

Meeting of the Board of Trustees, Thursday, March 3, 2022 - 3:00 p.m. Zoom

AGENDA

(1) Meeting Called to Order

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

- (a) Continue to Update the Board on Middle States Standards by Reviewing Standard IV – Support of the Student Experience
- (b) Provide a Presentation on the Additional Pillar to the Strategic Plan on Diversity, Equity, and Inclusion
- (c) Provide an Update on the Return to Campus
- (d) Update on Board Appointment Process
- (e) Act on Policy Proposal

(2) Public Comment

(3) Report of the President

- (a) Middle States Standard IV – Support of the Student Experience
- (b) Presentation on the Additional Pillar to the Strategic Plan on Diversity, Equity, and Inclusion (Leila Lawrence)
 - 6th Pillar Diversity Equity and Inclusion.pdf 4
- (c) Update on Return to Campus
 - COVID Update
 - Enrollment Update
- (d) ACCT National Legislative Summit, February 6- 9, 2022, Washington, DC
- (e) Update on Search for Vice President for Academic and Student Success
- (f) Foundation Report – Dr. Mellissia Zanjani and Dr. Ellyn Jo Waller

(4) Student Outcomes Committee, February 3, 2022

2.3 2022 Student Outcomes Committee Minutes.pdf 6

(5) Business Affairs Committee, February 16 and March 3, 2022

2.16.22 Business Affairs Committee Minutes.pdf 45

(6) Workforce Subcommittee

1.28.22 Workforce Subcommittee Minutes.pdf 52

(7) Consent Agenda

- (a) Proceedings and Minutes of Decisions and Resolutions Meeting of February 3, 2022

2.3.22BoardProceedings.pdf	91
Attachment A Covid-19 testing & Vaccination Updates - 2-03-22 (1).pdf	99
Attachment B Standard III.pdf	105
2.3.22Minutes of Decisions and Resolutions.pdf	107
(b) Gifts and Grants	
3.3.22Record of Grants and Gifts.pdf	112
(c) Chemistry Program Review	
(d) Resolution on the Relief of Student Debt Owed to the College, Incurred Between Summer 2021 and Fall 2021 for Credit Students Who Were Enrolled in Summer and Fall 2021	
(e) Computer Purchase from Dell to Support Students at the Career For the Advanced and Technology Center	
(f) Resolution of Support for FY2022-23 PDE Capital Applications	

(8) Report of the Chair

(a) Policy on Policies Proposal (A)	
Policy on Policies- 2.22.22.pdf	113
(b) Resolution on Subcommittee on Investments (A)	
Resolution on Subcommittee of the Business Affairs Committee on Investments.pdf	116
(c) Board Appointment Process Update	
(d) Joint Meeting with Foundation Board	

(9) New Business

(10) Next Meeting: Thursday, April 7, 2022, 3:00 p.m.

West Regional Center, 4725 Chestnut Street, Room 134
Tour of the Career and Advanced Technology Center will follow

(11) Executive Session

The Board will now convene an Executive Session to discuss:
(1) personnel matters; (2) potential real estate transactions related to
property owned by the College; (3) legal issues related to potential
contracts; and (4) updates on pending litigation

Future Committee Meetings

Student Outcomes Committee, Thursday, March 3, 2022
1:00 p.m.

Business Affairs Committee, Thursday, March 3 and March 23, 2022
9:00 a.m.

Audit Committee, Tuesday, March 29, 2022, 10:00 a.m.
Isadore A. Shrager Boardroom, M2-1 and Zoom

Workforce Subcommittee, Thursday, March 3 and June 30, 2022
10:00 a.m.

Upcoming Events

Fox Rothschild Center for Law and Society, February 28-March 4, 2022

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

Foundation Black and Gold Gala, Wednesday, June 1, 2022 – 6:30 p.m.
Vie – 600 N. Broad Street

Joint Meeting of the Foundation and Board of Trustees
Thursday, June 2, 2022, 5:00 p.m. – 7:30, Pavilion Klein Cube, P2-3

Diversity, Equity, and Inclusion

Situated in the heart of the racially diverse and culturally vibrant city of Philadelphia, the College is comprised of a diverse group of students, faculty, staff, and administrators. As such, the College is committed to ensuring that diversity, equity and inclusion (DEI) is embedded in all aspects of college life, including admissions, the academic experience, employee recruitment and retention, and in its relationships with entities doing business with the College. Diversity is the presence of individuals from different backgrounds (ages, people with various abilities and disabilities, ethnicities, genders, gender identities, national origins, political affiliations, races, religions, sexual orientations, socio-economic statuses, and veterans) and experiences within the College community. Equity is the process of ensuring that processes and programs are impartial, fair and provide equal possible outcomes for all persons within the College community. Inclusion is the practice of ensuring that all who are part of the College community, including those from diverse groups and intersectional identities, feel supported, valued, respected and welcome. The College understands that its DEI pledge is honored when students and employees witness that the College exhibits this pledge not just through its words, but also its actions.

The College will undertake the continuous critical analysis of existing structures in all facets of the College, identify those that are inequitable on their face or in their application, and do the hard work necessary to dismantle those inequitable structures. The work of DEI is a continuum, and the College commits to an annual review and assessment through an equity lens of policies and procedures that affect student outcomes, employee hiring and retention, vendor proposals and agreements, and all other areas that may benefit.

Ultimately, this intentional focus will position the College to become an innovative leader in the city and nation in the area of DEI work by creating a safe space campus that values, promotes, and amplifies the experiences of those from traditionally underrepresented or marginalized groups in its curricula, programming, administrative policies, hiring practices, daily interactions, and activities. These concerted efforts will lead to increased student engagement, and improved retention and academic outcomes.

Strategic Directions:

- Require all departments across the College community to create Diversity Plans that specifically address where diversity is lacking and include strategies on how each will increase, retain and support underrepresented employee groups in their departments, along with plans on how these strategies will be continually reviewed and assessed for effectiveness.
- Become an Anti-Racist College and fully implement anti-racist training for all administrators, staff and faculty.
- Implement College policies that promote equitable outcomes in the classroom and all other areas and aspects of the college experience with the goal of increasing equitable graduation and pass rates for all students.
- Encourage the use of diverse, accessible and inclusive course materials

- Increase participation of minority, disabled, or women-owned suppliers to fulfill College's procurement needs.
- Continue to develop and implement a comprehensive system of accountability and assessment around diversity, equity, and inclusion initiatives, practices and policies.

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

MINUTES

Thursday, February 3, 2022

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

Board

Participants: Mr. Epps

College

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

Cabinet

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

Guests:

Dr. Adanu, Ms. Austin-Johnson, Ms. Barbano-Maxwell, Ms. Gordon, Mr. Miskiel, Dr. Shah

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of January 6, 2022

The minutes were approved unanimously.

(b) Academic Program Review: Chemistry (A.S. Degree)

Dr. Shah, dean of the Math, Science, and Health Care division, explained that as this program has transitioned from an earlier version, the program has held steady with enrollments while other programs have seen decreases in enrollments. A strength of the program is its focus on instrumentation and hands-on skills. There is potential to grow the program in the coming years. Assistance from the Board in connecting students to chemistry-related employers, like the pharmaceutical industry, and therefore creating a pipeline would help with this.

Mr. Miskiel, department head for Chemistry, echoed Dr. Shah's statement that the program's instrumentation in labs is cutting edge and allows students to gain hands-on experience. With the pivot to online learning because of COVID-19, students who normally would not be able to come to campus as needed for fully in-person sections have been able to complete coursework online. The program is considering offering more hybrid classes with in-person labs in the next few years, expanding this from introductory courses to upper-level courses. Mr. Miskiel mentioned the pipeline to further education that the A.S. degree allows, in addition to possible outreach to local high schools. Ms. Gordon, of the Office of Assessment and Evaluation, noted that this is the first Academic Program Review for the program, which was first offered in 2016 after the A.A.S. degree in Chemical Technology was closed (per recommendations from that program's review). Ms. Gordon highlighted that program enrollment had increased or held steady until Fall 2020 (which was expected); fall-to-spring and fall-to-fall retention rates were higher than the College average; and the program had higher percentages of students who have earned more than 24 college-level credits and who are in good standing compared to the College average. Almost half of the program students have transferred. Some of these students left with 45+ credits without graduating; the program is considering strategies to address this. In regards to assessment, as the department integrates more into the assessment software AEFIS, the Office of Assessment and Evaluation wants to work with the program to increase the functionality of the assessments it undertakes.

It was noted that while females initially made up 14% of the students when the program began in Fall 2016, by Fall 2020 females comprised 78% of the program's students. Dr. Shah noted that the number of males who are science-ready is a challenge and they are still developing means to alert males to workforce opportunities. He also said that the program plans to have outreach efforts in the next year or two, as COVID-19 permits. Dr. Shah has been reaching out to CEOs in the field in the area and will provide a list of local employers/companies to the Board. The Board will look at their collective networks to further connect the program to local employers.

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

(c) Pre-College STEM Initiatives

Dr. Thomas explained that a spark for the pre-college STEM initiatives was Amazon's search for a second headquarters. Amazon asked about pipelines from middle schools and high schools; Philadelphia was not able to answer affirmatively as other cities did. Ms. Barbano-Maxwell, Director of K-16 Partnerships, began the presentation by discussing that these initiatives align with two strategic plan pillars: Workforce Development, Readiness and Economic Innovation, and External and Internal Community Relations. Program highlights included summer camps, STEM experiences, and real-world/hands-on learning for middle school and high school

students. All events except for the first were virtual. Ms. Austin-Johnson, STEM Pre-College Experience Specialist, provided participant numbers, such as 1,108 students in grades 6-8 and 302 students in grades 9-12. Participating schools were from across the City, representing a variety of socioeconomic levels, and included local, charter, and magnet schools.

Offerings in 2020 included a STEM Goes Red event, a mobile tutoring app, and two virtual summer camps. The first summer camp covered math in the morning and then virtual worlds in Minecraft in the afternoon. At the second summer camp, students learned how to develop apps using an MIT tool; from that work, two students uploaded their apps to an app store. In 2021, programming included *Introduce a Girl to Engineering* career awareness event, at which CCP faculty presented on programs at the College and transfer opportunities (the second iteration is to take place February 12). A virtual afternoon program was focused on renewable energy and had students build virtual towns in Minecraft. There were two 3-week virtual summer camps, both focusing on space and including the creation of a space invasion app game. At the *Minority Men in Medicine* career awareness event, three minority doctors spoke with approximately 85 young Black and Latino men from across the City. About 300 students from across City, working in teams, took part in five virtual *International Hour of Code* Minecraft events. The pre-College STEM program has received media coverage. Going forward, they are looking for funding to continue and expand their offerings. They plan to offer in 2022 four STEM Career Exposure Events, a summer camp that will be in-person at the Northwest Regional Center, and a CATC Afterschool STEM Program (which is supported by a grant from the Lenfest Foundation). Looking beyond this year, the program plans to have summer camps at the Main Campus and Regional Centers by 2025; a Jr. STEM Ambassadors program and resource newsletter sent to area middle and high schools; and a future partnership with iPraxis for middle school science fairs.

In response to questions from Board members, Ms. Austin-Johnson explained that to involve current college students in large events, they work with Michelle Lopez, the Manager for the Institute for Community Engagement and Civic Leadership. For example, College students facilitated break-out rooms during virtual events; these students were therefore also able to interact with professionals in the break-out rooms. Ms. Barbano-Maxwell explained that they had originally planned to have everything in person and connect CCP students with events; they are hoping to hire students to help with upcoming summer camps and on-campus in-person events. In regards to expansion and financial supports, Dr. Thomas noted that they need to map out the costs to take this to scale, to see where gaps exist, and to consider how to fill those gaps. He has also discussed with Dr. Shah how to further engage the pipeline, bringing Biology and Chemistry into the activities.

(d) Review of Student Outcomes Committee Agenda Calendar

Dr. Hirsch explained how he and Ms. Fulmore-Townsend went through the calendar of meetings to determine topics. At the Committee of the Whole meetings, they scheduled topics that would be of interest to the entire Board. Program reviews have

been scheduled for other months, allowing for some fluctuation. Topics for the March Committee of the Whole include a brief periodic Catto update (allowing time for questions); enrollment (including trends pre-, during-, and post COVID); the latest CCRC KPI data; and a presentation about the CATC and what it will mean for the student experience. In response to a question from Ms. Fulmore-Townsend, Ms. Ireland suggested that a comprehensive discussion of workforce issues could be added to the calendar. Dr. Generals indicated it would be possible to have a high-level discussion about workforce; Ms. Fulmore-Townsend will discuss with Dr. Hirsch for what meeting this should be scheduled. Updated calendars will be included in packets for future meetings.

(e) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for March 3rd at 1:00 p.m. via Zoom.

Attachments:

Minutes of January 6, 2022

Academic Program Review: Chemistry

SOC Agenda Calendar

Pre-College STEM Programming at Community College of Philadelphia

Industry List in Pharma & Chem Areas

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

MINUTES

Thursday, January 6, 2022

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

Board

Participants: Mr. Soileau

College

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

Cabinet

Members: Ms. Witherspoon, Dr. Zanjani

Guests: Ms. Gordon, Dr. Lewis, Dr. Nagaswami, Dr. Scordia, Dr. Shah, Dr. Sinnott

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

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

The minutes were approved unanimously.

(b) Academic Program Review: Medical Laboratory Technician (A.A.S. Degree)

Dr. Shah, dean of the Math, Science, and Health Care division, noted that the Medical Laboratory Technician (MLT) program is one of the flagship programs in the College's Allied Health department. The program has 100% pass rate on the Medical Laboratory Technician ASCP Board of Certification Exam and 100% job placement. Dr. Sinnott, from the Office of Assessment and Evaluation, explained that in September 2021, the program completed its periodic review for its national accrediting agency, the National Accrediting Agency for Clinical Laboratory Sciences; the program was awarded a 10-year accreditation. Most students are part-time and career-age. The program has strong retention and graduation rates and a consistent 100% job placement rate. The program plans to introduce more molecular

methods into the curriculum to continue to innovate. There is a national and local shortage of medical laboratory technicians, in part because of increased testing with COVID.

Committee members asked about the program's demographics. Dr. Lewis, the Department Head for Allied Health programs, explained that having a higher percentage of Asian students and female students is on trend for the industry and for related allied health fields; the advisory board is comprised of the same demographics. There may be a lower percentage of African-American females because the field is not well-known, and students in high schools are not aware of it. However, because of COVID, the program has had opportunities to interact more with younger students, which should raise awareness. Dr. Thomas added that because of a recent grant, the College has been hosting more STEM events for middle and high school students; these events also address the health care field.

Dr. Lewis discussed recruiting students internally from the Health Care Studies program. There are monthly health care admissions events, at which students can meet with faculty, talk about the admissions process, careers, job prospects, salaries, etc. Recently, students were invited to see a day-in-the-life for all the Allied Health programs. The MLT program is always at capacity. Additionally, students are all employed before graduation. Students must complete clinical experiences; most of those clinical sites go on to hire them. This is common in health care in general. While having enough clinical sites can be challenging, the program director keeps a list that meets 150% of clinical sites needed, in case of limitations. The program has developed new affiliations in the City, and the program director is persistent in contacting new offices acquired by area hospitals.

In regards to the high retention and completion rates, Dr. Lewis noted the outstanding faculty in the program. The program is consistent with assessing student learning, closing the loop, and making changes based on evidence. Because of the low number of students allowed by capacity, faculty are able to build relationships with students, which may help retention.

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

(c) Cultivating a Culture of Excellence in Teaching & Learning at CCP

Dr. Scordia, Assistant Professor of English and Professional Learning Coordinator (Title III), began the presentation explaining that investing in faculty professional learning is an essential part of ensuring students are learning. It also relates directly to *Impact 2025* and the Student Experience pillar, to Guided Pathways efforts, and to Middle States accreditation. A commitment to teaching and learning is one of the five institutional priorities the College developed for the Middle States self-study, and Standard III includes criteria devoted to faculty professional learning. With the

Faculty Center for Teaching and Learning (FCTL), the College has long been in compliance with these criteria. Because of the Title III grant awarded in 2020, the College has been able to build on the work of the FCTL and offer a more sustained professional learning program which is being regularly assessed.

Dr. Nagaswami, Professor in the Department of English and Facilitator of the FCTL, discussed how the FCTL has a mission statement and has developed a strategic plan with five goals, which is based on *Impact 2025* and best practices in the field. Each goal has action items. They have been assessing progress on faculty professional learning and will soon be posting the results of those assessments. Despite the pandemic, they have been able to make progress on all the goals, including hosting two joint conferences with area community colleges.

Dr. Scordia explained how the Title III grant encompasses faculty professional learning in an institutional goal (Increase retention and completion rates by having student supports more effectively integrated with academics and by *promoting the capacity for teaching and learning among faculty*) and has objectives related to faculty professional development, with goals each year for the number of full- and part-time faculty taking part in professional learning. The grant also seeks to increase effective use of Starfish and Canvas. The College has built a Title III Faculty Professional Learning Core Team, comprised of faculty representing a range of departments and including the Associate Director of the grant, Sharmon Bryant.

As one of its first activities, the Core Team held a Summer Institute last year. They consulted with the Director of Teaching & Learning at Achieving the Dream, who provided opening and closing remarks, and utilized ATD's new Teaching & Learning Toolkit in planning the event and activities. They identified four high-impact practices (HIPs) for faculty to learn about and then implement in their own course in the following fall semester. Over 50 faculty from across the academic divisions took part, including both full- and part-time faculty. Building on the work from the Summer Institute, the FCTL implemented learning communities devoted to the HIPs to support faculty while they added HIPs to their courses. They are working with Institutional Research on data analysis and will have data on the first semester outcomes soon.

Dr. Nagaswami discussed the array of professional learning opportunities that were provided in the fall semester. These included a mini-conference on HIPs for faculty who could not attend the Summer Institute. They also had a session on supporting first-generation students that led to a mini-conference on the topic (which took place on National Gen 1 Day and included a panel of students); this will continue to be a focus in the spring semester. They recognize that the College's students have gone through various forms of trauma, including those COVID-related. As preview for upcoming spring activities, they held a mini-conference in November on trauma-informed pedagogy. They also created the Virtual Learning Exchange Series, with weekly meetings for faculty to discuss with each other their practices and share their tools. There were four rotating topics: Starfish, Canvas, data-informed teaching, and

inclusive teaching practices. Across all the various sessions in the summer and throughout the fall semester, a total of 54 part-time and 108 full-time faculty took part. Additional FCTL programming includes the Assessment Academy, the FCTL Fellows and Communities of Practice, New Faculty Orientation, and an upcoming joint conference with area community colleges.

Dr. Scordia provided an overview of topics for the spring semester. She also explained that all the professional learning programs must be developed through an equity lens. Moreover, everything FCTL and the Core Team are doing must be assessed, not just for Middle States but also for continuous improvements. They plan to analyze data on retention and completion to look at the faculty implementation of HIPs, including a student survey. They conducted a faculty survey in Fall 2021; 69% of respondents said the most important reason to take part in faculty professional learning opportunities was to improve student learning. She stressed that the College's commitment to supporting these endeavors is critical to students and student success. Dr. Hirsch stated that the College will receive \$2.25 million over the five years of the Title III grant, and a major portion of those funds is to support faculty professional learning.

Annual updates on faculty professional learning will be added to the Committee calendar.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for February 3rd at 1:00 p.m. via Zoom.

Attachments:

Minutes of November 4, 2021

Academic Program Review: Medical Laboratory Technician Program

Cultivating a Culture of Excellence in Teaching & Learning at CCP presentation

Community College *of* Philadelphia

Academic Program Review: Chemistry (CHEM)

Authors: Ed Miskiel, Molly O'Connor, Linda Gerz, Kathleen Shaginaw, Tammy Wooten,
Dr. Dawn Sinnott

Spr 2022

1. Executive Summary

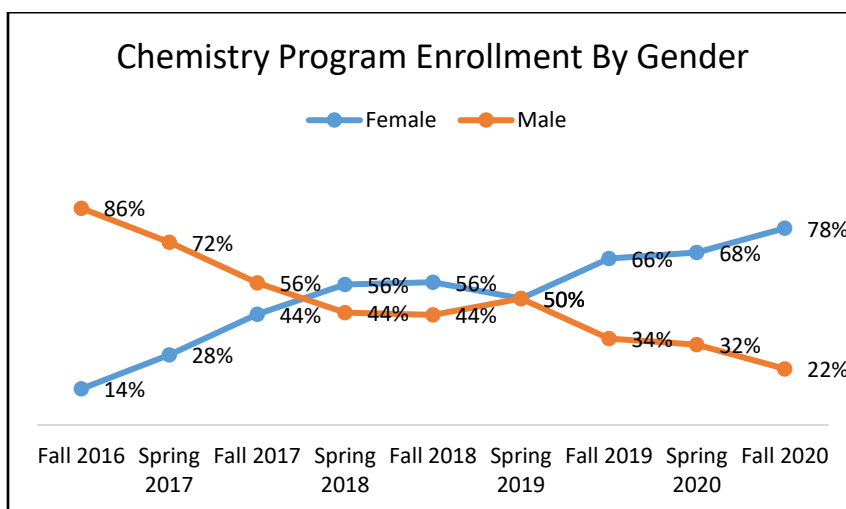
A. Key Findings

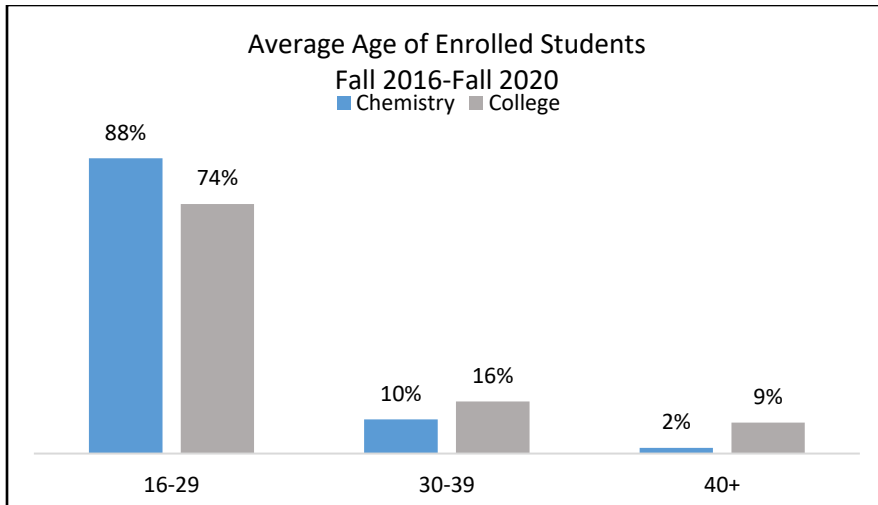
Enrollment and Demographics

1. Fall 2016 was the Chemistry degree program's first semester. Enrollments grew progressively to a high of 44 enrolled students in spring 2020.
2. On average, the Chemistry Program enrolled a higher proportion of full-time students (49.5%) than the College overall (28.2%).
3. In fall 2016, the initial Chemistry Program enrollments were 14% female and 86% male; over the following nine semesters, enrollment changed to 78% female and 22% male.
4. On Average, Chemistry students were more likely to be students between 16 and 29 years of age.

College-Wide	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Average
Headcount	18,125	17,019	17,296	16,503	16,671	15,544	15,996	14,789	13,673	15,782
Full-time	26.9%	26.0%	29.4%	26.6%	29.5%	26.9%	29.8%	27.8%	31.3%	28.2%

Chemistry	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Average
Headcount	7	18	32	36	39	42	41	44	36	33
Full-Time	85.7%	55.6%	53.1%	41.7%	41.0%	54.8%	48.8%	56.8%	38.9%	49.5%



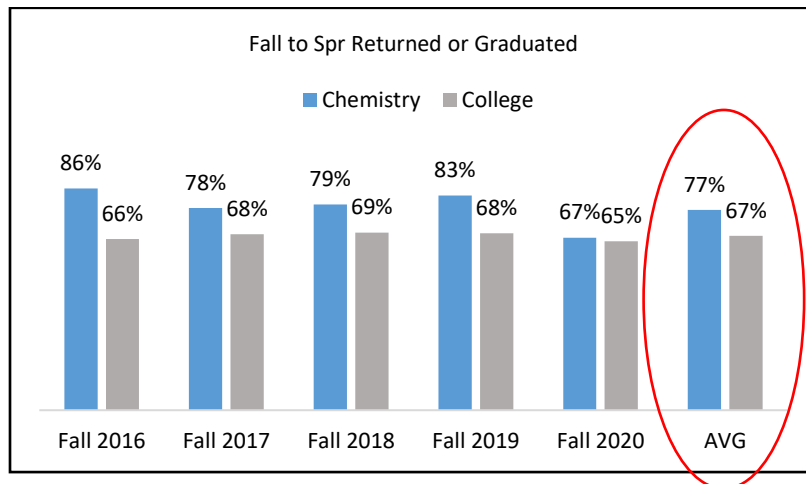


Retention

5. Fall to Spring Retention between fall 2016 and fall 2020: At 77%, the Average proportion of Chemistry Program students who returned or graduated from fall to spring Averaged 10 points high than the College's Average (67%)

Fall to Spring Retention

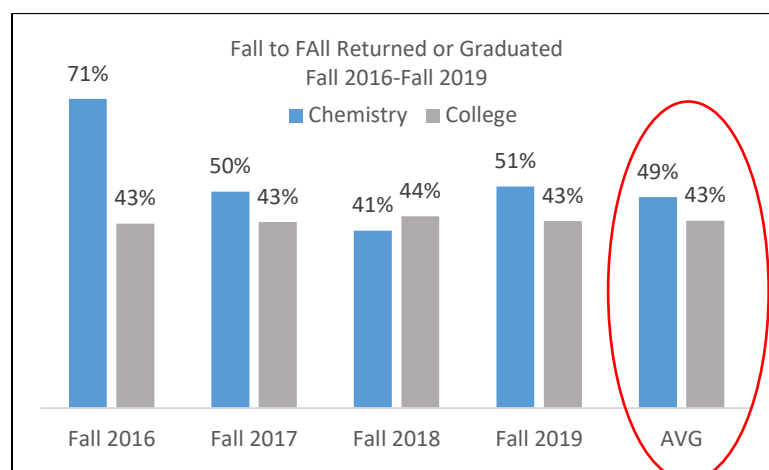
Chemistry	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Chemistry Average	College Average
Headcount	7	32	39	41	36	31	15,909
Returned to Same Program	85.7%	78.1%	79.5%	78.0%	63.9%	75.5%	64.4%
Returned to Different Program	0.0%	6.3%	0.0%	2.4%	2.8%	2.6%	4.8%
Graduated	0.0%	0.0%	0.0%	4.9%	2.8%	1.9%	2.9%
Did Not Persist	14.3%	15.6%	20.5%	14.6%	30.6%	20.0%	27.8%



6. Fall to Fall Retention between fall 2016 and fall 2019: At 49%, the Average proportion of Chemistry Program students who returned or graduated from fall to fall Averaged 6 points higher than the College's Average (43%)

Fall to Fall Retention

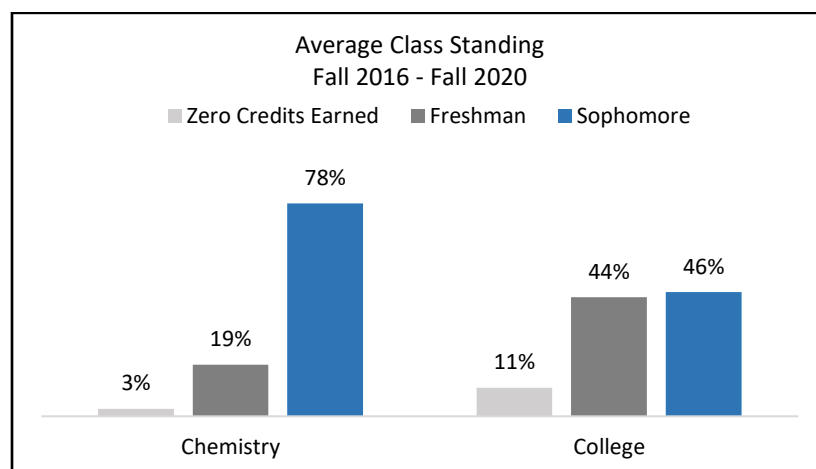
Chemistry	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Chemistry Average	College Average
Headcount	7	32	39	41	30	17,412
Returned to Same Program	71.4%	46.9%	33.3%	34.1%	39.5%	33.6%
Returned to Different Program	0.0%	0.0%	7.7%	7.3%	5.0%	7.8%
Graduated	0.0%	3.1%	7.7%	17.1%	9.2%	9.7%
Did Not Persist	28.6%	50.0%	51.3%	41.5%	46.2%	49.0%



Academic Success and Graduation

7. Class standing is a measure of students' earned credits. Freshman reflects the group of students who have earned between 1 – 24 credits; sophomore reflects the group of students who have earned more than twenty-four credits; zero credits reflect the group of students who have either not attempted or not passed any college-level coursework at the start of a given term. On average, between fall 2016 and fall 2020, 78% of Chemistry Program students have earned more than 24 college-level credits indicating a level of strong academic progress.

8. Over the period studied, the Chemistry program students averaged slightly higher in good academic standing (95.3%) than the College's overall (92.1%). The percentage of students dropped or on probation was somewhat lower, Chemistry Program 4.7% and College-wide 7.6%



Academic Standing	Chemistry Program	College-Wide
Good Standing	95.3%	92.1%
Dropped or Placed on Probation	4.7%	7.6%

Transfer

9. Among students who entered the College between fall 2015 and fall 2019, 89 departed. More than half of those students (count of 51) departed as graduates or with 45 or more earned credit hours. Of these former students, 28 of the 51 (55%) transferred.

Departing Students who entered the College between 2015 and 2019					
Exit Status	Departed and Transferred		Departed, Did Not Transfer		Total Count of Departing Students
	Count	Percent	Count	Percent	
Graduate	15	65%	8	35%	23
Earned 45 or more credits	13	46%	15	54%	28
Earned 23 to 44 credits	6	35%	11	65%	17
Earned 12 to 22 credits	6	86%	1	14%	7
Earned less than 12 credits	3	21%	11	79%	14
Grand Total	43	48%	46	52%	89

Assessment

10. The consistency and quality of CLO (course learning outcome) assessments for chemistry courses meet all requirements. Documentation of assessments conducted since the spring of 2016 has been submitted to the Office of Assessment and Evaluation. Direct assessment measures are being used, including scores from embedded final exam questions and grades on lab reports. The benchmark is currently set at 75% for all embedded final exam questions.

CLO assessment outcomes roll up to the program level and provide the data for PLO (Program Learning Outcomes) analyses. The program has four PLOs and calls for formal analysis biannually with the first reporting cycle 2017-2018; data was collected, analyses completed, and benchmarks achieved. The next biannual cycle, 2019-2020, was interrupted due to COVID, and the department is getting back on track.

Assessment details are discussed during department meetings and through email correspondences. Assessment data has been collected and kept on file by the course coordinator for all semesters between 2016 and 2021 except for the spring and summer of 2020 due to the COVID-19 pandemic. The Chemistry Department has not yet integrated the PLO/CLO assessment data into the new assessment management platform called AEFIS (Assessment, Evaluation, Feedback & Intervention System). They are in the process of being trained, and all course coordinators will be responsible for this function and remain current moving forward.

Transfer and Employment Opportunities

The most recent data finds employment opportunities in the fields of Chemists, Chemical Technicians, Biochemists, Environmental Science and Protection Technicians (Including Health), Chemical Engineers project employment is high and area transfer programs are strong.

Top Schools For This Field in the Philadelphia Area

Temple University
University of Pennsylvania
Drexel University
Villanova University
Swarthmore College
Ursinus College
Saint Joseph's University
Haverford College
University of the Sciences
Arcadia University

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



- **Jobs:** The Philadelphia area is a hotspot for jobs as Chemists, Chemical Technicians, Biochemists, Environmental Science, Protection Technicians (Including Health), and Chemical Engineers. The national average for an area comparable to Philadelphia is 2,771 employees, while there are 4,636 in the Philadelphia area*
- **Compensation:** Earnings are high in the Philadelphia area. The national median salary for the occupations is \$68,353, compared to \$77,703 here. *
- **Job Posting Demand:** Job posting activity is high in the Philadelphia area. The national average for an area this size is 116 job postings/month, while there are 212 here. *

* National average values are derived by taking the national value for the subject occupations and scaling it down to account for the difference in overall workforce size between the nation and the Philadelphia area. In other words, the values represent the national average adjusted for region size.* All employment data is provided by EMIS.

A. Prior Audit

This is the first Academic Program Review for the A.S. Degree in Chemistry. History leading to the development of the A.S. Chemistry degree:

- In 2016 the Board of Trustees accepted the Student Outcomes Committee's recommendation to close the A.A.S. degree in Chemical Technology effective fall 2016.
- Reasons for the closure of the A.A.S. degree in Chemical Technology included declining employment opportunities for graduates with an Associate in Applied Science degree within the chemical industry, and technicians were not on the 2015 High-Priority Occupations List for the Philadelphia County Workforce Investment Area.
- The A.S. Degree in Chemistry provided all requirements for students focused on transfer and core course requirements for Allied Health programs.

Action Items

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

Enrollment and Demographics

1. Increase Enrollment as follows:

	Fall 2019 (Bench- mark)	Fall 2021 Increase in Headcount*		Fall 2023 Increase in Headcount		Fall 2025 Increase in Headcount	
Headcount	41	43	6%	46	6%	49	6%
Returned to Same Program	34%	14	36%	16	38%	20	40%
Graduated	17%	8	18%	8	19%	10	20%

*Increase from Fall 2019 headcount

The offering of chemistry courses for the Summer ACE program could provide an excellent gateway for high school students into the Chemistry program. The department could also consider offering a certificate program for workforce development in analytical techniques. The department is well-poised for a workforce development certificate with the available instrumentation and expertise.

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2026

Success/Graduation

2. 42% of Chemistry student (28 of 66) non-graduates, whose first semester was between 2015-2019, departed the college with 45 or more earned credits. Thirteen students transferred to a 4-year institution; however, the remaining we have no information about their next steps. Forty-five credits appear to be a tenuous point for many Chemistry students. The program should investigate the barriers to completion; are they financial or other family responsibilities or burnout or pull from transfer institutions? How can the College support these students through completion? The department should brainstorm with counselors, advisors, and other student success teams. This percent of students departing with 45 or more earned credits should decrease by half over the next five years

Non-Graduates	Earned 45 or more credits	28	42%
	Earned less than 45	38	58%
		66	

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2026

Transfer

3. The Chemistry program The department should continue exploring transfer agreements with regional and national institutions to provide opportunities for our students to enroll in 2:3 (Associates to Masters) pipeline and programs like Doctorate in Pharmacy (Pharm. D.)

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2026

Assessment

4. Prioritize the transition of all assessment processes and reporting into AEFIS

Person responsible: Department Head

Timeline: Spring 2022 through Fall 2022

5. Assessing all four PLOs every two years may not be an optimal assessment plan. The concurrent collection and analysis of assessment data for four PLOs does not support sufficient time for deep analysis and the application of revisions to foster continuous improvement. During this transition period to AEFIS, consult with the Office of Assessment and Evaluation to consider other strategies to simplify the process and increase function.

Person responsible: Department Head

Timeline: Fall 2022 through Fall 2026

2. Narrative

In fall 2016, the Chemistry department transitioned from an A.A.S. Degree in Chemical Technology to an A.S. Degree in Chemistry. Just as this transition was a collective effort, the development of this Academic Program Review was a collaborative effort. The data tells a very successful story of enrolling students and supporting their retention, graduation, and transfer success.

The Chemistry program is a select and rigorous program preparing students to continue their education for professional careers and advanced study as Chemists, Chemical Engineers, Chemical Technicians, Pharmacists, Biochemists, Environmental Science and Protection Technicians (Including Health). Projected employment in these professional sectors is high, and area transfer programs are strong.

Program faculty support students in the transfer process from providing academic planning and guidance to inviting speakers from the CCP Counselling Department and Career Connection and outside speakers from the American Chemical Society (ACS Philadelphia Section) and the Singh Center for Nanotechnology, University of Pennsylvania.

The Program mentors are also the advisors for the Chemistry Club, a student-run club. The club aims to help students connect with other students, build leadership skills, and make their time at the college as positive as possible.

The department would like to have more of a role in connecting with the students since many faculty have industry experience in research and raw materials production and still maintain connections through ACS. To further engage learning and opportunities, it is department practice to take students on trips to production facilities, water treatment plants and invite industry speakers to meet with students.

As a community college, the Chemistry department is working to be recognized as a leader in the quality and quantity of minority students' STEM education by working to establish regular research partnerships for CCP students with Drexel University and other local transfer institutions.

Looking forward, the Chemistry faculty mentors are preparing a directory of Chemistry program graduates with their most current contact information to stay connected with them. They plan to reach out to students in their second year and are expected to graduate to determine whether they have sufficient transfer information, help them with their career and transfer intentions, and find employment in the field locally.

Student Outcomes Committee Agenda Calendar
Monthly Topics*
2022
DRAFT

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

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



Pre-College STEM Programming at Community College of Philadelphia

Stephanie Austin-Johnson, STEM Pre-College
Experience Specialist

Megan Barbano-Maxwell, Director, K-16 Partnerships
Division of Strategic Initiatives & Community Engagement

SUCCESS STARTS HERE

Community College *of* Philadelphia

Mission

To build and strengthen the pipeline between the City's K-16 community, the College, and local STEM industry partners and professionals by providing real-world, hands-on learning aimed at developing in students, the skills necessary for success in post-secondary STEM education and careers.

- Aligns with the College's Strategic Plan pillars of *Workforce Development, Readiness and Economic Innovation* and *External and Internal Community Relations*

Program Highlights

Student Participation by the Numbers

- 1108 students in grades 6-8
- 302 students in grades 9-12
- 73 middle and high schools
 - 60 Middle schools
 - 13 High Schools
- Citywide student participation

Program Highlights

2020

- Storm Surge STEM Exposure event
- STEM presentation for the American Heart Association STEM Goes Red
- Two 2-week virtual summer camps
 - Minecraft World and Awesome Apps
- Three Virtual Renewal Energy Digital Escape Room events

Program Highlights

2021

- *Introduce a Girl to Engineering* career awareness
- 5-week virtual afterschool Minecraft program focusing on renewable energy
- Two 3-week virtual summer camps
 - Mission Space & the ISS and Mobile Game Creator
- *Minority Men in Medicine* Career Awareness virtual event
- 5 virtual *International Hour of Code* Minecraft events

Media Highlights



KYW NEWSRADIO · NEWS | LOCAL

Community College of Philadelphia program introduces high school girls to engineering

SOFTWARE DEVELOPMENT
Aug. 24, 2020 12:27 pm

Magic 8-Balls, mini golf and trivia: 5 cool apps created by middle schoolers

Students flexed their coding muscles at a recent Community College of Philadelphia STEM Academy demo day.



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CCP STEM camps help middle school students learn about space



KYW NEWSRADIO · NEWS | LOCAL

Community College of Philadelphia presents college science experience for middle schoolers

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Future Program Plans

- Continued pursuit of funding to expand current and future Jr. STEM initiatives
- Program support for GEAR UP grant (projected start-Fall 2022)
- 4 STEM Career Exposure Events for 2022
- Summer camp (late summer 2022): In-person at NWRC and continuation of virtual camp
- CATC Afterschool STEM Program (projected start- Fall 2022): supported by \$215K grant from the Lenfest Foundation.

Future Program Plans

- Summer camps at Main Campus and Regional Centers by 2025
- Jr. STEM Ambassadors Program
- Four (4) STEM Career Awareness events per year
- Jr. STEM Academy resource newsletter
- Supporting iPraxis middle school science fairs to engage a cadre of STEM professional volunteers to mentor students during science fair projects.

Questions

Thank you!


Questions?

Aclaris Therapeutics
Actavis
ADCS Clinics
AdvanSix
AGC
Agrofresh
Air Liquide
Air Products
Airgas
Akzo Nobel Worldwide
Americhem
AmerisourceBergen
Angeion
Arkema
Ashfield Healthcare
Ashland
Ashland Water Technologies
Astatech
AstraZeneca
Avient
Axalta
Axiall
Axion
BASF
BBJ
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Cardolite
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Chemours
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Cray Valley
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Croda
Daikin
David Michael & Co.
Diversey
Dow

DPT Laboratories
DSM
du Pont de Nemours
DuBois Chemicals
Eastman
Eastman Kodak
Ecolab
EMD Electronics
Emerald Performance
Endo International
ENECON
Esstech
Eurofins
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Fibrocell Science
FMC
Formosa Plastics Corporation
Formosa Plastics Corporation
Franklin International
Fuchs Lubricants
Fuji Film
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Gelest
GEO Specialty Chemicals
Halo Labs
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Mitsubishi
Momentive Performance Materials
Nagase
NCH
Nichia
Nichino America
Noramco
Norquay Technology
Olin
Onconova Therapeutics
PCI Pharma Services
Penn Color
Polymer Technologies
Polysciences
PPG
PPG Industries
PQ
Praxair
Premier Research
ProPhase Labs
Quaker Chemical
Quaker Color
Rentech
Rhodia
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Rohm and Haas Electronic Materials
RPM International
Rust-oleum
SABIC
Sartomer

Siegwerk
Sika
Sirrus
Solenis
Solvay
Spartech
State Industrial Products
Stepan
Sun Chemical
Syntroleum
Tremco
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United Chemical Technologies
Victrex
Wacker Chemie
West Pharmaceutical Services
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Saint Gobain


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[CHESTERBROOK, PA](#)
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[Rating 4.33 out of 5 3 reviews](#)

[Experienced Employee: This was a good company to work for, they are supportive of their employees and the salaries are an added bonus. Employees have the freedom to work from home a few days a week after six months of Read 3 Reviews](#)

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[Experienced Employee: Love working here, management is great. Best place to work. Everyone is caring and warm. At least at the research and development department.](#)[Read 1 Review](#)

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**ZOOM MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, February 16, 2022– 9:00 A.M.**

Present for the Business Affairs Committee: Mr. Michael Soileau, presiding; Mr. Harold Epps, Lydia Hernández Vélez, Esq., Mr. Steve Herzog, Mr. Jeremiah J. White, Jr.; and Mr. Steve Herzog (attended Executive Session only)

Invited Trustees: Ms. Chekemma Fulmore-Townsend, Ms. Mindy Posoff, and Ms. Sheila Ireland (attended Executive Session only)

Present for the Administration: Dr. Donald Guy General, Mr. Jacob Eapen, Ms. Carol de Fries, Ms. Josephine DiGregorio, Ms. Marsia Henley, Dr. Samuel Hirsch, Danielle Liautaud-Watkins, Esq., Mr. Gim Lim, Dr. Darren Lipscomb, Dr. Shannon Rooney, Mr. Derrick Sawyer, Dr. Vishal Shah, Mr. Vijay Sonty, Dr. David Thomas, Dr. Mellissia Zanjani, and Victoria L. Zellers, Esq.

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

PUBLIC SESSION AGENDA

Mr. Soileau called the meeting to order at 9:01 A.M.

(1) Subcommittee of the Business Affairs Committee on Investments (Action Item):

Discussion: Mr. Soileau discussed the structure of the Subcommittee on Investments. The subcommittee will consist of two board members and will also ideally include an external person to help the subcommittee think through the investment process. He mentioned that the structure of the Subcommittee will be similar to the Audit Committee.

The responsibilities of the Subcommittee on Investments are as follows:

- Oversight of the portfolio performance, meeting with our external team of investors
- Recommendations based on portfolio and external factors
- Reporting out - timing and audience

Mr. Soileau stated that the Subcommittee on Investments will meet quarterly with the two financial advisors, the Commonfund and TIAA. He stated that there will be a report out to the Board to hopefully show the growth of the investment portfolios.

Mr. White stated that as Chair of the Board of Trustees, he will need to appoint the Chair of the Subcommittee. Ms. Zellers stated that the College's Bylaws will not need to be amended since this will be a subcommittee of the Business Affairs Committee. She stated that the Subcommittee will report into the Business Affairs Committee, and that the Business Affairs Committee will vote on any official action. However, ad hoc committees are to be approved by Resolution of the Board of Trustees under the College's bylaws.

Action: For the record, it was recommended to call a vote on implementing the Subcommittee of the Business Affairs Committee on Investments. The Business Affairs Committee voted unanimously to recommend to the full Board to move forward on establishing the Subcommittee of the Business Affairs Committee on Investments. A Resolution to create a Subcommittee on Investments, with Trustee Posoff as the first Chair, will be presented to the full Board.

(2) Ownership Details on: Allied Universal Security Services, Ellucian, and Follett (Information Item)

Mr. Eapen stated that, at the request of Dr. Generals, a briefing should be presented to the Business Affairs Committee on the ownership of the College's partners. He reviewed the following:

Allied Universal Services – Allied Universal Security (AUS) provides security services for the College. The 6-month extension is until June 30, 2022, at about \$775,000. AUS was acquired by Warburg Pincus, a private equity firm.

Ellucian - Ellucian Banner and Enterprise Resources Planning are the College's Student, Finance and HR systems. The College pays about \$500,000 annually in maintenance fees. Our contract expires June 30, 2022. Ellucian was acquired by Blackstone & Vista Equity Partners.

Follett – Follett is the College's bookstore vendor. Follett provides about \$870,468 in commission. The contract with Follett expires on December 31, 2024. Jefferson River Capital LLC, a group of private investors, acquired Follett Higher Education from the Follett Family.

Following Mr. Eapen's report, Mr. Soileau stated that for the next meeting, online access to books should be presented to the Business Affairs Committee.

(3) New Health and Life Sciences Building (Information Item)

Background: Already a health care hub of the United States, Philadelphia is emerging as the *Cellicon* capital of the country. The life sciences and health care industries are driving the engine of growth for the city and the state. The Health and Life Sciences building embodies Community College of Philadelphia's commitment to preparing the leaders and workforce of tomorrow for the industries. The building will feature the most technologically advanced collaborative learning spaces, state of the art simulation classrooms, and advanced life science laboratories. The building will house programs that will train students in the areas of nursing, dental hygiene, biology, and workforce development programs in pharmaceutical and cellular biology. The building is aimed at fostering a spirit of collaborative teaching and learning amongst students and faculty.

Dr. Generals explained to the Business Affairs Committee that the concept of a new Health and Life Sciences Building will be put forth as part of the fiscal year 2022-2023 Pennsylvania Department of Education capital project applications. The idea of a new Health and Life Sciences Building is consistent with the economic growth strategies of the City of Philadelphia, a city of

“Eds and Meds.” Dr. General stated that health and life sciences are probably one of the largest growing sectors in the City. He pointed out that the West Building is an old building. and the new Health and Life Sciences Building will be a state-of-the-art facility consistent with the College’s Strategic Pillars. Dr. General stated that the College should take the initial steps and proceed with placing the new Health and Life Sciences Building on the 2022-2023 PDE capital project applications.

Dr. Hirsch stated that the facilities are outdated in supporting and educating the future workforce in healthcare. He stated that the new Health and Life Sciences Building will be linked to the West Building where the College will “showcase” its healthcare programs which are high-volume, high-enrollment programs that lead to employment. Dr. Hirsch stated that the new Health and Life Sciences Building could be open up to the community similar to the College’s Dental Clinic.

Dr. Shah added that the College does not have enough space for cellular biology. He stated that the College needs an integrated lab space.

Mr. Eapen stated that Dr. General and College staff will be presenting on the concept of the New Health and Life Sciences Building, detailing the dollars related to the construction, and seeking approval on the PDE Resolution on the capital applications to be voted on and passed by the Board at the March 3rd, Business Affairs Committee (Committee as a Whole) meeting. Mr. Eapen pointed out that it took a few years to receive PDE approval on funding for the Career & Advanced Technology Center and the Library & Learning Commons. He emphasized that it was important to place the Health & Life Sciences Building into the PDE “queue” for approval.

Mr. White asked about the sequencing of capital projects. Mr. Eapen stated that the CATC project should be completed and fully operational by August 15th, and that the new Health & Life Sciences Building will be the next largest capital project. With regards to the new Health & Life Sciences Building, Mr. Soileau would like staff to provide data related to student capacity, student enrollment projections, etc. Ms. Posoff stated to also “overlay” pathways. Mr. White stated that Senator Tartaglione will be excited by this new project and will be a strong supporter for the College.

(4) Resolution on the Relief of Student Debt, Owed to the College, Incurred Between Summer 2021 and Fall 2021 for Credit Students Who Were Enrolled in Summer and Fall 2021 (Action Item):

Background: Dr. General and the College administration are recommending the relief of student debt, owed to the College, incurred between Summer 2021 and Fall 2021 for credit students who were enrolled in Summer and Fall 2021. The student debt relief will not include debt owed for student laptops & equipment and will not include debt which is contracted to be paid by third parties. It will also be applied after all federal and Commonwealth financial aid and scholarships are applied. This student debt would be forgiven as part of the lost revenue that the College is drawing down from HEERF III institutional funds. From an accounting standpoint, it will not change the budget because it will be part of the lost revenue the College was planning to draw down from HEERF III. The College is finalizing the exact amount, but estimates the debt relief will be approximately \$1.6 million and benefit approximately 561 students from Summer 2021 and 1614 students from Fall 2021. The College administration believes that relieving this

student debt will assist those hardest hit by the pandemic, allow them to register for classes, become re-engaged and ultimately assist in student success and equity. For students who timely paid their bills and have incurred a hardship from paying their bills on time, additional student emergency financial aid grants will be available from HEERF III funds. The College administration requests that the Business Affairs Committee recommend to the full Board the Resolution on the Relief of Student Debt, Owed to the College, Incurred Between Summer 2021 and Fall 2021 for Credit Students Who Were Enrolled in Summer and Fall 2021. Please refer to Attachment A.

Discussion: Ms. Zellers explained to the Business Affairs Committee that with regards to the HEERF III institutional dollars, the College is allowed to relieve certain student debt. She stated that last year, at the Executive Committee of the Board of Trustees, the Executive Committee authorized the relief of student debt for students enrolled in credit courses between March 13, 2020 and Spring 2021 for debt incurred between Spring 2020 and Spring 2021. The debt relief was nearly \$3 million. Ms. Zellers stated that College Administration would like to continue recommending the relief of student debt, owed to the College, incurred between Summer 2021 and Fall 2021 for credit students who were enrolled in Summer 2021 and Fall 2021. Currently, the debt relief is estimated at \$1.6 million; however, after all third-party contracts, financial aid and scholarships are applied, the student debt will be approximately \$1.5 million. Ms. Zellers stated that the College is going to recoup these funds as part of its lost revenue under the HEERF III institutional dollars. Dr. Rooney added that last year, 3,300 students' balances were relieved and out of the 3,300 students, 584 were registered for Fall 2021 and 111 students graduated. She stated that overall, this will make a positive impact for students.

Mr. Soileau commented that the HEERF III dollars are being allocated for students are not to be used for anything else. Ms. Zellers stated that the debt relief will be from the HEERF III institutional dollars as part of the College's reimbursement for loss revenue; it will not come from the student portion of the HEERF III grant. Mr. Eapen stated that the loss revenue for this cycle is about \$20 million.

Mr. Epps commented he feels that student debt relief is a retention and graduation strategy. Dr. Rooney stated that last year, there was press coverage and that staff will be planning on doing a similar positive announcement.

Ms. Zellers cited the Resolution in Attachment A. Mr. Soileau asked for clarification on the expected number of students. Ms. Zellers stated that the student debt relief will benefit approximately 561 students from Summer 2021 and 1614 students from Fall 2021. She further added that at the time of the write up for this agenda item, the student debt relief was estimated around \$1.6 million. However, after Spring financial aid was applied to the Fall balances, it will now be about \$1.5 million.

Action: Mr. Epps moved and Mr. White seconded the motion that the Business Affairs Committee recommend to the full Board the approval of the Resolution on the Relief of Student Debt, Owed to the College, Incurred Between Summer 2021 and Fall 2021 for Credit Students Who Were Enrolled in Summer and Fall 2021. The motion passed unanimously.

(5) Next Meetings in March (Information Item):

Please note that the next meeting will be held on Thursday, March 3, 2022 at 9:00 a.m.
It will be a Business Affairs Committee (Committee as a Whole) meeting.

The next regularly scheduled meeting of the Business Affairs Committee is set for Wednesday, March 23, 2022 at 9:00 A.M.

The Public Session closed at 9:23 A.M.

EXECUTIVE SESSION

An Executive Session followed the Public Session dealing with financial issues.

ATTACHMENT A

Resolution on the Relief of Student Debt, Owed to the College, Incurred Between Summer 2021 and Fall 2021 for Credit Students Who Were Enrolled in Summer and Fall 2021

Resolution on the Relief of Student Debt, Owed to the College, Incurred Between Summer 2021 and Fall 2021 for Credit Students Who Were Enrolled in Summer and Fall 2021

Whereas the College has received \$54,920,194, under the American Rescue Plan (ARP), HEERF III funds, \$26,830,089 of which are designated as institutional funds;

Whereas the College may discharge student debt incurred as a result of the COVID-19 Pandemic for students enrolled between March 13, 2020 and the present as lost revenue and reimburse itself through HEERF grants;

Whereas the College previously discharged student debt incurred between Spring 2020 and Spring 2021 with HEERF II institutional funds for students enrolled in credit courses between March 13, 2020 and Spring 2021;

Now therefore on this 3rd day of March, 2022, the Board of Trustees for the Community College of Philadelphia, hereby authorizes the relief of student debt owed to the College for tuition, fees, and other expenses permitted to be relieved under HEERF grants (excluding fees assessed for damaged, lost, or unreturned laptops & equipment) using HEERF III institutional funds for students enrolled in credit courses between Summer 2021 and Fall 2021 for debt incurred between Summer 2021 and Fall 2021. This debt relief does not apply to student debt that is contracted to be paid by third parties. The debt relieved will be after all federal and Commonwealth financial aid as well as any scholarships have applied.

Workforce Subcommittee
January 28, 2022
(via zoom)
Minutes

Presiding: Ms. Mindy Posoff started the meeting and Ms. Sheila Ireland joined later.

Attendees: Mr. Ron Bradley, Mr. Patrick Clancy, Mr. Steve Herzog, Ms. Chekemma Fulmore-Townsend

College Members and Guests: Dr. Guy Generals, Dr. Samuel Hirsch, Dr. Mellissia Zanjani, Dr. David Thomas, Ms. Carol de Fries, Ms. Danielle Liautaud-Watkins, Ms. Mikecia Witherspoon, Ms. Megan Barbano-Maxwell, Ms. Stephanie Austin-Johnson, Mr. Waverly Coleman, Ms. Kris Henk, Ms. Ayanna Washington, Ms. Lisa Larson, Ms. Andrea Flores

1. Welcome, Introductions and Approval of the Minutes of November 19, 2021

Ms. Posoff invited everyone to introduce themselves. She called the meeting to order at 10:07 AM and welcomed everyone to the meeting. The minutes of the November 19, 2021 meeting of the Workforce subcommittee were approved unanimously.

2. Education Design Lab/Citizens Community College Growth Engine Fund

Dr. Hirsch provided a high-level overview of the Community College Growth Engine Fund and the Education Design Lab project that the College is participating in this year. Two guests from the Education Design Lab, Dr. Lisa Larson, Head of the Community College Growth Engine Fund, and Andrea Flores, Design Lead and Coach joined the meeting to present on the initiative.

Ms. Larson began the presentation by describing the Education Design lab. The College will be in the second cohort of a national effort to design more equitable programs for new majority learners. Mr. Bradley asked for a definition of new majority learners. New majority learners are adult learners, veterans, transfer students, workers, etc. They do not represent a traditional student who enters full time out of high school.

Ms. Flores discussed the design of a solution being used in this project called micro-pathways. Micro-pathways are co-designed around the learner needs with engagement from employers specific to the occupation and programming selected. Micro-pathways contain two or more stackable credentials and at least one 21st century skill. Micro-pathways are stackable, portable, and track toward a degree. Micro-pathways are designed using a process called human centered design.

Mr. Clancy asked about the literacy level of participants. The response was that it is up to the program designers based on their research. Ms. de Fries indicated that the literacy

level will be different depending on the occupation that we identify to design the program using the micro-pathway model.

Ms. Ireland asked about the intersection of skills we have available and programs we are talking about focusing on. Ms. Larson acknowledged that the College will need to look at both new majority learner availability and employer needs with a focus on the learner.

Ms. Fulmore-Townsend asked where does this strategy fit in the College's grand scheme of activities. Ms. Liautaud-Watkins indicated this is a way to provide short term training leading to employment for new majority learners. Ms. de Fries indicated this is a way to build and strengthen the paths from non-credit to credit programs, which is part of our initiatives to build bridges between these two areas. It is also in alignment with Guided Pathways and supports the College's Strategic Plan, structuring programs from the perspective of student needs.

Mr. Clancy asked about the cost and Pell eligibility. Ms. de Fries noted that it depends on the occupations selected and the structure of the micro-pathway. The concern being that non-credit programs generally are not supported by Pell. Mr. Clancy also asked for the job placement rate of the first cohort. Ms. Larson indicated they do not have the data, yet, but that it is embedded into the data tracking that comes with the participation in this initiative.

Ms. Posoff asked about the process for employer engagement. Ms. de Fries indicated that Citizens Bank, who is supporting this initiative with \$50,000 in funding to the College, will work with us to identify employers as well as the Philadelphia Federal Reserve Bank. We will work with current employer partners and other employers that we have not worked with.

Ms. Posoff asked about what would be success for CCGEF and EDL as part of this initiative. Ms. Larson indicated that success is to help new majority learners to have more access to get into the workforce and/or their next opportunity. It is also to get data on new majority learners and to share outcomes.

Mr. Clancy asked if there was a case management function in Cohort One. Ms. Larson indicated that Pima Community College and Prince George Community College employed "Navigators" to help learners. Mr. Clancy asked if there was an assessment completed before individuals go into a program to help insure it is a right fit. Ms. Larson indicated that each college was a little different. It depends on the co-design of the program.

Ms. Ireland indicated she is interested in understanding the work that was done to look at the competitive landscape and CCP's capacity to undertake the programs that will be part of this initiative. Ms. Fulmore-Townsend asked what about the future phases of activity. Ms. de Fries explained that we are in the beginning of the process. There are six phases in the process. We are between the pre-launch and launch phases of the project. This is a new model of education to meet the needs of learners today.

3. **Pre-College STEM Programming at Community College of Philadelphia**

Dr. Thomas provided the background for developing STEM programming at CCP. Ms. Barbano-Maxwell indicated we are targeting grades 6, 7, and 8 with the STEM program. The College began with a summer STEM camp (online) due to COVID. The program was originally designed to provide instruction in algebra readiness and drone technology.

Ms. Austin-Johnson indicated that the program has been offered to over 1,000 students over a two year period. She discussed program highlights, media coverage, and insights gained. There was also an “introduce a girl to engineering” career awareness event that included over 100 girls. There were several other events including the minority men in medicine career awareness event, and others.

Ms. Barbano-Maxwell ended the presentation by reviewing student feedback which was extremely positive.

4. **Employer Ask Update**

Ms. de Fries gave a quick update on the status of the employer asks prior to providing this information to the full Board. Mr. Clancy mentioned employer validation of data is very important.

Ms. Ireland adjourned the meeting at 11:32 AM.

Community College of Philadelphia

Workforce Subcommittee
Committee of the Whole
January 28, 2022
10:00 a.m. – 11:30 p.m.
Agenda

1. Welcome, Introductions and Approval of the Minutes of November 19, 2021 meeting (10 – 10:05 a.m.) S. Ireland
2. Education Design Lab/Citizens Community College Growth Engine Fund (10:05 – 10:40 a.m.) D. Liautaud-Watkins, *Education Design Lab*: Lisa Larson, Head of the Community College Growth Engine Fund & Andrea Flores, Education Designer
3. Pre-College STEM Programming at Community College of Philadelphia (10:45 a.m. - 11:20 a.m.) D. Thomas, M. Barbano-Maxwell, S. Austin-Johnson
4. Employer Ask Update (11:20 – 11:25 a.m.) C. de Fries
5. Future Meeting Schedule & Adjournment (11:25 - 11:30 a.m.) S. Ireland
 - March 3, 2022 (11 a.m.- 12:30 p.m.) - Committee of the Whole
 - June 30, 2022 (10 - 11:30 a.m.) NOTE: This is a Thursday due to the College's Fridays off schedule in the Summer.

Attachments: November 19, 2021 Meeting Minutes, EDL/Citizens Community College Growth Engine Fund Presentation, Employer Contact Information for Distribution to Board

Zoom Meeting Information:

Join Zoom Meeting

<https://ccp.zoom.us/j/92860051577?pwd=UHSZzkzcUh4Z0VBSlpDK0JHekVEUT09>

Meeting ID: 928 6005 1577

Passcode: 721310

One tap mobile

+13126266799,,92860051577# US (Chicago)

+16465588656,,92860051577# US (New York)

Dial by your location

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+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 928 6005 1577

Find your local number: <https://ccp.zoom.us/j/am7qgp8S5>

Education Design Lab

Community College Growth Engine Fund

2021





About the Lab

Designing Postsecondary Education with Learners

Who are the learners
we primarily work with?

Frontline Workers

Transfer Students


Single Parents

Non-degreed Adults

First-generation Students

Underinvested Communities





We co-design, test, and build new models and approaches to better address program **affordability, relevance, portability, and visibility** in a rapidly changing knowledge economy.

680

**Colleges +
Universities**

Majority of them serve
New Majority Learners

230

Employers

1,500

**Ecosystem
Stakeholders**

States, systems, cities



Community College Growth Engine Fund



Why Are We Here?

College was not designed for today's learners.

Employers are not getting the rapidly-changing skills they need.

We need *proof points* for “new learning models”



How might we design **equitable** and **accessible** micro-pathways towards high-growth careers **endorsed by employers** and **visible to learners** from K-12 through post-secondary to workforce?

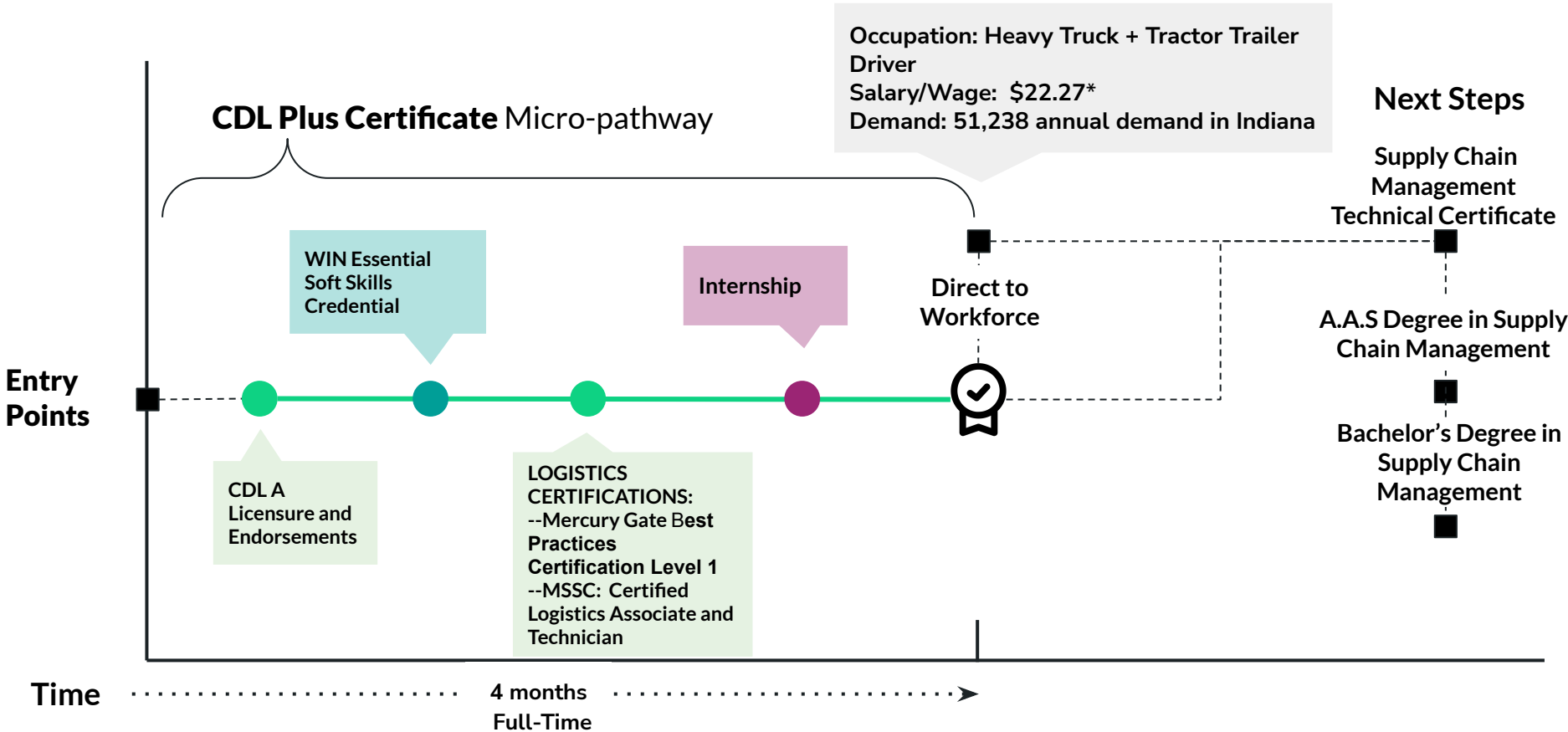
What are Micro-pathways?

Micro-pathways:

- **Two or more stackable credentials, with at least one 21st Century Skills micro-credential, that track towards a degree**
- **Align to dynamic regional labor market employment and wage data**
- **Short, flexible, affordable, and portable**
- **Employer-initiated and validated**



Example: ITCC | Heavy Truck + Tractor Trailer Drivers



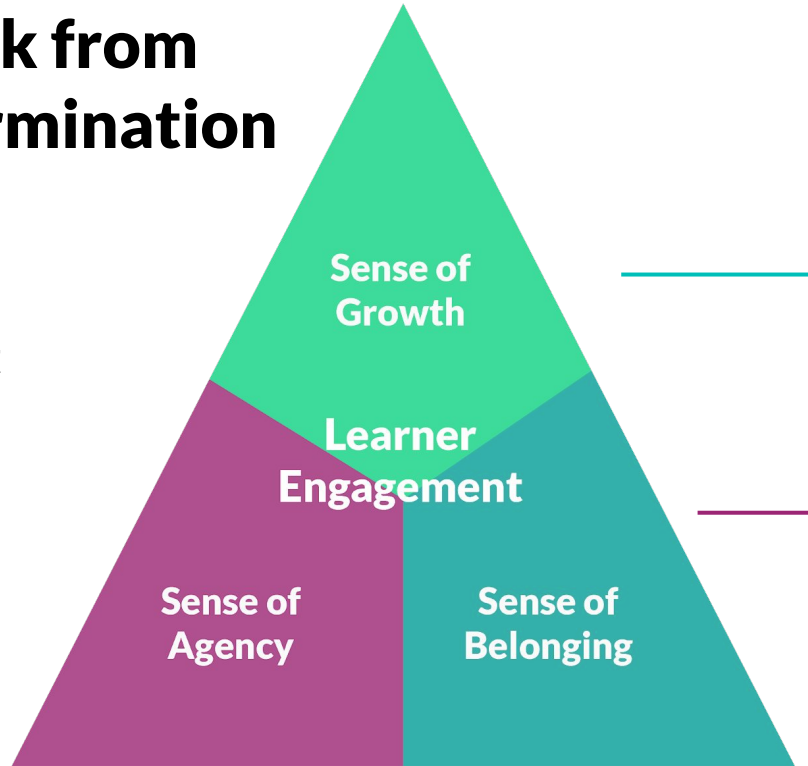
*EMSI

Design Criteria

- 1) Includes two more credentials, including at least one 21st Century Skills micro-credential, that are stackable, portable, and track towards a degree.
- 2) Aligns to dynamic regional labor market employment and wage data.
- 3) Employer-initiated and validated.
- 4) Can be completed in one year or less.
- 5) Offered in a flexible delivery format.
- 6) Affordable cost.
- 7) Digitally discoverable.

Engagement Framework from Self-Determination Theory:

Three Drivers of Engagement



Growth

The work environment must help learners see how they are growing, show them they are capable of success, and help them progress toward their personal and career goals.

Belonging

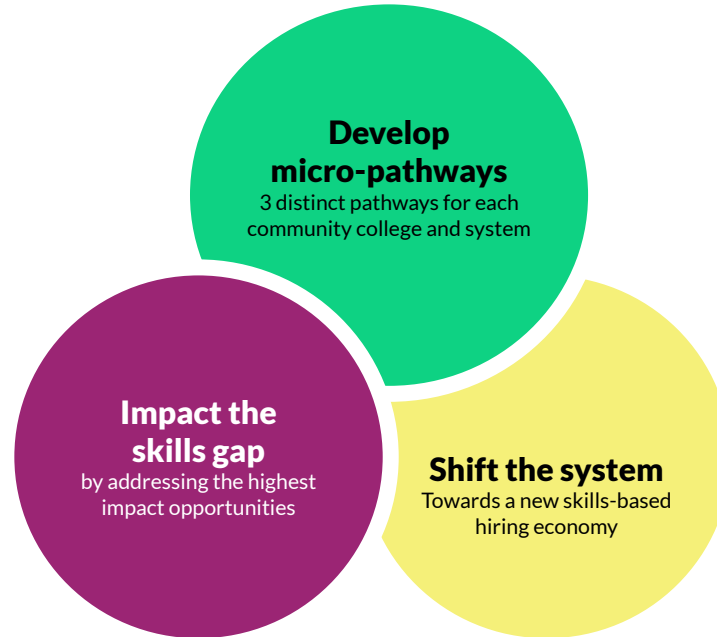
Learners must feel a sense of belonging, connection to, and support from their work environment as well as the community they serve in to be their authentic self.

Agency

Learners must feel like they're in the driver's seat, with opportunities to make meaningful choices about their learning and career; their environment needs to align with their individual goals, values, and interests.

Goals of Community College Growth Engine Fund:

Support you
to...



Community College Growth Engine Fund - Cohort 1

October 2020 - Current

Develop 30+ micro-pathways

3 distinct pathways for each community college and system

Impact the skills gap

by addressing the highest impact opportunities

Shift the system

Towards a new skills-based hiring economy



SEATTLE COLLEGES



PRINCE GEORGE'S
COMMUNITY COLLEGE



PimaCommunityCollege



Community College Growth Engine Fund - Cohort 2

October 2021

Develop micro-pathways

Multiple distinct pathways for each community college and system

Impact the skills gap

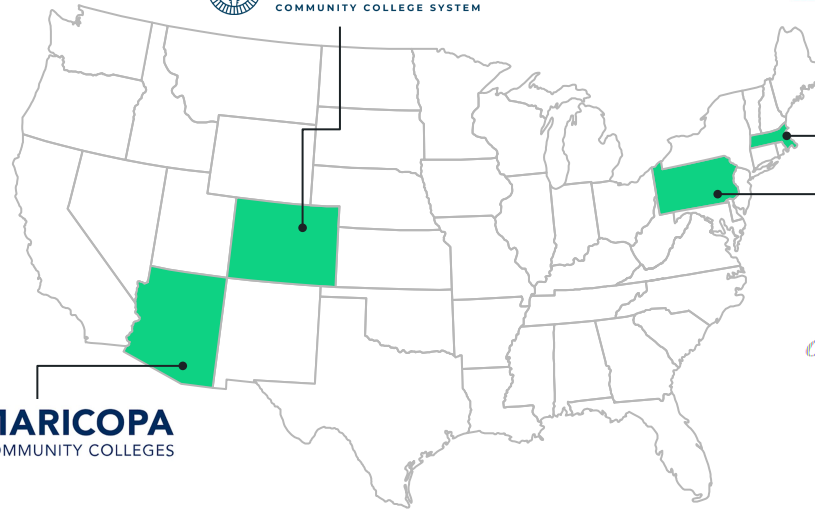
by addressing the highest impact opportunities

Shift the system

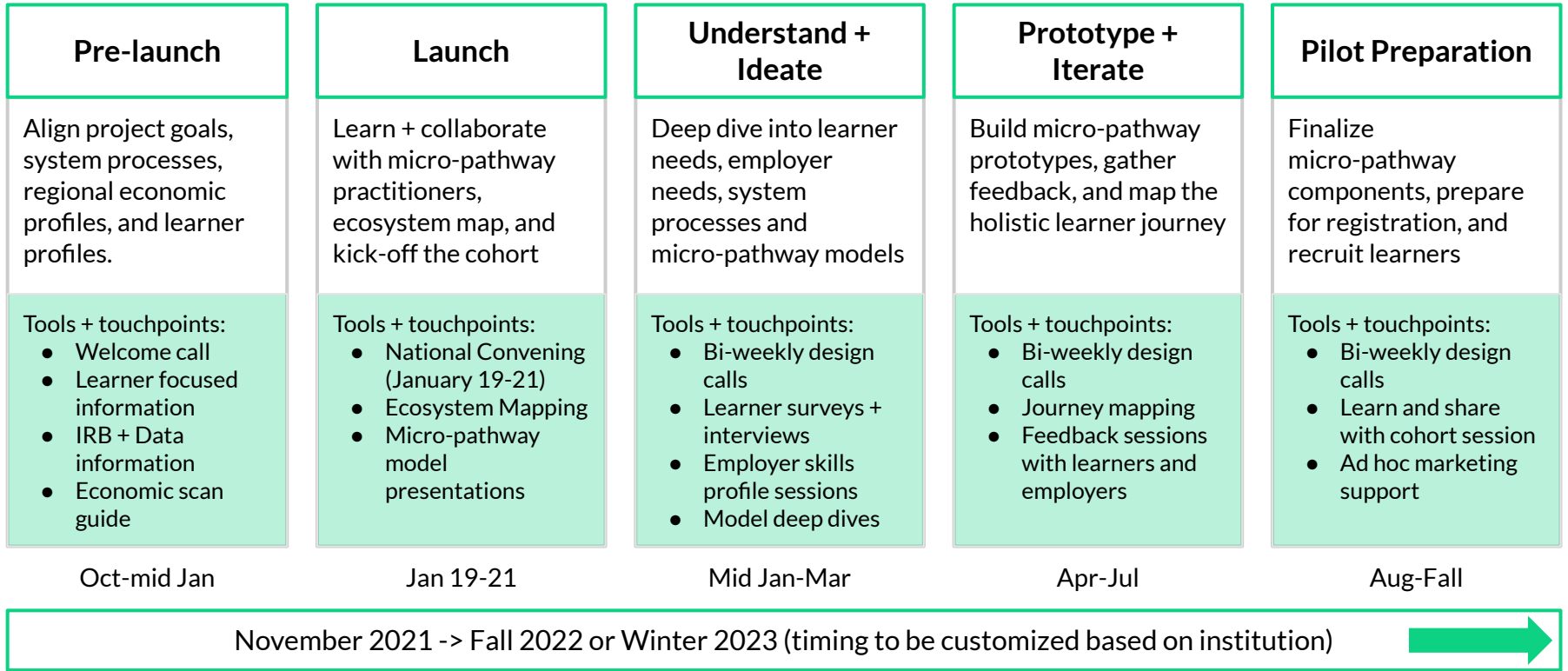
Towards a new skills-based hiring economy



Commur
College
of Philadel



Our Design Process



Sectors + Occupations

Possible Sectors

- Healthcare
- Manufacturing, Transportation & Logistics (enhance and tie to HS/dual enrollment)
- STEAM - Life Sciences and Technology

Possible Occupations

- Computer Technologies/IT customer support
- Building Inspector
- Digital Video Production
- Architecture and Design Program
- Engineering
- Life Sciences Technician - (combines life sciences and manufacturing)
- CDL & Logistics

Sector: Healthcare

Seattle Colleges' Health IT Certificate

A Micro-Pathway to Become an Epic Associate

Issued by

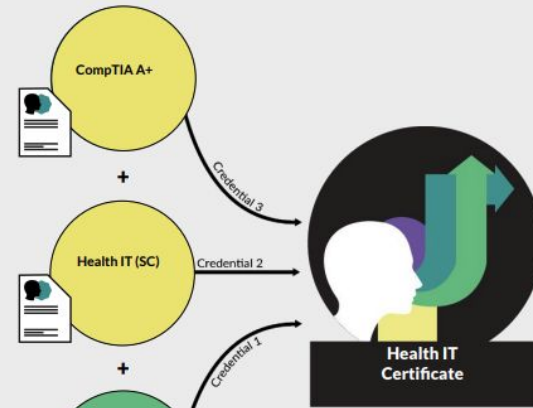


SEATTLE COLLEGES
Central · North · South

Designed with

Education
Design Lab

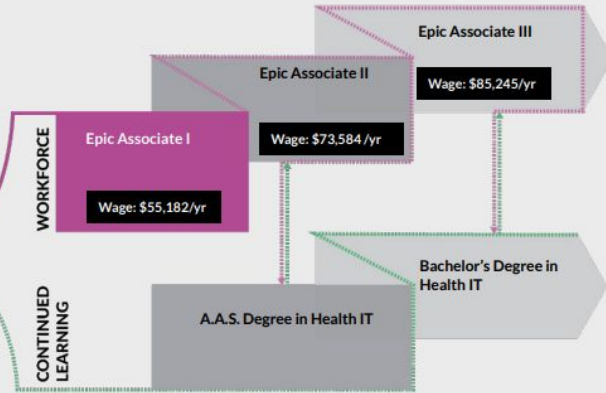
CREDENTIALS EARNED



9 months, full-time
Offered in credit
45 credits earned

Validated by regional employers including:
+Seattle Children's Hospital
+UW Medicine
+Swedish Hospitals
+The Polyclinic
+Providence Health & Services
+PeaceHealth
+Kaiser Permanente

FUTURE GROWTH OPPORTUNITIES

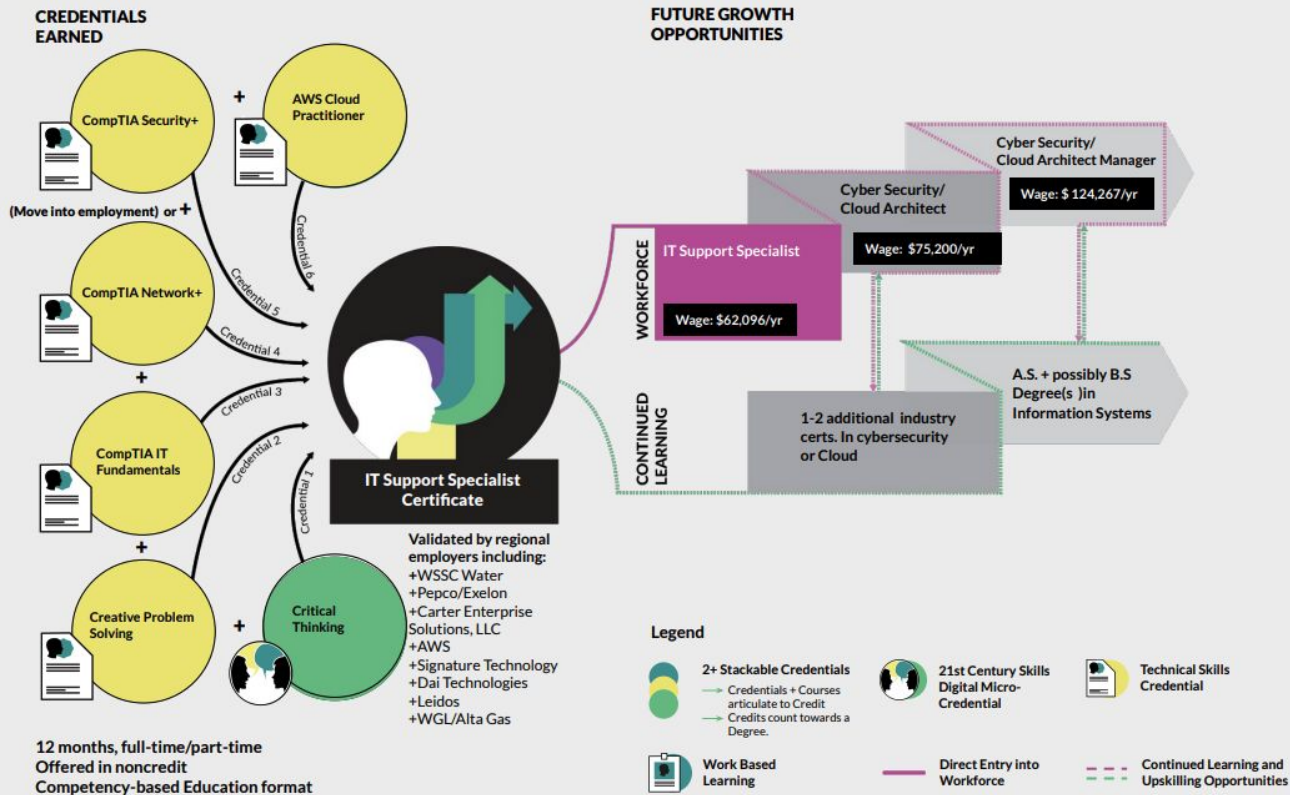


Legend

- 2+ Stackable Credentials
- Credentials + Courses articulate to Credit
- Credits count towards a Degree.
- Work Based Learning
- 21st Century Skills Digital Micro-Credential
- Technical Skills Credential
- Direct Entry into Workforce
- Continued Learning and Upskilling Opportunities

Sector: Information Technology

Prince George's Community College's IT Support Specialist Certificate Micro-pathway



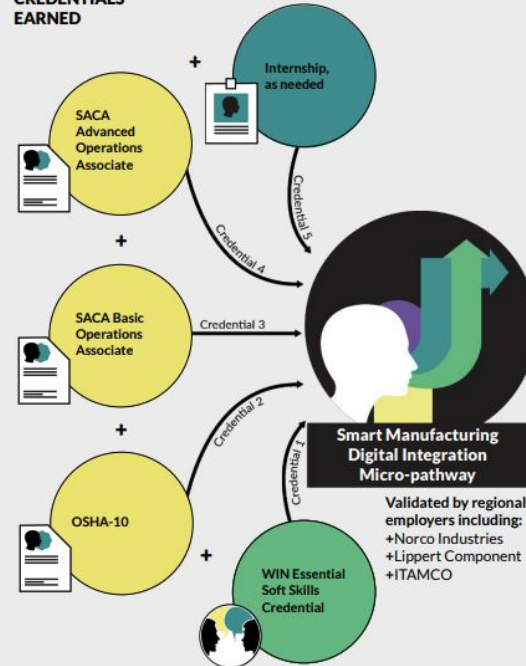
Sector: Manufacturing

Ivy Tech Community College's Smart Manufacturing Digital Integration Micro-pathway

A Micro-Pathway to Become an Electro/Mechanical Manufacturing Technician



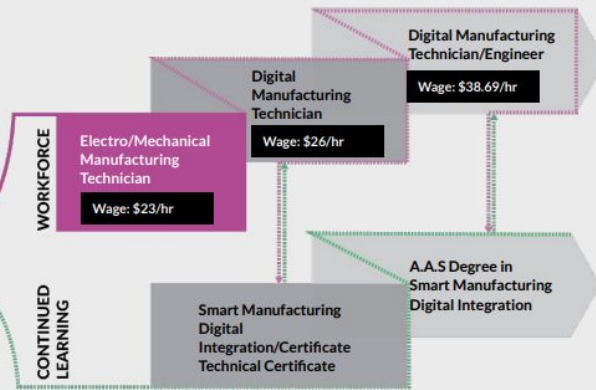
CREDENTIALS EARNED



Validated by regional employers including:
 +Norco Industries
 +Lippert Component
 +ITAMCO

4 months, full-time/part-time
 Offered in both noncredit + credit
 6 credits apply to higher credentials

FUTURE GROWTH OPPORTUNITIES



WORKFORCE
CONTINUED LEARNING

Legend

- 2+ Stackable Credentials
- Credentials + Courses articulate to Credit
- Credits count towards a Degree.
- Work Based Learning
- 21st Century Skills Digital Micro-Credential
- Technical Skills Credential
- Direct Entry into Workforce
- Continued Learning and Upskilling Opportunities

Thank You!

To learn more about the Education Design Lab
and to sign up for our Innovator Network,
please visit eddesignlab.org



@eddesignlab



Education Design Lab



connect@eddesignlab.org

CCP Employer Asks

Employer	C-Suite Executive	Title	Meeting Focus	Board Member with Connection	Status
<u>Penn Medicine</u>					
	Kevin Mahoney	CEO	Expanding Opportunities for Employees to enroll in CCP Programs; program development aligned with their labor needs; expanded workforce discussion needs across operational areas		Dr. Generals and Carol have had a one on one meeting with Kevin Mahoney in the Fall; and Carol de Fries has had a follow up meeting with the Dean of the Dental School
	Cindy Morgan	VP, Learning Organization & Development Senior VP and Chief Human Resources Officer, UPHS			
	Dwaine Duckett	CEO HUP			
	Regina Cunningham <i>Other Operational Executives</i>				
<u>UPS</u>					
	Kim Van Utrecht	Chesapeake District President/Mid Atlantic District President	Strengthening and increasing visibility with local area executives; expanding UPS employee enrollment in CCP Programs		
	Trayce Parker <i>Other Operational Executives</i>	President East Region at UPS			
<u>Einstein Medical Center</u>					
	Dixieanne James <i>Other Operational Executives</i>	President & Chief Operating Officer	Reinstating CCP's relationship enrolling Einstein employees in CCP after Jefferson merger; expanding programming to include online programs; expanded workforce connections	Roz McPherson	Meeting Scheduled 3/8 with Dr. Generals
<u>CHOP</u>					
	Madeline Bell, President & CEO	President & CEO	Early Stage Workforce conversations to see how CCP can meet their workforce needs at their operational levels	Roz McPherson	
	Gilbert Davis	Chief Diversity Officer			
	Calvin Allen <i>Other Operational Executive</i>	EVP and Chief Human Resources Officer			
<u>Aramark</u>					
	John Zillmer	CEO	Re-engage conversations around how to serve their local area workforce needs as they begin to recover from the pandemic		
	Lynn McKee	Executive Vice President, Human Resources			
	Ashwani (Ash) Hanson <i>Local Executives focused on Philadelphia Area</i>	Chief Diversity and Sustainability Officer			



Pre-College STEM Programming at Community College of Philadelphia

Stephanie Austin-Johnson, STEM Pre-College Experience
Specialist

Megan Barbano-Maxwell, Director, K-16 Partnerships
Division of Strategic Initiatives & Community Engagement

Mission

To build and strengthen the pipeline between the City's K-16 community, the College, and local STEM industry partners and professionals by providing real-world, hands-on learning aimed at developing in students, the skills necessary for success in post-secondary STEM education and careers.

- Aligns with the College's Strategic Plan pillars of *Workforce Development, Readiness and Economic Innovation* and *External and Internal Community Relations*

Introduction and Program Overview

- Initially funded by NY Life Aim High grant in 2019 as Jr. STEM Academy drone and algebra 1 readiness camp for middle school students
- Foundational goals of initial program:
 - To increase students' interest in STEM careers and strengthen the STEM career pipeline
 - To bolster students' math skills for high school algebra
 - To increase students' participation in college readiness programming
 - To improve students' STEM skills for and participation in summer ACE courses.

Program Highlights

Student Participation by the Numbers

- 1108 students in grades 6-8
- 302 students in grades 9-12
- 73 middle and high schools
 - 60 Middle schools
 - 13 High Schools
- Citywide student participation

Program Highlights

2020

- Storm Surge STEM Exposure event
- STEM presentation for the American Heart Association STEM Goes Red
- Two 2-week virtual summer camps
 - Minecraft World and Awesome Apps
- Three Virtual Renewal Energy Digital Escape Room events

Program Highlights

2021

- *Introduce a Girl to Engineering* career awareness
- 5-week virtual afterschool Minecraft program focusing on renewable energy
- Two 3-week virtual summer camps
 - Mission Space & the ISS and Mobile Game Creator
- *Minority Men in Medicine* Career Awareness virtual event
- 5 virtual *International Hour of Code* Minecraft events

Student Feedback



“I have an interest in health and wellness, so I thought being a part of an event like this would help me learn about different career paths that I could take.” – Philadelphia Tribune, 2021

Jeremy Gonzales

Grade 8

Philadelphia First

Prep Charter School

MMIM Career Awareness Event

2021



“I’m really excited to learn how to code and make my own app. I feel like it’s a good skill to have because you never know what you’re going to do when you grow up.” – Philadelphia Tribune, 2021

Kloe Webb

6th grade

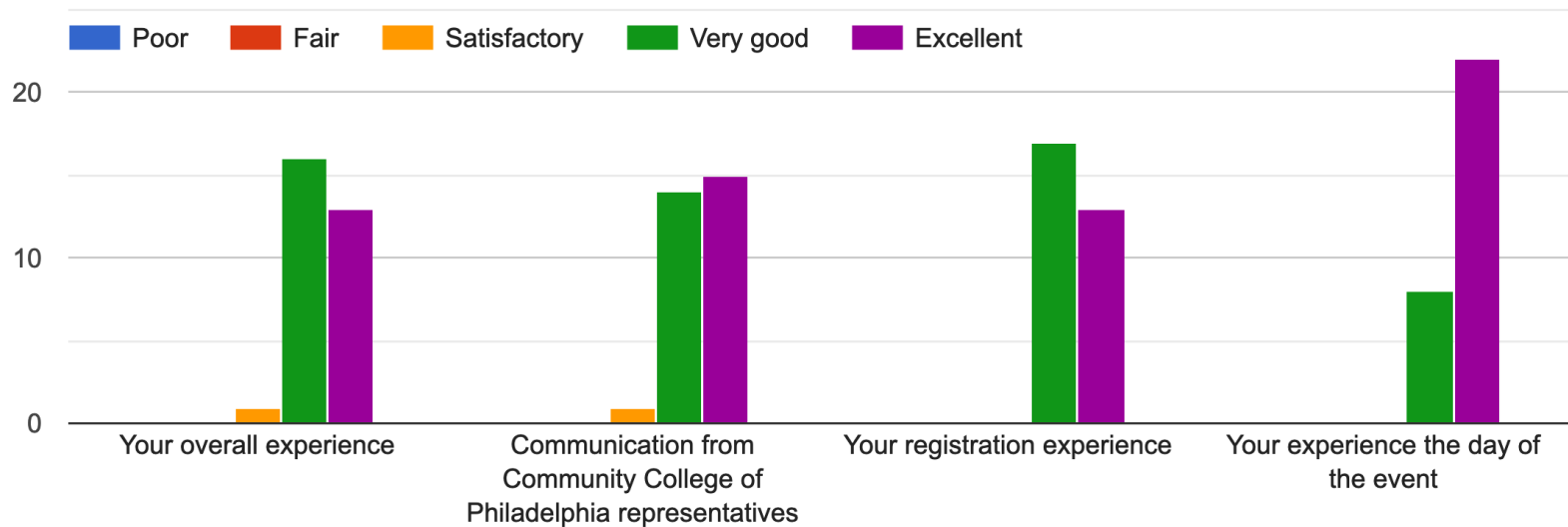
Julia R. Masterman

Summer Camp 2021

Student Feedback

Survey results: *Minority Men in Medicine* Career Awareness event

Teachers and Students -How would you rate your experience at the event?



Media Highlights



KYW NEWSRADIO · NEWS | LOCAL

Community College of Philadelphia program introduces high school girls to engineering

SOFTWARE DEVELOPMENT

Aug. 24, 2020 12:27 pm

Magic 8-Balls, mini golf and trivia: 5 cool apps created by middle schoolers

Students flexed their coding muscles at a recent Community College of Philadelphia STEM Academy demo day.



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CCP STEM camps help middle school students learn about space

KYW NEWSRADIO · NEWS | LOCAL

Community College of Philadelphia presents college science experience for middle schoolers

Insights Gained

- STEM education resources are needed and in short supply for teachers in the Philadelphia metro area
- Teachers are looking for simple and convenient integrated STEM content in their curriculum
- The pandemic provided both **challenges** and **opportunities** in reaching students in the virtual environment
- Teachers and administrators find it difficult to allot time for STEM program development

Future Program Plans

- Continued pursuit of funding to expand current and future Jr. STEM initiatives
- Program support for GEAR UP grant (projected start-Fall 2022)
- 4 STEM Career Exposure Events for 2022
- Summer camp (late summer 2022): In-person at NWRC and continuation of virtual camp
- CATC Afterschool STEM Program (projected start- Fall 2022): supported by \$215K grant from the Lenfest Foundation.

Future Program Plans

- Summer camps at Main Campus and Regional Centers by 2025
- Jr. STEM Ambassadors Program
- Four (4) STEM Career Awareness events per year
- Jr. STEM Academy resource newsletter
- Supporting iPraxis middle school science fairs to engage a cadre of STEM professional volunteers to mentor students during science fair projects.

Questions

Thank you!

Questions?

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

Present: Mr. Epps, presiding; Mr. Bradley, Mr. Clancy, Mr. Dubow, Ms. Fulmore-Townsend, Mr. Herzog, Ms. Ireland, Ms. McPherson, Ms. Posoff, Mr. Soileau, Dr. Generals, Dr. Rooney, Ms. Di Gregorio, Dr. Gay, Mr. Eapen, Dr. Thomas, Dr. Hirsch, Dr. Roberts, Ms. Liautaud-Watkins, Ms. Witherspoon, Dr. Zanjani, Ms. Zellers, Ms. de Fries, Ms. Hutcherson, and Dr. Waller

(1) Meeting Called to Order

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

(2) Public Comment

There were no requests for Public Comment.

(3) Report of the President

Dr. Generals welcomed members of the Board and wished them a Happy Black History Month.

(3a) Return to Campus

Dr. Generals reported that in-person classes will resume on February 15, 2022. He stated that faculty and staff who had been working remotely for over a month, will return to campus. Dr. Generals stated that COVID cases were down on campus, at the regional centers, as well as in the City. Dr. Generals asked Ms. Hutcherson to provide an update on testing and vaccination data for the College.

Ms. Hutcherson provided a report on COVID testing numbers from 2020 to 2021 (**Attachment A**). She stated that 8,733 tests were administered on campus and at the regional centers. Ms. Hutcherson stated that out of those tests, 107 were positive from on-site testing. Ms. Hutcherson stated that positive cases for staff, students, and visitors totaled 190. Ms. Hutcherson stated that students who were on campus were tested twice per week. She stated that going forward, only exempted individuals will be tested.

Ms. Hutcherson reviewed a chart that showed that the positivity rate had declined on campus and at the regional centers. She stated that January 31, 2022 through February 2,

2022, 450 tests were administered, with only one positive case. Ms. Hutcherson also provided an update on the number of vaccinations for faculty, staff, and students.

Dr. Generals stated that communications will be sent to faculty, staff, and students regarding the return to campus, and the protocols that will be in place. He stated that a Town Hall meeting has been scheduled for Thursday, February 11, 2022 to inform the College community of the reopening, and to answer any questions that the community may have.

(3b) Enrollment

Dr. Generals reported that enrollment for the spring semester is down 13%. He stated that enrollment for the 10 and 7-week sessions is up 14%. Dr. Generals stated that early indicators are that applications for summer and fall are up in all categories.

(3c) Business Meetings/Events

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

- Met with Mr. Pedro Rivera, President, Thaddeus Stevens College of Technology, on January 5, 2022 to discuss a possible partnership. He stated that he and several staff members will be visiting Thaddeus Stevens campus on March 1, 2022.
- Met with the search consultants for the Superintendent of Schools for the School District of Philadelphia on January 12, 2022. He stated that he discussed the qualities and competencies he felt were necessary for the next Superintendent.
- Met with the search consultants for the Superintendent of Schools for the School District of Philadelphia on January 12, 2022. He stated that he discussed the qualities and competencies he felt were necessary for the next Superintendent.
- Met with Dr. Michael Mittelman, President, Salus University, on January 20, 2022 regarding the Ophthalmic Program and future partnerships.
- Joined Philadelphia City Council President Darrell Clarke and Ms. Jenaye Munford, Project Manager for City Council, on his Saturday, January 22, 2022 WURD Radio Show, *Saturdays with Council President Clarke*. He stated that topics of discussion were the College's workforce development programs, including continuing education, career training programs, apprenticeships, and CTE post-secondary skill-based programs. Dr. Generals stated that President Clarke was very supportive of the College, the Career and Advanced Technology Center (CATC), and the Catto Scholarship Program.

- Participated in a joint meeting with Dr. Hite, Superintendent, School District of Philadelphia, and members of his staff on January 24, 2022. Topics of discussion included data sharing and testing. Several College staff also attended.
- Delivered remarks at the Pennsylvania Workforce Pilot Recruiting Program Review on January 27, 2022. Community College of Philadelphia is a participating organization in the Pennsylvania Pipeline Project’s Philadelphia Workforce Pipeline. The College is tasked with working with employers to understand their hiring needs as well as training and retraining skilled workers to take advantage of maritime and defense industrial base focused career opportunities.
- Made a presentation at the Humanities Faculty Leadership Program for Swarthmore College on January 29, 2022. The session was entitled: “The Big Picture Systems/Structural Thinking.”
- Met virtually with Mr. Ryan Boyer, Business Manager, Philadelphia Building and Construction Trades Council, on January 31, 2022. Dr. Generals stated that he was scheduled to meet again with Mr. Boyer at the Trades Council office on February 4, 2022.
- Met with Dr. Anne Prisco, new president of Holy Family University, on February 1, 2022 regarding possible partnerships.

Dr. Generals thanked Ms. McPherson for delivering remarks on behalf of the Board of Trustees at the opening session of Professional Development Week held on January 10, 2022.

Dr. Generals congratulated Mr. Derrick Perkins, Director, Student Transition Success Program, on winning the Greater Philadelphia Social Innovation Award in the Societal Impact Category.

Dr. Generals informed the Board that Dr. Sesime Adanu, Associate Vice President, Institutional Effectiveness, will be the data “guru” for the College.

(3d) Middle States Standard III – Design and Delivery of the Student Learning Experience

Dr. Generals reviewed and discussed Middle States Standard III – Design and Delivery of the Student Learning Experience (**Attachment B**). This standard states “An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.” Dr. Generals reviewed the 8 Middle States criteria to evaluate institutions on Design and Delivery of the Student Learning Experience. He stated that the focus has been on how the College is embracing a culture of excellence in terms of teaching

and learning. Dr. Generals also explained how the College is using data to transform the institution.

(3e) Foundation Report

Dr. Zanjani called attention to the Record of Grants and Gifts that was included in the Board packet. She stated that from fiscal year July 1, 2021 to January 15, 2022, a total of \$5,202,031 was raised from public and government sources, and that \$2.2 million was raised from private and philanthropic sources.

At the request of Dr. Zanjani, Dr. Waller reported that the Armistead Group, the capital campaign consultant, is moving ahead with their work. She stated that she will keep the Board updated.

Dr. Waller reported that the Black and Gold Gala is scheduled for Wednesday, June 1, 2022. She stated that to date, funds raised for the Gala total \$374,850.00 (75% toward the \$500,000 goal). Dr. Waller stated that the Gala will take place at Vie, with COVID protocols. Dr. Waller gave kudos to Dr. Generals for raising the Gala's goal to \$500,000, and for his leadership and award winning accomplishments, and for bringing attention to the College.

Mr. Epps encouraged members of the Board to support the Gala to ensure 100% participation by the Board of Trustees.

(3f) Search for Vice President for Academic and Student Success

Dr. Generals stated that the search for the Vice President for Academic and Student Success is moving forward. At the request of Dr. Generals, Ms. Liautaud-Watkins stated that the search for the Vice President for Academic and Student Success was launched on January 24, 2022. The deadline for applications is March 7, 2022, but because of spring break, applications will be accepted until March 11, 2022. Ms. Liautaud-Watkins stated that interviews will take place the week of March 24, 2022, and that final candidates will be on campus the week of April 4, 2022.

(3g) Commencement

Dr. Generals stated that Commencement is scheduled for Saturday, May 7, 2022 at 10:00 a.m. at Temple Liacouras Center. The ceremony will be in-person, with significant restrictions regarding the number of attendees, and the number of tickets given to students. Dr. Generals stated that the Board will be kept updated on Commencement.

(4) Report of the Student Outcomes Committee
Meeting of January 6, 2022

Ms. Fulmore-Townsend reported that the Student Outcomes Committee met on January 6, 2022. She stated that the Committee remains attentive to the work that the College is offering a high quality educational experience, and making sure that we are supporting the faculty in delivering quality education.

Ms. Fulmore-Townsend reported that the Committee discussed the Medical Laboratory Technician Program review. She stated that the program has 100% pass rate on the Medical Technician ASCP Board of Certification exam. Ms. Fulmore-Townsend stated that most students are part-time and career-age. She stated that the program has strong retention and graduation rates and 100% job placement rate. Ms. Fulmore-Townsend stated that because of the low number of students allowed by capacity, faculty are able to build relationships with students which may help retention.

In terms of equity, Ms. Fulmore-Townsend stated that the program has a higher percentage of Asian students and females which is on trend with the industry, and for related allied health fields. She stated that the Committee discussed potential places to recruit students for the program.

Ms. Fulmore-Townsend stated that this was an exciting program review for the Committee given the very positive student outcomes.

(5) Report of the Business Affairs Committee
Meeting of January 19, 2022

Mr. Soileau reported that the Business Affairs Committee met on January 19, 2022. He stated that the Committee had discussed and approved six items totaling \$3 million which focused on facilities and expanding SOW's (Statement of Work), energy procurement, security services, the Library and Learning Commons, and IT infrastructure. Mr. Soileau stated that all of these items were necessary for keeping the campus running. Mr. Soileau stated that the Committee is very excited about the Career and Advanced Technology Center's (CATC) opening in the fall.

Mr. Soileau stated that the Business Affairs Committee agreed that a Subcommittee for Investments should be established to review the College's investment portfolios.

Mr. Soileau stated that he is working with Dr. Generals and Mr. Eapen on budget forecasting.

(6) Report of the Workforce Subcommittee
Meeting of January 28, 2022

Ms. Ireland reported that the Workforce Subcommittee met on January 28, 2022. She stated that the Committee was provided with an overview of the Education Design Lab's Community College Growth Engine Fund Micropathways project that the College is participating in this year. Ms. Ireland stated that the College will be part of the second cohort of a national effort to design more equitable career-oriented programs for new majority learners. She stated that majority learners are adult learners, veterans, transfer students, and workers. These learners do not represent a traditional student who enters full-time out of high school. Ms. Ireland stated that Ms. de Fries provided an excellent presentation regarding this initiative, and why it was beneficial to the College.

At the request of Ms. Ireland, Ms. de Fries stated that Citizens Bank is supporting both Bunker Hill Community College and Community College of Philadelphia's participation in this initiative with \$50,000 in funding. The College has to identify how it will spend the funding on the development of the 2-3 micropathways it chooses. In addition to Citizens Bank's support, Ms. de Fries stated that the Federal Reserve Bank of Philadelphia is also supporting the project by providing labor market information for the industry sectors that the College has prioritized for this initiative.

Ms. Ireland stated that the Subcommittee was provided with a report on the Pre-College STEM programming at the College. She stated that the College is targeting 6, 7, and 8 graders for the STEM Program. Ms. Ireland stated that the College began with a summer STEM camp, online, due to COVID. Ms. Ireland stated that the program has been offered to over 1,000 students over a two-year period.

Mr. Epps asked for a motion to accept the Committees' reports. Mr. Dubow moved, with Ms. Posoff seconding, that the Board accept the reports of the Committees. The motion carried unanimously.

(7) Consent Agenda

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

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of January 6, 2022
- (b) Gifts and Grants
- (c) Medical Laboratory Technician Program
- (d) HVAC and Plumbing Bid Results for the Library & Learning Commons Café
- (e) Six-Month Extension Agreement with Allied Universal Security Services
- (f) Procurement and Installation of Security Cameras from ADT
- (g) Change Order for HDR for the Library & Learning Commons
- (h) Procurement of Network Infrastructure for the Career and

- Advanced Technology Center (CATC)
(i) Energy Procurement from AEP

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

(8) Report of the Chair

(8a) Middle States Self-Study

At the request of Mr. Epps, Mr. Clancy, the Board's representative on the Middle States Self-Study Steering Committee, reported that the Self-Study Steering Committee is moving forward and doing great work. He stated that the Committee is on target with the timeline. Mr. Clancy stated that a final draft of the Self-Study will be completed by March 2022. He stated that everything is on track, and that he felt very confident that the Steering Committee is on pace as evidenced by the level of detail provided to him, and how much the Steering Committee has accomplished. Mr. Clancy stated that the Board will have the opportunity to review the final draft of the Self-Study. He stated that he will continue to keep the Board updated.

(8b) Update on Policy Project

Ms. Posoff reported that Mr. White requested that she work with Dr. Gay regarding policy oversight procedures by the Board of Trustees. She stated that she met with Dr. Gay, Ms. Zellers, Ms. Hurst, and Ms. Liautaud-Watkins to discuss the College's policies. Ms. Posoff stated that Ms. Zellers, Ms. Hurst, and Dr. Gay developed a document with the College's policies, and who reviewed and approved the policy. Ms. Posoff stated that this was a huge undertaking and gave kudos to Ms. Zellers, Dr. Gay, and Ms. Hurst and thanked them for their efforts. Ms. Posoff stated that a Policy for Policies was created. Ms. Posoff stated that Dr. Generals and the Cabinet have reviewed the proposed Policy for Policies. She indicated that she will now distribute the document to the Executive Committee for their feedback. Following the Executive Committee's feedback, the Policy for Policies will be presented for Board approval at the March 3, 2022 Board meeting.

Ms. Posoff stated that it was important that the College has this policy in place so that it is clear which policies are the direct responsibility of the Board of Trustees and which are delegated to the President.

(8c) ACCT Governance Leadership Institute
March 23-25, 2022, Community College of Philadelphia

Mr. Epps reported that Community College of Philadelphia is hosting the Association of Community College Trustees Governance Leadership Institute, March 23-25, 2022, in the Pavilion Klein Cube, P2-3. Board chairs, vice chairs, and the CEO's are invited to participate.

Mr. Epps stated that Mr. White has been invited to participate on a panel. The meeting is scheduled to take place in-person, unless it needs to be switched to virtual.

(8d) Black and Gold Gala Reminder

Mr. Epps asked members of the Board to support the Black and Gold Gala or get a contribution to the Gala.

(8e) Future Committee Meetings

Mr. Epps called attention to the list of Committee meetings scheduled for the month of March.

(9) New Business

There was no new business discussed at the meeting.

(10) Next Meeting – Committee of the Whole

The next meeting of the Board of Trustees is scheduled March 2-3, 2022.

At the request of Mr. Epps, Dr. Gay stated that the presentation for Wednesday evening, March 2, will be on Caring Campus. She stated that additional information regarding Caring Campus will be emailed to the Board in advance of the March 2 session. Dr. Gay stated that Mr. Jordan Horowitz, Chief Operating Officer of the Institute for Evidence-Based Change, will make the presentation.

(11) Executive Session

Mr. Epps stated that the Board will now move to Executive Session in a separate Zoom meeting to discuss a new litigation matter filed against the College, personnel issues involving employee disciplinary notices, and employee complaints. The Board will not be taking any action following the Executive Session.

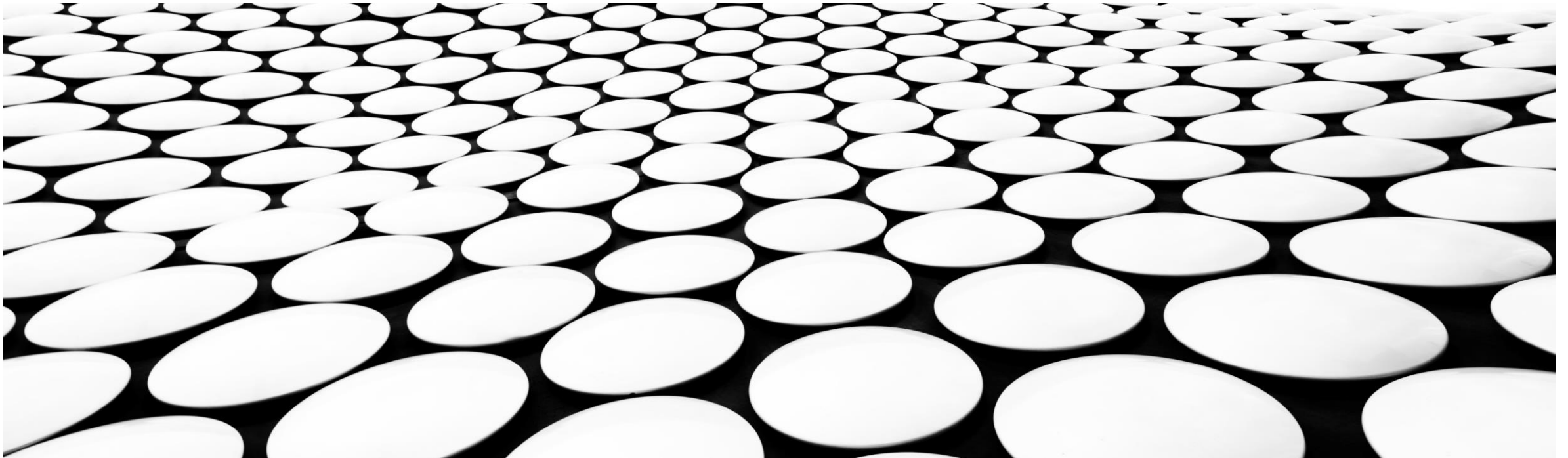
The meeting adjourned at 4:20 p.m.



ATTACHMENT A

COVID-19 TESTING & VACCINATION UPDATES

FEBRUARY 3, 2022

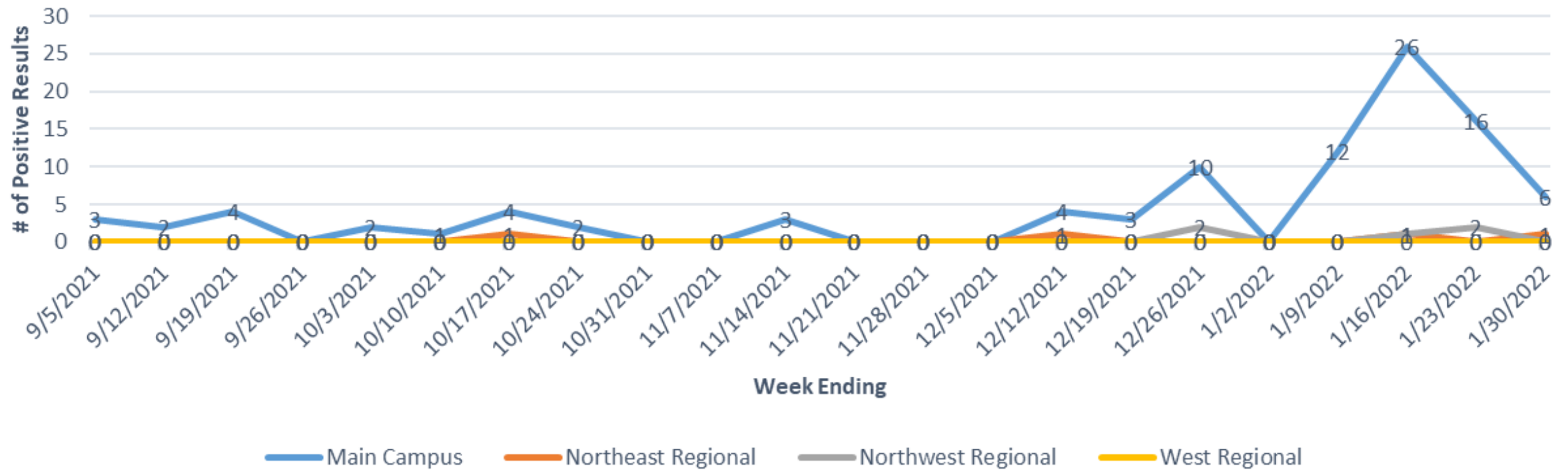


COVID-19 TESTING

COVID-19 TESTS ADMINISTERED			
Location	Total		
Main Campus	7,548		
Northeast Regional	874		
Northwest Regional	269		
West Regional	42		
Total	8,733		
POSITIVE TEST RESULTS FROM ON-SITE TESTING			
Location	Total		
Main Campus	98		
Northeast Regional	4		
Northwest Regional	5		
West Regional	0		
Total	107		
POSITIVE CASES FROM ALL SOURCES - AGGREGATE			
POSITIVE CASES	Total		
Staff	81		
Students	99		
Visitors	10		
Total	190		

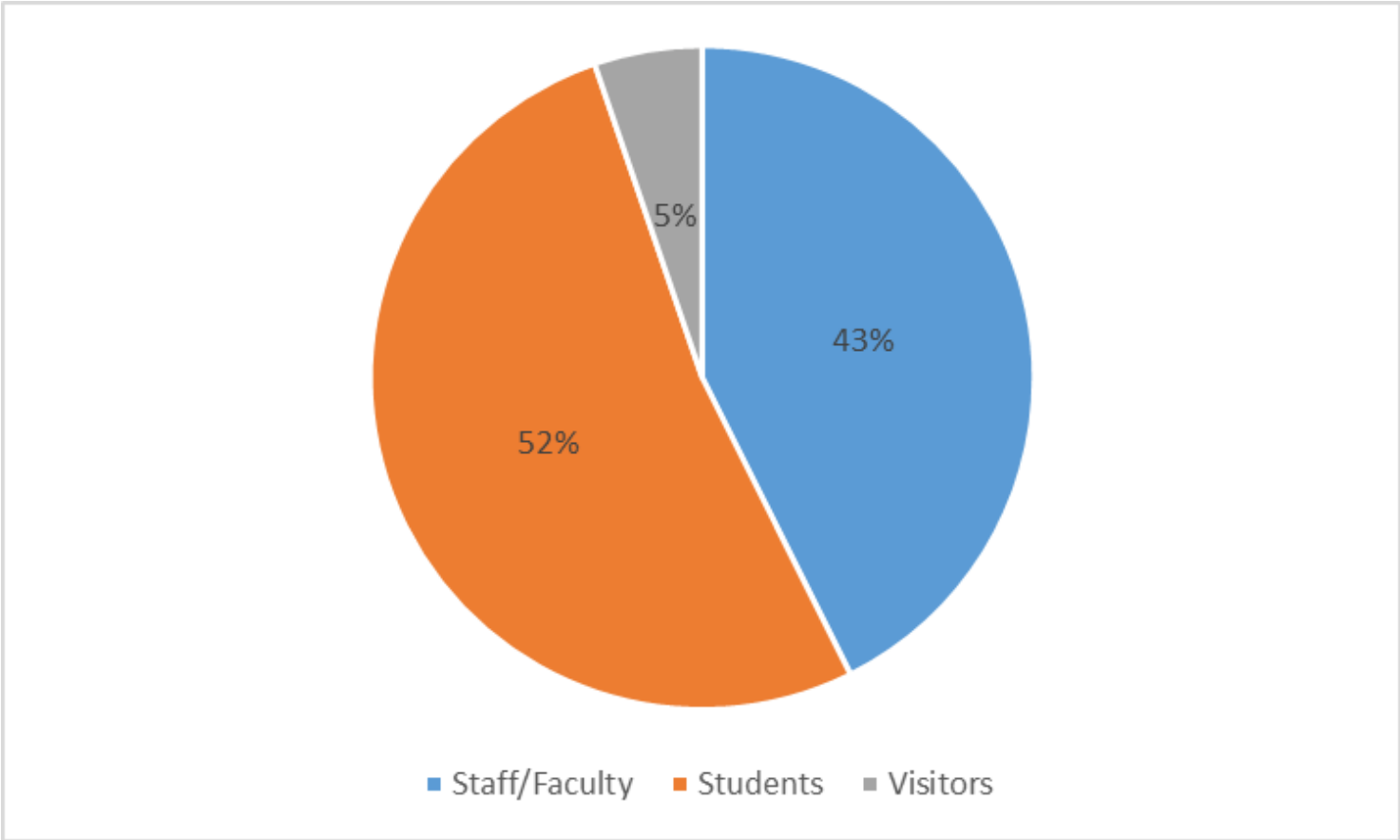
COVID-19 TESTING

COVID-19 On-Site Positive Test Results



Location	1/31 - 2/2	
	Tests	Positives
Main Campus	381	1
Northeast Regional	44	0
Northwest Regional	20	0
West Regional	5	0
Total	450	1

CCP COVID-19 POSITIVE CASES



COVID-19 VACCINATION

SPRING STUDENT VACCINATION	
Status	Number of Students
Registered	10,741
Fully Vaccinated	7,335
Booster	85
Exemption	221
Registered/Unvax (Online Only)	3,185
EMPLOYEE VACCINATION	
Status	Number of Employees
Fully Vaccinated	1,282
Booster	69
Exemption	116

ATTACHMENT B

Standard III - Design and Delivery of the Student Learning Experience

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

TWO YEARS OF VIRTUAL LEARNING

Criteria

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

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

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

- rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
- qualified for the positions they hold and the work they do;
- sufficient in number;
- provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
- reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

Qualified/Credentialed/Experienced faculty; Advisory Committee members; industry experts; approval process

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

4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress; **State of the Art Facilities (Impact 2025); Labs, Learning Common, Classroom upgrades, Pandemic**

ATTACHMENT B

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

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

b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and

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

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

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

8. periodic assessment of the effectiveness of programs providing student learning opportunities. **ASSESSMENT of Student Learning**

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

Present: Mr. Epps, presiding; Mr. Bradley, Mr. Clancy, Mr. Dubow, Ms. Fulmore-Townsend, Mr. Herzog, Ms. Ireland, Ms. McPherson, Ms. Posoff, Mr. Soileau, Dr. Generals, Dr. Rooney, Ms. Di Gregorio, Dr. Gay, Mr. Eapen, Dr. Thomas, Dr. Hirsch, Dr. Roberts, Ms. Liautaud-Watkins, Ms. Witherspoon, Dr. Zanjani, Ms. Zellers, Ms. de Fries, Ms. Hutcherson, and Dr. Waller

(1) Meeting Called to Order

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

(2) Public Comment

There were no requests for Public Comment.

(3) Report of the President

Dr. Generals welcomed members of the Board and wished them a Happy Black History Month.

(3a) Return to Campus

Dr. Generals reported that in-person classes will resume on February 15, 2022. Faculty and staff who had been working remotely for over a month, will return to campus.

The Board was provided with an update on testing and vaccination data for the College.

(3b) Enrollment

The Board was provided with an update on enrollment for the spring semester as well as for the 10 and 7-week sessions.

(3c) Business Meetings/Events

Dr. Generals participated in the following business meetings/events:

- Met with Mr. Pedro Rivera, President, Thaddeus Stevens College of Technology, on January 5, 2022 to discuss a possible partnership.
- Met with the search consultants for the Superintendent of Schools for the School District of Philadelphia on January 12, 2022.
- Met with Dr. Michael Mittelman, President, Salus University, on January 20, 2021 regarding the Ophthalmic Program and future partnerships.
- Joined Philadelphia City Council President Darrell Clarke and Ms. Jenaye Munford, Project Manager for City Council, on his Saturday, January 22, 2022 WURD Radio Show, *Saturdays with Council President Clarke*.
- Participated in a joint meeting with Dr. Hite, Superintendent, School District of Philadelphia, and members of his staff on January 24, 2022.
- Delivered remarks at the Pennsylvania Workforce Pilot Recruiting Program Review on January 27, 2022.
- Made a presentation at the Humanities Faculty Leadership Program for Swarthmore College on January 29, 2022.
- Met virtually with Mr. Ryan Boyer, Business Manager, Philadelphia Building and Construction Trades Council, on January 31, 2022.
- Met with Dr. Anne Prisco, new president of Holy Family University, on February 1, 2022 regarding possible partnerships.

(3d) Middle States Standard III – Design and Delivery of the Student Learning Experience

Dr. Generals reviewed and discussed Middle States Standard III – Design and Delivery of the Student Learning Experience.

(3e) Foundation Report

The Board was provided with a report of Grants and Gifts received from fiscal year July 1, 2021 to January 15, 2022.

The Board was provided with an update on the Armistead Group, the capital campaign consultant, as well as the Black and Gold Gala scheduled for June 1, 2022.

(3f) 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.

(3g) Commencement

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

(4) Report of the Student Outcomes Committee Meeting of January 6, 2022

The Student Outcomes Committee met on January 6, 2022. The Committee discussed and approved the Medical Technician Program review.

(5) Report of the Business Affairs Committee Meeting of January 19, 2022

The Business Affairs Committee met on January 19, 2022. The Committee discussed and approved six items totaling \$3 million which focused on facilities and expanding SOW's (Statement of Work), energy procurement, security services, the Library and Learning Commons, and IT infrastructure.

(6) Report of the Workforce Subcommittee Meeting of January 28, 2022

The Workforce Subcommittee met on January 28, 2022. The Subcommittee discussed the Education Design Lab's Community College Growth Engine Fund Micropathways project that the College is participating in this year.

The Board accepted the reports of the Committees.

(7) Consent Agenda

The Board approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions Meeting of January 6, 2022
- (b) Gifts and Grants
- (c) Medical Laboratory Technician Program
- (d) HVAC and Plumbing Bid Results for the Library & Learning Commons Café
- (e) Six-Month Extension Agreement with Allied Universal Security Services
- (f) Procurement and Installation of Security Cameras from ADT

- (g) Change Order for HDR for the Library & Learning Commons
- (h) Procurement of Network Infrastructure for the Career and Advanced Technology Center (CATC)
- (i) Energy Procurement from AEP

(8) Report of the Chair

(8a) Middle States Self-Study

Mr. Clancy, the Board's representative on the Middle States Self-Study Steering Committee, provided an update on the progress of the College's Self-Study.

(8b) Update on Policy Project

Ms. Posoff provided an update of the Policy project regarding policy oversight procedures by the Board of Trustees.

(8c) ACCT Governance Leadership Institute
March 23-25, 2022, Community College of Philadelphia

Community College of Philadelphia is hosting the Association of Community College Trustees Governance Leadership Institute, March 23-25, 2022, in the Pavilion Klein Cube, P2-3.

(8d) Black and Gold Gala Reminder

Members of the Board were encouraged to support the Black and Gold Gala or get a contribution to the Gala.

(8e) Future Committee Meetings

Mr. Epps called attention to the list of Committee meetings scheduled for the month of March.

(9) New Business

There was no new business discussed at the meeting.

(10) Next Meeting – Committee of the Whole

The next meeting of the Board of Trustees is scheduled March 2-3, 2022. The presentation for Wednesday evening, March 2, will be on Caring Campus.

(11) Executive Session

The Board moved to Executive Session in a separate Zoom meeting to discuss a new litigation matter filed against the College, personnel issues involving employee disciplinary notices, and employee complaints. The Board will not be taking any action following the Executive Session.

The meeting adjourned at 4:20 p.m.

Community College of Philadelphia
Office of Institutional Advancement
Record of Grants and Gifts
March 3, 2022 Meeting of the Board of Trustees

Summary by Source:

	FY2022		FY2021	FY2022 and FY2021
Held by College	1/16/22 - 2/15/22	Fiscal Year To Date 7/1/21 - 2/15/22	Fiscal Year To Date 7/1/21 - 2/15/22	Variance 7/1 - 2/15
Federal	\$ 10,000	\$ 5,112,031	\$ 3,026,685	\$ 2,085,346
State	\$ -	\$ -	\$ 4,200,696	\$ (4,200,696)
Local	\$ -	\$ -	\$ 29,800	\$ (29,800)
Total	\$ 10,000	\$ 5,112,031	\$ 7,257,181	\$ (2,145,150)
Held by Foundation	1/16/22 - 2/15/22	Fiscal Year To Date 7/1/21 - 2/15/22	Fiscal Year To Date 7/1/21 - 2/15/22	Variance 7/1 - 2/15
Corporation	\$ 210,750	\$ 478,913	\$ 159,700	\$ 319,213
Foundation	\$ 30,609	\$ 1,408,544	\$ 1,997,747	\$ (589,203)
Individual	\$ 64,589	\$ 594,380	\$ 176,414	\$ 417,966
Organization	\$ 26,070	\$ 56,695	\$ 21,349	\$ 35,346
Total	\$ 332,018	\$ 2,538,534	\$ 2,355,211	\$ 183,323
TOTAL	\$ 342,018	\$ 7,650,565	\$ 9,612,392	\$ (1,961,827)

PUBLIC GRANTS SUMMARY
Since Meeting of February 3, 2022

U.S. Department of Education awarded \$10,000 for the National Resource Center – Center for East Asian Studies program, subcontracted through the University of Pennsylvania. The grant period is 8/15/21 to 8/14/22. The program supports the National Resource Centers' goal to introduce less taught languages and cultures to students in urban institutions that serve ethnic and social minorities. Given the uncertainties of COVID-19, activities may be virtual for all or part of the year.

Community College of Philadelphia Policy on College Policies

General Administration - Policy No. 319

Approved: March , 2022

Approved by: Board of Trustees

Policy Owner(s): General Counsel

Purpose and Scope

The purpose of this Policy is to set forth the appropriate process for development, review, approval and publication of College policies. By establishing a uniform process applicable to all College policies, this Policy is intended to protect the integrity of the way in which College business is conducted and identify the appropriate administrators responsible for oversight of each College policy.

All College policies must conform with this Policy. A College policy is defined as an official written College directive that supports the College's mission; applies broadly throughout the College; and sets forth clear expectations and guidelines for how College business is conducted.

This Policy does not apply to:

- College Procedures - procedures which a division or department may follow in order to implement a College policy are not policies. Procedures that only apply to an individual department or division rather than to the entire College are also not policies.
- the Collective Bargaining Agreements between the College and the Faculty and Staff Federation

Authority to Approve a College Policy

All College policies must be approved by the Board of Trustees ("Board") or, as delegated by the Board, by the President of the College. All policies that address the authority of the College's Board of Trustees, rules or regulations applicable to the Board of Trustees, and/or significant financial policies must be approved by the Board of Trustees. The President shall have the authority to enact changes to Board-approved policies or create any new policy that requires Board approval on an interim basis if there is a legally required change or other urgent circumstance. ~~The Board shall be notified of the interim policy at the next appropriate Board meeting. The Executive Committee should meet for timely review of the interim policy. Board action on approval of the policy must occur no later than one year from the date that the interim policy was enacted. informed of such interim policy or change in a timely fashion. Such interim policies must be reviewed and approved by the Board of Trustees within one year of the start of the interim policy/change to such policy.~~ The Board delegates to the President the authority to approve and implement all other policies and policy changes that do not require Board approval.

Process for Policy Creation, Review, Revision, or Discontinuance

Recommendations for changes to policies or new policies may be initiated through the College Standing Committees, the Board's Standing Committees, or any member of the President's Cabinet.

- Policy recommendations from the College Standing Committees shall follow the process outlined in the Full-Time Faculty Collective Bargaining Agreement and shall be forwarded from the applicable standing committee to the Institution Wide Committee ("IWC") to the President for approval. If the President does not follow the recommendations of the IWC, such

recommendation may be presented in writing to the Board and argued before the appropriate Committee of the Board by the IWC's representative(s). The decision of the Board shall be final.

- Policy recommendations from the Board Standing Committees shall be submitted for approval to the Board.
- Policy recommendations from any Cabinet member(s) shall be submitted to the President for approval unless they require Board approval in which case they shall be presented to the appropriate Committee of the Board and then the Board for approval.
- The discontinuance of any policy must be approved by the Board.

Identification of Policy Owner

Before being approved, the applicable Vice President or Cabinet member will assign a senior administrator who will serve as the Policy Owner for the policy. The Policy Owner shall be responsible for ensuring the policy complies with this Policy #319.

Review Period

All policies shall be reviewed on a regular basis to ensure they remain relevant, legally compliant, and follow best practices. The Policy Owner shall be responsible for ensuring the policy remains compliant with current regulations, best practices, and otherwise relevant, and for ensuring the policy is reviewed in accordance with this Policy. All policies shall be reviewed and either: (1) reissued; (2) revised; or (3) discontinued no later than once every seven (7) years. If revisions are made to a policy, the date of any approved revisions must be reflected in the policy on the College's Policy website. The Office of the President/General Counsel shall work with the Policy Owner to determine the appropriate channel for review of the policy. The Policy Owner should consult with any other relevant departments or divisions in reviewing or revising the policy. All policies that involve compliance with laws or regulations or that otherwise may have significant legal implications shall be reviewed by the Office of General Counsel. Once per year, College administration shall report to the Board on all policy updates that occurred during the prior year. The College's Internal Auditor shall be responsible for ensuring Policy Owners comply and meet the deadlines established for the review process.

Policy Format

Upon adoption or review of any policies on or after the effective date of this Policy, the Policy Owner should ensure that the policy as published on the Policy website includes, at minimum, the effective date, revised date(s), Policy Owner, and whether the policy was approved by the Board or the President.

Location of Policies

Upon approval, College policies shall be published on [the College's Policy Website](#). To the extent policies must appear in other official College documents, whenever possible, they should be included in the document as a link to that particular policy from the College's Policy website to ensure the most up-to-date version of the policy appears in those official documents. Additional policies not listed on the Policy Website may be included in the Employee Handbook and/or the Student Handbook.

Timeline for Application of this Policy

All new policies created or updated after March __, 2022 must comply with this Policy. All existing College policies shall be updated to comply with this Policy on or before March __, 2027.

Authority to Update This Policy

This policy may only be revised by the College's Board of Trustees.

Resolution on Subcommittee of the Business Affairs Committee on Investments

WHEREAS on December 9, 2021, the Community College of Philadelphia updated its Investment Policy for Operating Funds, Policy Memorandum No. 221, which delegates certain duties to the College's Business Affairs Committee of the Board of Trustees;

WHEREAS the Business Affairs Committee has discussed creating a Subcommittee on Investments to assist it with its duties under Policy Memorandum No. 221, which would include: (1) providing oversight of the portfolio performance, including meeting with the College's external team of investors; (2) making recommendations based on portfolio and external factors; and (3) reporting out to the Business Affairs committee on regular basis;

WHEREAS on February 16, 2022, the Business Affairs Committee voted in favor of recommending that the Board create a Subcommittee on Investments to support and advise the Business Affairs Committee;

Now therefore, on this 3rd day of March 2022, the Board of Trustees for the Community College of Philadelphia hereby resolves to create a Subcommittee on Investments. The Subcommittee on Investments shall have at least two members from the Board of Trustees serving and may have outside advisors as recommended by the Chair of the Board. The Subcommittee on Investments shall meet quarterly with the College's financial advisors and (1) provide oversight of the portfolio performance, including meeting with the College's external team of investors; (2) make recommendations based on portfolio and external factors; and (3) report out to the Business Affairs committee on regular basis. The Subcommittee on Investments will recommend actions to the Business Affairs Committee but will not take any official action on its own.

Be it further resolved that Trustee Mindy Posoff will serve as the first Chair of the Subcommittee on Investments.