 6 to Strategic Plan

Ms. Lawrence provided an update on the addition of Pillar 6 to the Strategic Plan. She stated that last spring, the College made a decision to become an antiracist institution to

further our commitment to diversity, equity, and inclusion at the College. She informed the Trustees that the 6th Pillar also addresses intersectionality, classroom experience issues in and outside the classroom, hiring, retention, and recruitment. Ms. Lawrence stated that the Pillar also speaks to the fact that this is not a one-time effort, and that the College will review all of our policies and procedures.

Ms. Lawrence stated that the Pillar was posted on the College's website for feedback from the College community. She stated that the only feedback received was from students and the SGA officers. Ms. Lawrence stated that the Cabinet reviewed the feedback, and that the Pillar was presented to the Board on March 3, 2022, where two changes were made. She stated that the term "safe space" and "innovative leader" were eliminated. Ms. Lawrence emphasized that Pillar 6 has been a collaborative effort, and that the most recent draft of the Pillar is part of the Board meeting materials for Board approval.

Mr. White asked Ms. Zellers to present the following Resolution to add Pillar Six to the College's *2017-2025 Strategic Plan*:

WHEREAS, on May 4, 2017, the Community College of Philadelphia ("the College") adopted the 2017 through 2025 Strategic Plan which included five (5) Pillars;

WHEREAS, the College recognizing the importance of Diversity, Equity, and Inclusion desires to add a Sixth (6th) Pillar to the College's Strategic Plan;

NOW, THEREFORE, on this 7th day of April, 2022, the Board of Trustees for the College resolves to adopt and include the attached Sixth (6th) Pillar on Diversity, Equity, and Inclusion (**Attachment B**) as part of the College's *2017-2025 Strategic Plan*.

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

(3d) Campus Updates

COVID Update

At the request of Dr. General, Ms. Hurst provided the following COVID update:

- Testing – 300 tests were taken on campus during the last two weeks with no positive results.
- The College will keep the mask mandate until July 2022.

- Vaccination requirements will remain in place, and the booster will be recommended. Testing on campus will end on May 5, 2022.
- Contact tracing will be discontinued. Deep cleaning will be done in classrooms if there is a cluster of cases.

### Enrollment Update

Dr. Generals reported that enrollment for summer session I is 8% down; summer session II is flat; and applications for fall are up 13% over last year.

### Graduation Update, May 7, 2022

Dr. Generals reported that Commencement is scheduled for Saturday, May 7, 2022, at 10:00 a.m. at Temple Liacouras Center.

There was a brief discussion regarding the number of students that are graduating this year.

### (3e) Update on Positions

#### Search for Vice President for Academic and Student Success

Dr. Generals reported that the search for the Vice President for Academic and Student Success is continuing. Finalists for the position are presently being interviewed.

Dr. Generals reviewed a list of senior-level vacancies that need to be filled.

### (3f) Biden's Proposed Federal Budget

Dr. Generals briefly mentioned President Biden's proposed budget. He stated that there is a proposed increase for Pell in the budget.

### (3g) Foundation Report

Dr. Zanjani reported that the Institutional Advancement Team welcomed two new members to the team that rounds out the fundraising team—Ms. Eisha Smith as the Director of Public and Government Fundraising, and Mr. Steve Bacher as the Corporate and Foundation Relations Officer.

Dr. Zanjani reported that the Foundation hosted its first-ever Day of Giving on April 5, 2022, which included a virtual alumni game night. She stated that the Day of Giving will be an annual program, and hopefully it will grow each year.



Dr. Zanjani called attention to the Gifts and Grants report which was part of the Board meeting materials. She stated the Foundation has raised \$5,112,031 in public/governmental fundraising that is managed by the College and \$2,945,513 in private/philanthropic fundraising that is managed by the Foundation.

At the request of Dr. Zanjani, Dr. Waller stated that with two months remaining, the Foundation has raised close to \$752,000 for the Black and Gold Gala. She stated that the event capacity is sold out. However, we continue to solicit and accept donations and advertisements to raise even more funding for student scholarships. Dr. Waller stated that our corporate honoree, Mr. Michael Forman from FS Investments, and his incredible team have secured more than 50% of this total.

Dr. Waller stated that for the first time ever, there will be an auction during the Gala with first rate items, such as:

- The Mayor's box at Citizen's Bank Park for a summer Phillies game to be possibly scheduled for June 30, 2022. The box will include donated food and drink from ARAMARK.
- A diamond tennis necklace being sponsored by Philadelphia Diamond Company; and
- The U.S. Mint's 225<sup>th</sup> Anniversary limited edition liberty coin set in diamonds, which I am personally donating for the auction.

Dr. Waller stated that this year's Gala will be amazing. She thanked Mr. Soileau and other members of the Black and Gold Gala Committee for raising the level of support for this signature event.

Mr. Soileau thanked Dr. Waller for a great report. He stated that the friendly competition with the Foundation Board continues. Mr. Soileau thanked the trustees who have already made their personal gifts to the Foundation in support of the Gala and/or other initiatives. Mr. Soileau reminded those trustees who have not made their contribution that we are aiming for 100% participation and meeting the Foundation Board's fundraising challenge.

Mr. Soileau stated that as of right now, the total giving as College Trustees stands at 92% for a total of \$238,050 and by last count, the Foundation Directors total giving was 64% participation for a total of \$231,399. Mr. Soileau stated that the Black and Gold Gala giving for College Trustees stands at 69% participation for a total of \$20,050 while the Foundation Directors stands at 50% participation for a total of \$172,600.

Dr. Waller thanked Mr. Soileau and congratulated the Trustees as it appears so far, that the Board of Trustees are winning the friendly competition. She stated that the Foundation Board has to work to catch up, and that she is looking forward to the next report.

(4) Student Outcomes Committee, March 3, 2022

Ms. Fulmore-Townsend reported that the Student Outcomes Committee met on March 3, 2022. She stated that the Committee has been keeping a close eye on the following: programs, high quality, and how strategies affect students; intentional marketing to recruit students to programs; and extended hours and identifying growth and solutions for students ready to learn and move to employment.

Ms. Fulmore-Townsend stated that Dr. Adanu, Associate Vice President for Institutional Effectiveness, provided a presentation on enrollment trends across the State. She stated that the College is not alone in this territory. Ms. Fulmore-Townsend stated that it was important for the College to be innovative and making sure that students succeed.

Ms. Fulmore-Townsend stated that Dr. Shah, Dean of Math, Science, and Health Careers Division, discussed the vision behind establishing an integrated health and science building, and the potential to raise funding.

Ms. Fulmore-Townsend stated that she is serving on the Search Committee for the Vice President for Academic and Student Success. She thanked Pat Clancy, Harold Epps, and Jeremiah White for attending the interviews of the final candidates.

(5) Workforce Subcommittee, March 3, 2022

Ms. Ireland reported that the Workforce Subcommittee met on March 3, 2022. She stated that the Committee recognized and acknowledged Waverly Coleman's retirement and more than two decades of commitment to the College, and many more years beyond that to workforce in the City and region.

Ms. Ireland reported that Mr. Anthony Girafalco, Executive Vice President, Delaware Valley Industrial Resource Center (DVIRC) provided a presentation of the DVIRC 2022 Manufacturing Study: *Renew and Reimagine: Remaking Manufacturing in Southeastern Pennsylvania.* She stated that the data and recommendations of the study are in alignment with our vision for the Career and Advanced Technology Center (CATC). Ms. Ireland stated that the study identified a demand for advanced analytics, computer programming skills, and digital skills. She stated that these skills should find their way into workforce training curricula. Ms. Ireland stated that DVIRC's assessment of the market indicated that over 20,000 entry-level production positions are available each year with needs in Welding, CNC, and Mechatronics, noting that our programs in this area continue to be in line with employers' needs.

Ms. Ireland stated that the Committee members discussed how we can scale our programs to meet opportunities presented in the DVIRC report. She stated that the College is getting better connected to high school programs to recruit individuals into our programs. Ms. de Fries noted that the College has a School to Work grant working with three high schools in the City around manufacturing, and is also actively working with the Navy Pipeline on a welding pre-apprenticeship program.

Ms. Ireland reported that Carrie Warick-Smith, Vice President for Public Policy and Jose Miranda, Senior Government Relations Associate, Association of Community College Trustees (ACCT) provided an overview of legislation of 2021 and pending legislation for 2022 with an emphasis on workforce opportunities anticipated in the pieces of legislation.

(6) Business Affairs Committee, March 23, 2022

Mr. Soileau reported that the Business Affairs Committee met on March 23, 2022. He stated that the Committee reviewed the following items which are part of the Consent Agenda for Board approval: renovations to the Gym Floor; emergency generator for the Bonnell Building (Main Campus); multimedia outfitting for the Career and Advanced Technology Center (CATC); and resurfacing the parking lot to support the new Career and Advanced Technology Center (CATC). Mr. Soileau stated that the projects were paid from the capital budget and bond issue.

Mr. Soileau stated that the Committee had a conversation regarding online books. He stated that the Committee requested Mr. Eapen to develop a model to understand the financial impact of moving to 100% digital material.

Mr. Soileau reported that the Committee was briefed on the Federal Grant for additional COVID Relief Funding. He stated that a new round of HEERF funding was recently issued by the Federal Government. Mr. Soileau stated that there are five absolute priorities in the program, and that the College may apply to more than one absolute priority.

(7) Audit Committee, March 29, 2022

Mr. Eapen reported that the Audit Committee met on March 29, 2022. He stated that the Committee reviewed the 2020-2021 Uniform Guidance Report presented by Grant Thornton, the College's external auditor. Mr. Eapen stated that the College received a clean audit with no audit findings.

Mr. White asked for a motion to approve the Committee Reports.

Ms. Fulmore-Townsend moved, with Ms. Posoff seconding, that the Board approve the Committee reports. 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 3, 2022
- (b) Gifts and Grants
- (c) Renovations to the Gym Floor
- (d) Emergency Generator for the Bonnell Building (Main Campus)
- (e) Multimedia Outfitting for the Career and Advanced Technology Center (CATC)
- (f) Resurfacing the Parking Lot to Support the New Career and  
Advanced Technology Center (CATC)

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

(9) Report of the Chair

(9a) Update on ACCT Governance Leadership Institute (GLI)

Mr. White reported that the College hosted the Association of Community College Trustees Governance Leadership Institute, March 23-25, 2022. He stated that about 60 people participated. Mr. White stated that the meeting went well, and that participants complemented the College's facilities, and the tour of the Library and Learning Commons.

(9b) New Board Member Update

At the request of Mr. White, Ms. Witherspoon stated that the incumbent members of the Board will continue to serve. She stated that Board members whose terms expired on June 30, 2021 have received their appointment letters. Board members whose terms will expire on June 30, 2022 will receive their appointment letters in May. Ms. Witherspoon stated that there will be four new members of the Board effective July, 2022.

(9c) Board Feedback Survey on the Committee of the Whole

At the request of Mr. White, Dr. Gay provided a summary of the Committee of the Whole survey. She stated that members of the Board and Cabinet participated. Dr. Gay stated that the data will be emailed to members of the Board and the Cabinet.

(9d) City Council Budget Hearing  
May 4, 2022

Mr. White reported that the College's Budget Hearing before City Council is scheduled for Wednesday, May 4, 2022. The hearing will be virtual.

(9e) Nominating Committee

Mr. White reported that Steve Herzog will chair the Nominating Committee for Board Officers.

Mr. White reported that the Philadelphia Housing Authority Ribbon Cutting is scheduled for April 13, 2022 at 11:00 a.m. Ronald Bradley will represent the Board at the event.

(10) New Business

There was no new business discussed at the meeting.

(11) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, May 5, 2022, at 3:00 p.m. in the Pavilion Klein Cube, Room P2-3. The meeting will be hybrid.

(12) Executive Session

At this point in the meeting, the Board convened in Executive Session for an update on legal matters. The Board will not be taking any action following the Executive Session.

The meeting adjourned at 4:45 p.m.

Lactation Room Meeting  
Melissa Fogg, Kelly Lake, and Mallory Fix  
Monday, April 11, 2022 at 9:45am

- Discussed with Mallory quick history and recap of Lactation Room including the new location and key process.
- Shared with Mallory the hurdles faced while trying to obtain a key and the current hours.
- Melissa let Mallory know that Leila Lawrence has been working with us regarding Title IX standards (Door lock, accessibility, hours of operation)
- Informed Mallory that we are working with Facilities, HR, and Title IX as quickly as possible to ensure that the Lactation Room meets standards.

Action Steps:

- Informed Mallory that we would continue to work with Facilities, HR and Title IX to ensure standards of Lactation Room on Main Campus as well as Regional Centers.
- Melissa e-mailed Regional Centers updating about accessibility issues and requesting information about their Lactation Room Policies and access.
- Melissa is working with HR to update CCP website with Lactation Room locations, policies, and access information across the campus (this will happen once locks are adjusted)
- Melissa is meeting with Drexel's Counsel about their Lactation Room policies and procedures.
- We will keep Mallory updated via email on status of Lactation Room. Richard and WOAC team is working with facilities to get a door with keypad access at Main Campus and NERC.
- Once proper updates are made, an updated CNEWS will be sent out for distribution.

### **Standard V - Educational Effectiveness Assessment**

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

#### **Criteria**

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

- 1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;**
- 2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.**

#### **Institutions should:**

- define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
  - articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
  - support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
- 3. consideration and use of assessment results for the improvement of educational effectiveness.**

#### **Consistent with the institution's mission, such uses include some combination of the following:**

- assisting students in improving their learning;
  - improving pedagogy and curriculum;
  - reviewing and revising academic programs and support services;
  - planning, conducting, and supporting a range of professional development activities;
  - planning and budgeting for the provision of academic programs and services;
  - informing appropriate constituents about the institution and its programs;
  - improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
  - implementing other processes and procedures designed to improve educational programs and services;
- if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
  - 5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.**

## **ATTACHMENT B**

### **BOARD RESOLUTION APRIL 7, 2022**

#### **Resolution to Add Sixth Pillar to College's 2017-2025 Strategic Plan**

WHEREAS, on May 4, 2017, the Community College of Philadelphia ("the College") adopted the 2017 through 2025 Strategic Plan which included five (5) pillars;

WHEREAS, the College recognizing the importance of Diversity, Equity, and Inclusion desires to add a Sixth (6<sup>th</sup>) Pillar to the College's Strategic Plan;

NOW, THEREFORE, on this 7th day of April, 2022, the Board of Trustees for the College resolves to adopt and include the attached Sixth (6<sup>th</sup>) Pillar on Diversity, Equity and Inclusion as part of the College's 2017-2025 Strategic Plan.



COMMUNITY COLLEGE OF PHILADELPHIA  
Meeting of the Board of Trustees  
Thursday, April 7, 2022 –3:00 p.m.  
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. White, presiding; Mr. Clancy, Mr. Dubow, Mr. Epps, Ms. Fulmore-Townsend, Ms. Hernández Vélez, Mr. Herzog, Ms. McPherson, Ms. Posoff, Mr. Soileau, Dr. Generals, Dr. Rooney, Ms. Di Gregorio, Dr. Gay, Dr. Thomas, Dr. Hirsch, Ms. Liautaud-Watkins, Ms. Witherspoon, Dr. Zanjani, Ms. Zellers, Ms. de Fries, Ms. Lawrence, Dr. Waller, and Dr. Payne Gold, Gold Enterprises, LLC

(1) Meeting Called to Order

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

(2) Public Comment

Ms. Fix, Assistant Professor of English, expressed concern regarding the processes for the use of the lactation rooms on campus. She stated that the processes were insufficient to meet nursing mothers' needs.

(3) Report of the President

(3a) Recognition of Basketball Teams

The Board welcomed and congratulated the men's and women's basketball players, coaches, and athletics staff for their achievements.

(3b) Middle States Standard V – Educational Effectiveness Assessment

Dr. Generals reviewed and discussed Middle States Standard V – Educational Effectiveness Assessment, and the criteria for the standard.

(3c) Diversity, Equity, and Inclusion Update

Anti-Racism Report and Next Steps

The College is adding a 6th Pillar to the College's *Strategic Plan Impact 2025*. Community College of Philadelphia is to become an antiracist College and fully implement antiracist training for all administrators, staff, and faculty. Dr. Shaunna Payne Gold, Gold Enterprises, LLC provided an update of the methodology and next steps for Community College of Philadelphia to become an antiracist College.

### Addition of Pillar 6 to Strategic Plan

The Board was provided with an update on the addition of Pillar 6 to the Strategic Plan.

The Board approved the Resolution to add Pillar Six to the College's *2017-2025 Strategic Plan*.

### (3d) Campus Updates

#### COVID Update

The Board was provided with an update on the status of testing on campus as well as protocols in place at the College.

#### Enrollment Update

The Board was provided with an update on enrollment.

#### Graduation Update, May 7, 2022

Commencement is scheduled for Saturday, May 7, 2022, at 10:00 a.m. at Temple Liacouras Center.

### (3e) Update on Positions

#### Search for Vice President for Academic and Student Success

The Board was provided with an update on the search for the Vice President for Academic and Student Success, and a list of senior-level vacancies that need to be filled.

### (3f) Biden's Proposed Federal Budget

The Board was provided with an update of President Biden's proposed budget.

### (3g) Foundation Report

The Board was provided with an update of new staff in the Office of Institutional Advancement; Foundation fundraising; status of the Black and Gold Gala; and a summary of Board of Trustees and Foundation Board of Directors support of the Gala.

Dr. Waller thanked Mr. Soileau and congratulated the Trustees as it appears so far, that the Board of Trustees are winning the friendly competition. She stated that the Foundation Board has to work to catch up, and that she is looking forward to the next report.

(4) Student Outcomes Committee, March 3, 2022

The Student Outcomes Committee met on March 3, 2022. The Committee has been keeping a close eye on the following: programs, high quality, and how strategies affect students; intentional marketing to recruit students to programs; and extended hours and identifying growth and solutions for students ready to learn and move to employment. The Committee discussed enrollment trends across the State, and the vision for establishing an integrated health and science building.

(5) Workforce Subcommittee, March 3, 2022

The Workforce Subcommittee met on March 3, 2022. The Committee recognized and acknowledged Waverly Coleman's retirement; reviewed and discussed a presentation of the Delaware Valley Industrial Resource Center (DVIRC) Manufacturing Study; and legislation on workforce opportunities.

(6) Business Affairs Committee, March 23, 2022

The Business Affairs Committee met on March 23, 2022. The Committee reviewed and approved the following items which are part of the Consent Agenda: renovations to the Gym Floor; emergency generator for the Bonnell Building (Main Campus); multimedia outfitting for the Career and Advanced Technology Center (CATC); and resurfacing the parking lot to support the new Career and Advanced Technology Center (CATC). The Committee also discussed online books, and a Federal grant for additional COVID Relief funding.

(7) Audit Committee, March 29, 2022

The Audit Committee met on March 29, 2022. The Committee reviewed the 2020-2021 Uniform Guidance Report presented by Grant Thornton, the College's external auditor.

The Board approved the reports of the Committees.

(8) Consent Agenda

Mr. White approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions  
Meeting of March 3, 2022
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Advanced Technology Center (CATC)

(9) Report of the Chair

(9a) Update on ACCT Governance Leadership Institute (GLI)

The College hosted the Association of Community College Trustees Governance Leadership Institute, March 23-25, 2022.

(9b) New Board Member Update

The Board was provided with an update on Board member appointments.

(9c) Board Feedback Survey on the Committee of the Whole

The Board was provided with a summary of the Committee of the Whole survey.

(9d) City Council Budget Hearing  
May 4, 2022

The College's Budget Hearing before City Council is scheduled for Wednesday, May 4, 2022. The hearing will be virtual.

(9e) Nominating Committee

Steve Herzog will chair the Nominating Committee for Board Officers.

Ronald Bradley will represent the Board at the Philadelphia Housing Authority Ribbon Cutting scheduled for April 13, 2022 at 11:00 a.m.

(10) New Business

There was no new business discussed at the meeting.

(11) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, May 5, 2022, at 3:00 p.m. in the Pavilion Klein Cube, Room P2-3. The meeting will be hybrid.

(12) Executive Session

At this point in the meeting, the Board convened in Executive Session for an update on legal matters. The Board will not be taking any action following the Executive Session.

The meeting adjourned at 4:45 p.m.

**Community College of Philadelphia  
Office of Institutional Advancement  
Record of Grants and Gifts  
May 5, 2022 Meeting of the Board of Trustees**

**Summary by Source:**

	FY 2022		FY 2021	FY2022 and FY2021
Held by College	3/16/22 - 4/15/22	Fiscal Year To Date 7/1/21 - 4/15/22	Fiscal Year To Date 7/1/20 - 4/15/21	Variance 7/1 - 4/15
Federal	\$ -	\$ 5,112,031	\$ 28,555,532	\$ (23,443,501)
State	\$ -	\$ -	\$ 4,200,696	\$ (4,200,696)
Local	\$ -	\$ -	\$ 29,800	\$ (29,800)
<b>Total</b>	<b>\$ -</b>	<b>\$ 5,112,031</b>	<b>\$ 32,786,028</b>	<b>\$ (27,673,997)</b>
Held by Foundation	3/16/22 - 4/15/22	Fiscal Year To Date 7/1/21 - 4/15/22	Fiscal Year To Date 7/1/20 - 4/15/21	Variance 7/1 - 4/15
Corporation	\$ 52,100	\$ 554,901	\$ 240,144	\$ 314,757
Foundation	\$ 116,504	\$ 1,826,970	\$ 2,576,061	\$ (749,091)
Individual	\$ 49,364	\$ 707,914	\$ 258,929	\$ 448,984
Organization	\$ 49,250	\$ 122,945	\$ 51,645	\$ 71,300
<b>Total</b>	<b>\$ 267,218</b>	<b>\$ 3,212,730</b>	<b>\$ 3,126,779</b>	<b>\$ 85,951</b>
<b>TOTAL</b>	<b>\$ 267,218</b>	<b>\$ 8,324,761</b>	<b>\$ 35,912,807</b>	<b>\$ (27,588,046)</b>

**PUBLIC GRANTS SUMMARY  
Since Meeting of April 7, 2022**

*No public grants this report period.*