

In-Person Meeting of the Board of Trustees, Thursday, March 14, 2024 - 2:30 p.m. Isadore A. Shrager Boardroom, M2-1

AGENDA

(1) Executive Session I

(2) Meeting Called to Order

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

- Update the Board on the Governor’s Plan for Higher Education
- Update the Board on Enrollment
- Update the Board on Planning

(3) Public Comment

(4) Report of the President

- (a) Update on Governor’s Plan for Higher Education
- (b) Update on Enrollment
- (d) Update on Planning
- (e) Foundation Report

(5) Student Outcomes Committee, February 1, 2024

2.1.24 Student Outcomes Minutes 4

(6) Business Affairs Committee, February 21, 2024

2.21.24 Business Affairs Committee Minutes 33

(7) Workforce Subcommittee, February 21, 2024

2.21.24 Workforce Subcommittee Minutes 60

(8) Consent Agenda

(a) Proceedings and Minutes of Decisions and Resolutions, Meeting of February 1, 2024

Board Proceedings 2.1.24 63

Minutes of Decisions and Resolutions 2.1.24 69

(b) Gifts and Grants

Record of Grants & Gifts FY24 73

(c) Accounting Associate of Applied Science Academic Program Review

(d) Purchase of Dell Computers for CIS Classrooms

(e) Purchase of Dell Computers for Architecture Design and Construction (ADC) Center

(f) Contract with eLumen and Contract with Watermark

(g) Faculty e-Portfolio Software

(h) York Compressor Rebuild JCI

(i) Resolution: Capital Budget Request to PDE Health Life Sciences and Great Hall Projects

(j) Campus Consortium/Unified

(k) Replacement of HVAC Units Over Gym Floor

(l) Naming Opportunities: Career and Advanced Technology Center - The Ardmore & Central City Toyota Community Room

(m) Main Garage Parking Equipment

## **(9) Report of the Chair**

(a) Board Reflections: AACCC/ACCT National Legislative Summit February 4-7, 2024

(b) Commencement Ceremony, Saturday, May 4, 2024 10:00 a.m. – Temple Liacouras Center

(c) 2024 Pennsylvania Commission for Community Colleges Annual Meeting – Tuesday, April 2, 2024, Annual Meeting and Awards Banquet, and Wednesday, April 3, 2024, Breakfast- Harrisburg Hilton, One North 2nd Street/Hybrid

(d) Association of Community College Trustees Leadership Congress, October 23-26, 2024, Arch/Washington State Convention Center, Seattle, Washington

## **(10) Old Business**

## **(11) New Business**

**(12) Next Meeting: Thursday, April 4, 2024, 2:30 p.m.  
Isadore A. Shrager Boardroom, M2-1/Hybrid**

## **Committee Meetings**

- Business Affairs, Wednesday, April 17, 2024 - 9: 00 a.m. – Isadore A. Shrager Boardroom, M2-1/Hybrid
- Student Outcomes, Thursday, March 14, 2024 – 12:30 p.m. Library and Learning Commons, L1-13/Hybrid
- Audit Committee, Thursday, March 21, 2024, 12:00 noon, Isadore A. Shrager Boardroom, M2-1 Hybrid
- Workforce Subcommittee, Wednesday, May 22, 2024, 3:00 p.m. Center for Business and Industry, C2-5/Hybrid

## **Upcoming Events**

One Book/One College Program, Thursday, March 21, 2024, 11:00 a.m. – 1:00 p.m. Center for Business and Industry, Room C2-28

2024 Pennsylvania Commission for Community Colleges Annual Meeting - Tuesday, April 2, 2024, Annual Meeting and Awards Banquet, and Wednesday, April 3, 2024, Breakfast, Hilton Harrisburg, One North Second Street/Hybrid Street, Harrisburg/Hybrid

College Brand Launch, Thursday, April 11, 2024, 11:00 a.m. – 1:00 p.m. Outside the Pavilion Building Courtyard on 17th Street, between Spring Garden and Callowhill Street

Community College Day in Harrisburg, Monday, April 29, 2024, Pennsylvania State Capitol

College Budget Hearing Before City Council, Tuesday, April 30, 2024 - time to be determined

## **March 2024 Calendar of Events**

March 2024 Calendar of Events.pdf

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## **(13) Executive Session II**

The Board will convene in Executive Session to discuss real estate matters. The Board will not return following the Executive Session.

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

**MEETING MINUTES**

**Thursday, February 1, 2024  
12:30 p.m.  
Hybrid**

**Zoom  
&  
Library Learning Commons, L1-13  
1700 Spring Garden Street  
Philadelphia, PA 19130**

**Presiding:** Ms. Chekemma Fulmore-Townsend

**Committee**

**Members:** Ms. Mindy Posoff, Mr. Patrick Clancy, Ms. Sheila Ireland, Ms. Roz McPherson

**Board**

**Participants:** Mr. Harold Epps

**College**

**Members:** Dr. Donald Generals, Dr. Alycia Marshall, Dr. Vance Gray, Dr. Darren Lipscomb, Dr. Shannon Rooney, Dr. Eric Shannon

**Guests:**

Dr. Judith Gay  
Dr. Amy Birge - Caracappa, Director of Assessment  
Lizzie Gordon, Assessment and Evaluation Coordinator  
Arielle Norment, Dean of Business and Technology  
Ruqayyah T. Archie, Department Chair for Business Administration,  
Assistant Professor of Accounting

**I. Public Session**

a) Introductions (I)

Trustee Fulmore-Townsend opened the meeting by having all attendees introduce themselves. Following the introductions, she noted the presentations from the previous meeting which highlighted strong strategic decision making. Trustee Fulmore-Townsend emphasized that although the board members know a lot about the college, the questions asked mainly stem from curiosity and eagerness to understand what is being presented. Next, Trustee Fulmore-Townsend asked for a motion to approve the minutes from the January 4<sup>th</sup> meeting. Trustee Patrick Clancy voted 1<sup>st</sup> in approval, and Trustee Posoff seconded the motion. All were in favor.

Trustee Fulmore-Townsend then turned the meeting over to Dr. Alycia Marshall who shared the Academic & Student Success divisional plan update.

b) Divisional Plan Update (I)

Dr. Marshall began her presentation by explaining the broader college's strategic plan refresh and the Academic and Student Success divisional planning efforts and how they align with the strategic plan and focus. The first part of her discussion highlighted the division's leadership retreat held a year ago which was focused on establishing a collective response to the needs of the city and the college. During the leadership team's retreat, they also worked together to identify and prioritize which goals to focus on aligned with five-year goals for the division and the students. Months following the leadership retreat, there were five divisional planning sessions held for the entire division. At the full divisional sessions, faculty and staff were able to contribute their thoughts regarding the leadership's team draft vision and priorities that were established during the previous retreat. There were also student focus groups during the summer and the fall where students were asked questions regarding what a positive student experience would be, and what academic success represents for them personally. Other divisional meetings that took place this past fall semester consisted of the deans, department heads, directors, faculty and staff where they focused on identifying objectives and action items aligned with the division's goals. For the spring semester, the next step will consist of KPI discussion and the alignment with the strategic plan refresh.

Dr. Marshall then began discussing progress that has been made related to the four areas of focus that were previously discussed during the Board retreat and shared with the academic leadership for Academic and Student success, as well as their individual divisions to ensure alignment. Particularly, for the Academic & Student Success division, the main focuses are programming and students although all areas are important to their division. Because this division is named the Academic and Student Success division, a main focus is students and making sure there is relevancy in the programs. Operations was also an area of focus discussed organically within her division and they were pleased to learn that the shared area focus is a common interest among the entire college community. The Academic & Student Success divisional plan is going to span five years. The vision statement was collectively drafted by the division's academic leadership, (the deans and the associate provost) with feedback from the entire division. The completed statement is: The Academic & Student Success division is a community of learners committed to student success, as demonstrated through equitable and measurable outcomes, innovative practices, relevant curriculum, quality learning, and a rewarding student experience. The division's vision is to be a community of learners committed to student success with DEI integrated throughout the plan, as the College's sixth pillar. The vision statement also highlights a shared focus on curriculum, quality learning/teaching, and encompasses that the division is working as a community to make this happen for students. The first three divisional priorities are focused on retention and completion; career and employment success; and improving the student experience. The fourth

priority is focused on operational efficiencies and the development of faculty and staff to help them continue to grow within their professions and careers. These efforts will inevitably contribute positively to the student experience. As an effort to improve student success and equity at a minority-serving institution, Dr. Marshall emphasized the importance of improving student success and eliminating racial equity gaps, with a focus on high-quality teaching, career placement and career advancement in the workforce. She highlighted the goal of supporting students through program retention, completion and transfer with a focus on student engagement and support. One reason students sometimes don't succeed is because they do not have access to or take advantage of our student support services. Another goal is to increase the number of opportunities for students to have equitable access to challenging intellectual and creative co-curricular experiences. A related topic of discussion that has been taking place at the college is supporting how CCP can be known as a destination for high achieving students that provides more access to challenging learning experiences and meets students where they are on their educational journey. An example of an intellectual and creative co-curricular program is STEM Honors which also provides increased opportunities for student research and publication. Other goals aim to streamline divisional processes, improve the student and employee experience, and to support professional development and growth for faculty and staff. Dr. Marshall also explained the goal of increasing the number of high-quality credit and non-credit programs aligned with workforce requires an inventory of current programming and identification of which programs may no longer be relevant to the City's workforce needs. Trustee Fulmore-Townsend stated that it seems to be a lot of goals being worked on, and asked if there were several goals because of the size of the division. Dr. Marshall stated the goals shared were the broader divisional goals. The Academic & Student Success leadership team worked with faculty and staff within their areas to determine specific objectives aligned with one or more of the goals presented as appropriate for their divisions and departments. Next, they created a list of objectives and action items to help them meet one or more of these goals. As a whole division, everyone is not working on all goals but a few of them as appropriate. Trustee Posoff asked if there was a timeline. Dr. Marshall stated that the division is planning to begin working on the objectives in Fall 2024 through Fall 2029. However, some of the objectives might be met in a year or two. Trustee Posoff asked if the steps being taken were top down. Dr. Marshall stated that each division has a list of objectives with action items that are aligned with proposed KPIs which will be finalized over the next few months. These objectives and action items were designed and agreed upon by the faculty and staff within the departments under the leadership of the deans and associate provost. Trustee Clancy asked if there was a baseline number aligned with goals related to increase. For example, what is the baseline for the goal to increase the number of high-quality credit and non-credit programs? How will we know we are increasing? Dr. Marshall stated there were two parts to that goal. The first part is increasing the number of high-quality credit and non-credit programs aligned with workforce. There are some programs that may not continue exactly as they are because the needs of the college's current student or city population have changed. Additionally, the goal is to ensure that new programs are developed where necessary in new and growing fields to align with the workforce.

Another part of the goal is to take an inventory of current programs as part of our workforce steering committee initiative. Through this effort, the Program and Operations subcommittee is charged with identifying a current, comprehensive list of all college programs as a baseline. Dr. Marshall then stated they are working on KPI's aligned with the goals that also support the institutional direction through the strategic plan refresh conversations. Trustee Posoff asked whether the students involved in the focus group were full-time, part-time, one semester students, or if they were self-declared. Dr. Marshall responded that a majority of the students were full-time, however part-time students also participated.

Dr. Marshall highlighted two goals within the plan that we have already made progress on related to retention and completion. One goal is to eliminate racial equity gaps and the second one is to improve student learning outcomes through high-quality teaching of relevant curriculum. Dr. Marshall stated most of the college's student population is Black, and non-Hispanic, and that there is also a growing Hispanic population. In contrast, the college's full-time faculty demographics are majority white, and non-Hispanic, and do not directly represent the college's student population. As a part of a DEI effort, steps have been taken to diversify the college's faculty organically by recruiting faculty who are high performing and would contribute significantly to the college's mission. Having faculty that look like our students can help to contribute to their progress and overall success. Dr. Marshall shared a slide that listed the departments and disciplines currently recruiting within the college, which presents an organic opportunity to diversify faculty across all divisions. She shared an Education Trust article that has also been shared with the faculty recruitment committees which highlights the importance of faculty diversity. The article written by Gabrielle Amman Montague, and Lauren Lana, explains the role faculty diversity plays in college completion and how it impacts a student's sense of belonging, retention, and persistence. Trustee Epps asked if the numbers presented were a representation of the total number of openings. She informed him that the chart shown was a representation of the departments and the divisions and explained that some departments are searching for multiple faculty members. Trustee McPherson asked how broad the college is recruiting. Dr. Marshall assured her that she would explain the recruitment process later in the presentation. Trustee Epps asked what impact are the performance, goals, and objectives putting on the college? Because we are searching for so many faculty members, is there an undue burden on the college with many classes that cannot be taught due to lack of faculty? Are there negative implications because of having ten to twenty openings? Dr. Marshall explained that a lot of the faculty hiring are replacements for faculty who have left. Many of the classes are currently being taught by part-time faculty. Due to the recent increase of new students, more full-time faculty are needed, particularly in areas such as English and Foundational Math. Currently, those roles are filled by visiting lecturers and adjunct faculty. An analysis was done that examines enrollment and then assesses whether new full-time faculty are needed for specific departments. Since the pandemic, there have been several faculty members who have left, or retired and new faculty hasn't been hired to replace them. Dr. Marshall explained that filling roles with adjunct professors as an only option is not always ideal. For instance, full-

time faculty members may have more time to possibly help with developing curriculum. Dr. Marshall shared that collectively, adjunct faculty teaching at the college were more diverse than faculty teaching full-time. Trustee McPherson asked how people were being enticed to teach at the college. Dr. Marshall shared that the job posting included the Academic and Student Success vision statement which tells a story about the college drawing the type of faculty interested in joining a community of educators at a minority serving institution. The posting also states our interest in having a faculty hire who shares a common goal of wanting to eliminate racial equity gaps in an effort to improve student success. There was also a change in the preferred qualifications. One of those qualifications is now that the faculty candidate has demonstrated experience in addressing equity gaps. Other new faculty preferred qualifications include experience working with diverse student populations and candidates who are bilingual. These efforts are all being done to secure a diverse pool of candidates. Trustee Epps asked how CCP compares to the rest of the community college competitors in Pennsylvania for drawing in candidates. Dr. Marshall stated that the college has competitive benefits but wasn't certain of how salaries compared with vacancies in other counties. Trustee Epps clarified his question by asking if there was a faculty shortage in the system. Dr. Marshall stated that there is a shortage with regards to certain disciplines. There certainly are areas where we have a hard time filling positions such as biology, the sciences, and math. However, there is not a shortage in the English area. Dr. Marshall then responded to Trustee McPherson's question regarding how recruitment is done in collaboration with HR. She explained that the HR department has a list of diverse resources where they list the postings. Faculty have also been encouraged to be partners through the process by leveraging their professional networks to recruit qualified candidates.

Leila Lawrence also works with the HR department and does anti-bias training for all faculty search committees, enabling the college to set the stage for an equitable review of applications and process. Trustee Clancy referenced the closing of Cabrini college and other small Catholic universities and asked if the faculty at those colleges who might be looking for a job within the next two years have been targeted for hiring at the college. Dr. Marshall shared that there have been several faculty candidates from Cabrini applying for current faculty openings. Trustee McPherson stated the search should be geographically wider beyond Philadelphia and look at other locations for diverse faculty including Alumni Associations of HBCUs. Dr. Marshall stated that professional networks have been suggested to HR for faculty recruitment outreach effort, such as the Black Nurses Association. Faculty placement ads have also been listed in Diverse Jobs, HBCU Connect, Higher Eds Jobs, Diversity Digest and Hispanics in Higher Ed. She stated that Lisa Hutcherson and her HR team have done a great job in supporting the division with this effort.

Dr. Marshall shared with the Board that there has been a professional learning session with all department heads around the importance of diversity, and why it's important to think about diversity in faculty hiring. Trustee Posoff asked if faculty were excited about the changes. Dean Arielle Norment shared that the division is very excited to have new faculty teaching at the college. There are a few faculty members who have



been disconnected from the latest practices within their respective fields. This new pool of applicants has more current professional skills and experience and can bring new ideas to the departments and disciplines. Trustee McPherson asked if there has been any pushback from current faculty members with regards to the DEI efforts being promoted for the faculty searches. Dr. Marshall stated she hasn't heard anything negative regarding the DEI efforts.

Dr. Generals echoed Trustee McPherson's sentiments and shared that the DEI movement is coming at us hard and strong. He mentioned the Ivy League presidents who were fired due to their support of DEI. Currently, Erica James at University of Pennsylvania is under siege for her DEI support. The support of DEI is taking a downturn, and it is a matter of time before it gets to this level. Trustee Posoff stated she has been in different meetings in various industries for companies that are both profit and non-profit where DEI related advice was shared to be mindful of the language used in messaging, and how the initiatives are framed. Trustee Posoff asked if the messaging for the faculty recruitment has gone through City Council. Dr. Generals responded that the conversation hasn't taken place prior to what has been hitting the forefront as of late. The advice he has received from AACC and ACCT is to do the work and put less emphasis on the language because that is when you get targeted. Trustee Posoff stated the Board must make sure the college is doing it right. They're going after venture firms that are only investing in Black women with a lawsuit, and that's their mission. For the Board, it is a governance question to make sure communication is done correctly.

Trustee Epps asked a question about customer satisfaction and wanted to know how the college gets feedback from our students about their assessment of the quality of education that they are getting. Dr. Marshall responded that there is a Stop Out survey that is administered. Dr. Shannon Rooney asked if he was referring to the classroom experience, which is measured on a division-by-division basis at the end of each semester. Dr. Marshall explained that each student fills out a student evaluation for each class that specifically provides a student's feedback on their faculty anonymously. Dr. Epps asked what information Dr. Generals and the leadership team see regarding the student's level of satisfaction when it comes to faculty in the classroom. Dr. Generals explained that the information received from the feedback survey is not directly used in their evaluation, but it can be looked at as a factor and provides necessary feedback for continuous improvement. The validity and reliability are questionable because a student passing will love their teacher, but if a student is not passing, the survey might be completed differently. For that reason, the survey makes it tough to directly assess the overall quality of teaching as a single data point.

Dr. Eric Shannon explained there are two related surveys conducted by institutional research. One is done each summer for students who have left the college asking them about their experience, and why they left the college. There is also an alumni satisfaction survey for students who are about to graduate. These students are often satisfied for the most part, as reflected in their surveys. But of course, there's the selection bias. The Stop Out surveys are for students who could come back and for

some reason they did not. This is the third year the survey has been conducted and the results have not been negative. The results of the Stop Out survey results for not returning to the college have had a range of responses related to external issues such as career changes, little time to go to school, and home life changes. Trustee McPherson stated that the caliber of students is being questioned suggesting they are less qualified than students in other institutions. For this reason, CCP needs to stay on top of celebrating excellence of its students. Even students of color, who went to the best medical schools, are sometimes considered less qualified. Trustee Posoff stated that she recently attended a meeting with the head of KPMG who informed her they are reaching out to community colleges to find pipelines due to accounting being a growing field. Trustee McPherson stated that articles and op-eds related to the benefits of what makes CCP a great institution should aggressively be promoted.

Dr. Marshall continued her presentation regarding divisional strategies that were shared with the department heads at a meeting to ensure they had a strong, diverse pool of qualified individuals that would be hired. In addition, there has been department head professional development which has not been done prior. Dr. Gray led the implementation of this starting last summer, holding a monthly onboarding department head session. Dr. Marshall shared an example of an onboarding topic “leading with a DEIA lens (diversity, equity, inclusion, and anti-racism)” which was facilitated by Dr. Kellie McCants-Price on October 6<sup>th</sup>. Dr. McCants-Price is a full-time, tenured professor of psychology, and a chief diversity officer at Anne Arundel Community College. She talked with the department heads from a faculty perspective about how to address equity gaps and the importance of inclusivity in the classroom. That onboarding workshop recharged the effort around faculty hiring and the development of an inclusive syllabi. Dr. Marshall shared that a new faculty onboarding process was implemented this year that allows new faculty one course release dedicated to professional development to support excellence in teaching. In that time, they're meeting and participating in a professional learning opportunity to improve their teaching abilities and set them up for success as a new full-time faculty member. New faculty will also be completing a special project. In closing, Dr. Marshall also shared information regarding an accreditation visit that took place on January 25<sup>th</sup>-January 26<sup>th</sup> for Diagnostic Medical Imaging. The team included a Dean from Catawba Valley Community College (North Carolina) and a senior faculty member from Lone Star College in Texas. They met with faculty, students, administrators, clinical preceptors and they visited two of our clinical sites. They were thoroughly impressed with our students and faculty. The senior faculty member from Lone Star shared he had conducted 200 accreditation visits and wished our students were there at each of his visits because of their enthusiasm and positive feedback regarding the program. A second accreditation visit was for the American Bar Association (ABA). During the visit, the faculty members were told they could teach actual law school professors a thing or two. The ABA visitors also stated that our college's program should be marketed better to spread the news about the merits of the program.

Dr. Marshall also shared that the college's nursing NCLEX pass rates were 86.58% for 2023 which was up from 80%. In addition, 96% of our students and 100% of our Post Baccalaureate students have passed the NCLEX on the first attempt. Trustee Epps asked if there was a protocol to show appreciation for positive outcomes. Dr. Rooney stated we could internally post on the college monitors. There has been discussion regarding ways to cross promote. Dr. Rooney stated that the deans can reach out to her regarding the promotion of good news and kudos. Trustee McPherson stated that she would like information such as those things shared to be done externally, because it speaks to the caliber of students who attend CCP.

c) Accounting Associate of Applied Science Academic Program Review (A)

Dean Arielle Norment began the Accounting Associate of Applied Science APR discussion by sharing changes that have been implemented to improve enrollment, recruitment, and overall student satisfaction within the accounting program. She introduced Dr. Amy Birge - Caracappa, the Director of Assessment, Lizzie Gordon, the Assessment and Evaluation Coordinator, and Ruqayyah T. Archie, the Department Chair for Business Administration/Accounting Professor who would be sharing information during the meeting. Ms. Ruqayyah T. Archie opened the presentation by sharing the college's enrollment, and the average enrollment in the accounting program between spring 2018 and fall 2023, which was 156 students per semester. On average, the Accounting program (ACCT) enrolled a comparable proportion of full-time students (31.2%) to that of the College overall (30.4%).

Dr. Amy Birge - Caracappa shared a few notable pieces of data related to the program's enrollment. A larger proportion of the students identify as Asian females than the college overall. A larger proportion of students are between the ages of 22 and 39, which is a little more than the college. Over the period of 2019 to 2023, the accounting program enrolled a smaller proportion of students identifying as Black females (17.9% in the accounting program, as opposed to 30.4% for the college). The program is taking some steps towards increasing the enrollment of Black females. Ms. Archie shared that the department has been working on reestablishing a relationship with the National Association of Black Accountants on campus. The department is also working with the college recruiting specialists at Crusher Miller, one of the local tax and accounting firms that has a commitment to diversity, equity, and inclusion. The department is also focused on hiring diverse faculty to serve the diverse population of our students. There is also a Black female teaching various courses throughout the program. Dr. Birge – Caracappa shared data regarding transfer and graduation. Among the students in the cohort from 2015 to 2021, about 33.3% of students in the program transferred to another institution. Of those 116 students that transferred, about 50% left before earning 12 credits at CCP, which is comparable to the college numbers. Over the period of study in the program, there were a total of 75 Accounting Associate of Applied Science degrees awarded. Dean Arielle Norment shared information about retention semester by semester over the period studied. The data shows that 52.6% of students in the accounting program were returning to the same program. The program average of students who returned to a different program

for most of the college system index was about 13.7%, which is higher than the college overall average of 3.9% currently. The program's proportion of students who returned to a different program from one year to the next was 16.8%, which is higher than that of the college overall. Dean Norment stated that the department was not shocked by the increase in numbers. The accounting program is very rigorous. Some students think they want to pursue an accounting degree and once they dive into the accounting program, they decide it's not for them. As a result, the department developed a seamless pathway for students. Students who initially pursue the accounting degree can easily transfer directly into the college's Business General program. The students can keep all of their credits and then graduate with a Business General degree. The department realized that of the numbers of students transferring from one program to another, 70% of the total amount of students are transferring to the Business General program. The intention has been to ensure that the department is retaining the students in the college by developing that pathway to transfer directly into the other program and capturing those students for a successful outcome without losing time or credits.

Trustee Posoff asked if there was a reason behind the low numbers of Black women enrolling in the accounting program. Is it because of how the program is marketed? Dean Norment stated there were a few different theories based on anecdotal evidence. One is because many students don't see many Black female accountants in the workplace. As Professor Archie previously shared, the department is aiming to hire more Black female accounting faculty into the program. There is also a variety of business programs and options available for students within the program. We are also working to have a general business leadership track in the accounting program, so the Black female students have options to go in a different direction. Examples include the college's Fashion Merchandising and Marketing program. The department wants to showcase Black female accountants from within and externally from the college to support those efforts.

Trustee Epps stated to Trustee Fulmore-Townsend that the story for him regarding the program is better told with context. For instance, what is the 10-year picture? Are the number of students or graduates improving or reducing? Trustee Posoff shared that during a presentation while attending a KPMG meeting, the head of DEI informed her they were going into high schools to promote accounting. Trustee Posoff remarked that accounting should be promoted as an opportunity because it is a global profession.

Dean Norment explained that in addition to focusing on DEI hires, the department is establishing information sessions, which will reach the high schools. They will provide information sessions that focus on the scope of business programs offered at the college. They will answer questions such as which business track or which business degree is ideal and best aligned with student interests. The department is working in conjunction with the admissions department, as well as the recruitment office, to ensure the department can offer the information sessions as an effort to introduce accounting early. Ms. Archie shared information about the accounting

program partnership with the Campaign for Working Families to provide experiential learning for students. The students become tax associate interns and go through an intensive bootcamp. They obtain an IRS advanced tax preparer certificate, and they volunteer or intern over 100 hours through the month of the fifth tax season from January through April each year. Students within the program prepare low-income family's tax returns for free as they gain the skills that are necessary in the accounting field. This opportunity allows students to start a career in accounting while they're enrolled in their accounting courses. For this tax season, there were 15 to 20 tax associate intern positions available with the Campaign for Working Families. Students from surrounding colleges and universities, including Temple University, University of Pennsylvania, and Drexel University are interviewed for these intern positions. Seven of these positions were filled by students from CCP. Ms. Archie shared slides of students who shared their thoughts on the experience.

Dean Norment highlighted a few of the college full-time faculty who are currently teaching within the program. Faculty within the program are certified professional accountants and hold additional national certifications. Many provide services outside of the college. Two of the program's faculty are currently involved with the National Association of Black Accountants and were members of the previous Philadelphia chapter that no longer exists. The college is still connected with Temple University, and it is believed that the Philadelphia chapter is attempting to come back. By the upcoming fall semester 2024, the department is also trying to bring a student chapter to the college campus for the National Association of Black Accountants. There are also some additional affiliations with the Campaign for Working Families, as well as AICPA, the American Institute of Public Accountants. One of the department's faculty members is established on YouTube and his lectures can complement the learning that is occurring within the classroom, tutoring, and other support services that are available on campus which support student learning in the program.

Trustee Epps stated it would be helpful to know where faculty members' degrees were from because the Board and leadership team are all two degrees separated from one another. He explained that information would be great to know when it comes to building a pipeline. Ms. Archie pulled up the information online and stated that both of Barry Johnson's degrees are from Temple University. Ms. Archie's MBA degree in accounting is from Alvernia, her MS in accounting is from Strayer University, and her MS in Science of Instruction is from Drexel University.

Trustee Epps stated that Philadelphia has the highest retention rate of its first citizens than any place in the country. For the most part, people are born here and die here. The reality is that the college educates Philadelphians. There needs to be more connectivity for interns, coops, and students.

Dean Norment explained there is an advisory board being established for the accounting degree program with individuals who are working not only in the field, but locally here within the Philadelphia area. The advisory board helps to inform the program's curriculum to ensure that what is being taught is relevant to the skills and

the knowledge necessary to be successful within the field. The advisory committee members assist with promoting the program, and informs the department of any internships, externships, apprenticeships, or general opportunities related to experiential learning for the students.

Trustee Epps asked if Foundation Board members are integrated within the strategy of intentionally including them in advisory boards where their skill sets may match up. Dr. Generals responded no. It happens, but it's not intentional and we probably should make it more intentional. Trustee Epps responded that people who are meant to serve get turned off when they're not called upon. He shared that when he moves around the city, people always say, let me know how I can be helpful to CCP. The advisory boards are one of those ways. The board and college have to be intentional about who is let into the ecosystem. Trustee Posoff asked Dean Norment to explain what a CTE coach does. Dean Norment explained that the CTE career support coach in the Division of Business and Technology does the overall tracking of student placement, while they're enrolled within the program, and then upon graduation.

Ms. Archie began to share information regarding the accounting job market outlook. There are roughly 27,000 jobs within the accounting field, including bookkeeping, accounting, auditing clerks, payroll and timekeeping clerks, billing and posting clerks and tellers. The median salary for these jobs is roughly \$45,837, which is higher than the national median salary. The job posting activity is about average with 398 job postings per month. According to alumni discussions and surveys, alumni have obtained positions in organizations such as PricewaterhouseCoopers, the Philadelphia Orchestra, and Culture Works of Greater Philadelphia. Some of the job titles include accounts payable clerks, accounting coordinators, staff AP accountant, and associate audit associates. Several students have reported starting off in entry level positions and moving up to higher banking positions within a year or two. The department heads have recently been in contact with recruiters from PricewaterhouseCoopers, Deloitte and Armanino accounting firms with the hopes of increasing our presence on campus and providing students and faculty with insight into the current skills and knowledge that are necessary in today's accounting workforce. Trustee Epps stated that there needs to be aspirational facts given regarding positions and salary. Dean Norment explained that salary and career tracks are discussed in BSL 101, which is the department's first year experience course in business. The instructor provides different trajectories based on the different business programs that are offered at the college. Trustee Clancy asked whether the associate degree level will be more attractive than the bachelor's degree level, because at the bachelor's degree level, the salary would be more but maybe there's more opportunity at the associate's level. He also asked what the department was hearing about AI and the impact on accounting. Ms. Archie replied that there hasn't been much discussion in terms of AI. The department hasn't had their advisory meeting yet, for the semester. When the meeting was last held, AI wasn't prominent at that point. Trustee Epps responded to Trustee Clancy that 98% of the listed jobs presented will be replaced by technology. Trustee Ireland stated that the lower-level jobs will be replaced by AI, but not immediately.

Dr. Birge – Caracappa shared the enrollment increase recommendation. This is a program that recovered from a dip due to COVID, but now the program is growing, and it is believed the program can continue to grow. Ms. Archie stated that one of the remaining action items for the program is to develop a schedule of courses that will give students additional opportunity to plan ahead and successfully complete their degree path.

The department is currently developing a set schedule of courses from one semester to the next, so that students can register for courses and schedule accordingly in response to key changes in the industry, increased data analytics content and a higher level of accounting courses. The program is looking to increase the number of accounting tutors to be able to adapt to the different schedules of students, including face to face and virtual tutoring sessions.

Trustee Fulmore-Townsend thanked the guests and asked Dr. Marshall her thoughts regarding the accounting program. Dr. Marshall stated that accounting has a strong program and was pleased with how they've been able to maintain their enrollment numbers post COVID as they head back up to pre COVID numbers. Although it is an A.A.S degree, many of the of the program's students transfer. In some ways, the program is more rigorous than similar programs at other institutions. They maintain rigor ensuring that their programs and courses are adequately preparing students for the field. The program is also making efforts around diversifying the faculty and student demographics for historically underrepresented groups. Dr. Marshall made a recommendation to approve the program. Trustee Posoff asked if new accounting faculty hires were among the faculty hiring numbers discussed earlier. Dr. Marshall informed her that the accounting faculty is not currently on the list. Trustee Posoff asked for clarification on the recommendation and the number of years. Dr. Marshall clarified that the program should be approved for the next 5 years. Trustee Fulmore-Townsend agreed with Dr. Marshall and asked to have a motion from a Board member to approve the accounting APR and approve the program for another five years. Trustee McPherson moved to approve, and Trustee Clancy seconded. The motion was unanimously approved.

# Community College *of* Philadelphia

## Academic Program Review: Accounting A.A.S.

Authors: Ruqayyah Archie, Dawn Sinnott, Elizabeth Gordon, Amy Birge-Caracappa  
Spring 2024



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# 1. Executive Summary

## A. Program Context

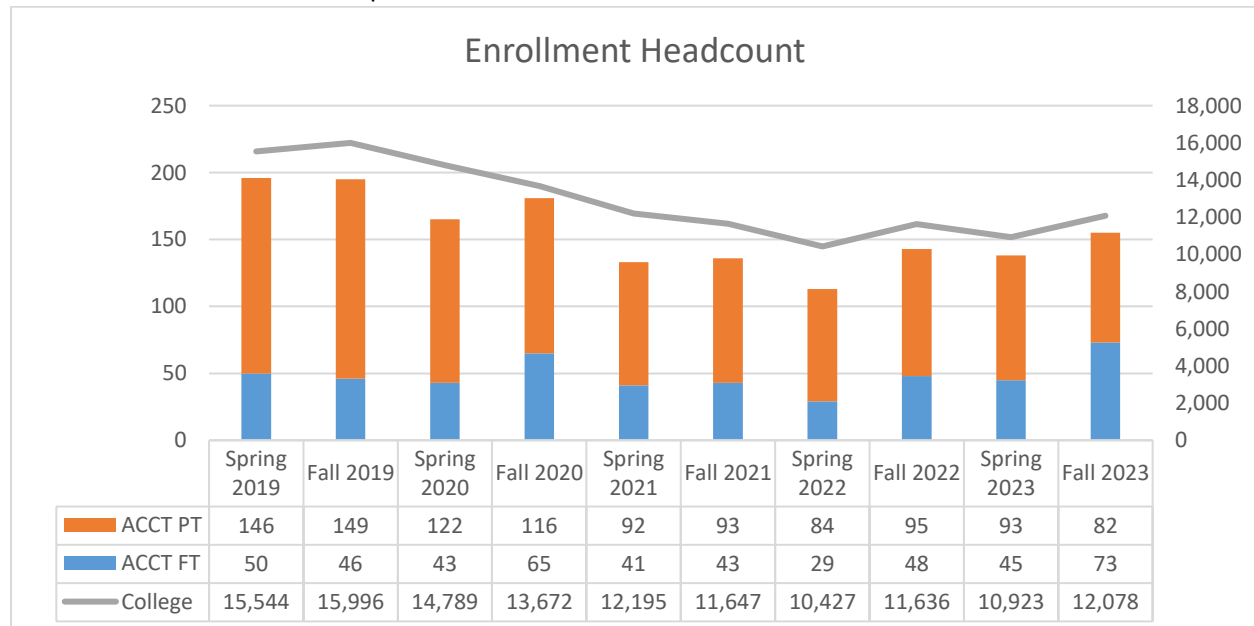
Since the previous audit, the Accounting program has seen growth in enrollment following a dip during the COVID-19 pandemic. In Spring 2021, the program revised its entry requirements and aligned general education courses in the program sequence. Core courses ACCT 101 and ACCT 102 were also updated so that the content better reflects the concepts and skills that are used commercially and required to pass the Certified Public Accountant (CPA) exam. The Accounting program serves students in a number of ways outside of the classroom, including a partnership with Campaign for Working Families (CWF) to provide opportunities for students to earn their IRS Advanced Tax Preparer certification and become Tax Associate Interns, supporting struggling students by offering them assistance on the course content, referring them to the Learning Lab and other College resources that help alleviate personal issues and allow students to focus on their studies. Accounting students have obtained positions at various accounting firms, including Baker Tilly, PricewaterhouseCoopers, Deloitte, and Kreisler Miller. Students have also found employment within the accounting departments of companies such as Comcast, Philadelphia Gas Works, Aramark, and Exelon. Several students have reported starting off in entry-level positions and moving up to higher ranking positions within a year or two.

## B. Key Findings

### Enrollment and Demographics

#### Enrollment

1. The average enrollment in the Accounting AAS program between Spring 2019 and Fall 2023 was 156 students per semester.



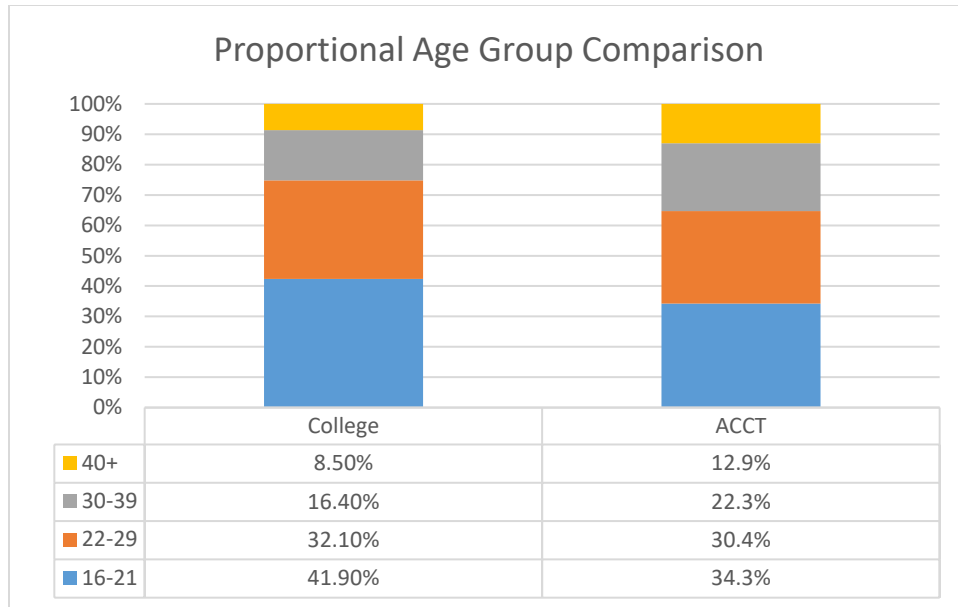
2. On average, the Accounting program (ACCT) enrolled a comparable proportion of full-time students (31.2%) to that of the College overall (30.4%).

Demographics

3. Over the period studied, the Accounting program enrolled a smaller average proportion of students identifying as Black females (17.9%) than the College’s overall (30.4%).
4. The program enrolled a larger average proportion of students identifying as Asian females (14.7%) than the College’s overall (5.9%).

ACCT		Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
<b>Amer Indian or Alaskan Native</b>	Female	0.5%	0.5%	0.0%	0.0%	0.0%	0.7%	0.9%	0.0%	0.0%	0.0%	0.3%
	Male	0.0%	0.0%	0.0%	0.6%	0.8%	0.7%	0.9%	0.7%	0.7%	0.6%	0.5%
<b>Asian</b>	Female	13.3%	13.8%	14.5%	13.8%	15.8%	16.2%	19.5%	14.7%	15.9%	9.7%	14.7%
	Male	7.7%	5.1%	5.5%	5.0%	6.0%	8.1%	9.7%	8.4%	8.0%	10.3%	7.4%
<b>Black</b>	Female	17.9%	16.4%	18.2%	17.7%	16.5%	19.9%	15.0%	17.5%	18.1%	21.9%	17.9%
	Male	10.7%	17.4%	10.3%	10.5%	9.0%	12.5%	10.6%	13.3%	20.3%	13.5%	12.8%
	Unknown	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.1%
<b>Hispanic</b>	Female	11.7%	7.7%	10.3%	10.5%	9.8%	7.4%	6.2%	11.9%	10.1%	12.9%	9.8%
	Male	5.6%	7.2%	4.8%	5.0%	4.5%	3.7%	3.5%	5.6%	4.3%	9.0%	5.3%
<b>Multi-Racial</b>	Female	0.0%	0.5%	0.6%	1.1%	1.5%	1.5%	2.7%	1.4%	0.7%	0.0%	1.0%
	Male	1.0%	2.1%	1.8%	1.1%	0.8%	1.5%	0.9%	1.4%	1.4%	0.6%	1.3%
<b>Other/Unknown</b>	Female	0.5%	0.5%	2.4%	3.9%	3.0%	0.7%	0.0%	0.7%	1.4%	3.2%	1.6%
	Male	3.1%	2.1%	1.8%	2.2%	0.8%	0.7%	0.9%	0.7%	1.4%	0.0%	1.4%
	Unknown	0.5%	0.0%	0.0%	0.0%	0.8%	0.7%	0.9%	0.0%	0.0%	0.0%	0.3%
<b>Pacific Islander</b>	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.1%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.1%
<b>White</b>	Female	15.3%	13.8%	17.6%	17.7%	18.8%	16.2%	19.5%	15.4%	7.2%	7.1%	14.9%
	Male	12.2%	12.3%	12.1%	11.0%	12.0%	9.6%	8.0%	7.0%	9.4%	9.0%	10.3%
	Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.7%	0.7%	0.6%	0.3%

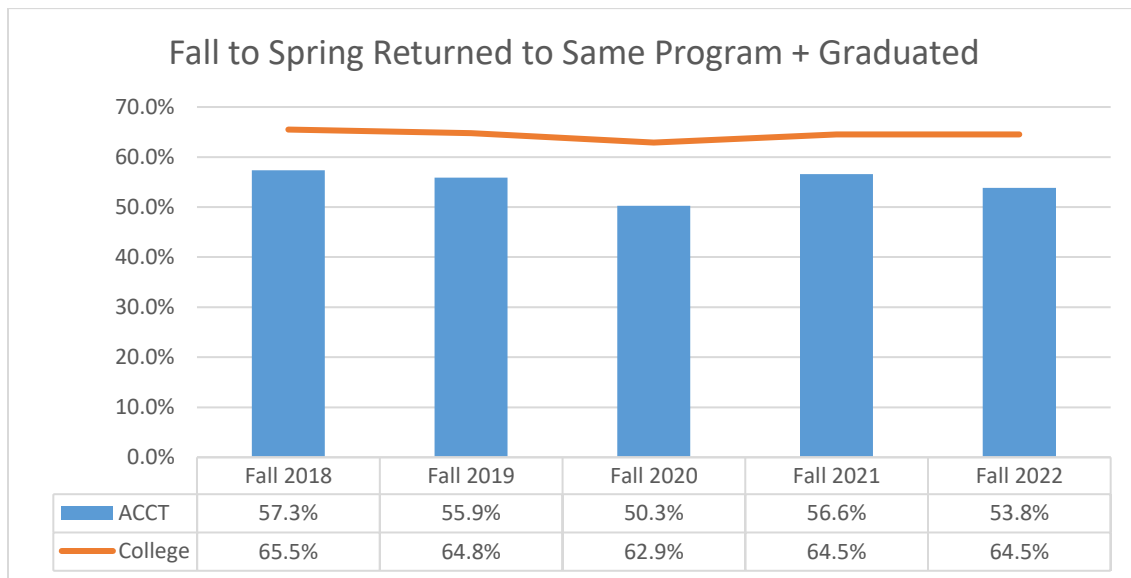
5. The program enrolled a larger proportion of students between 22 and 39 years of age (52.7%) than the overall College average (48.5%).



**Retention**

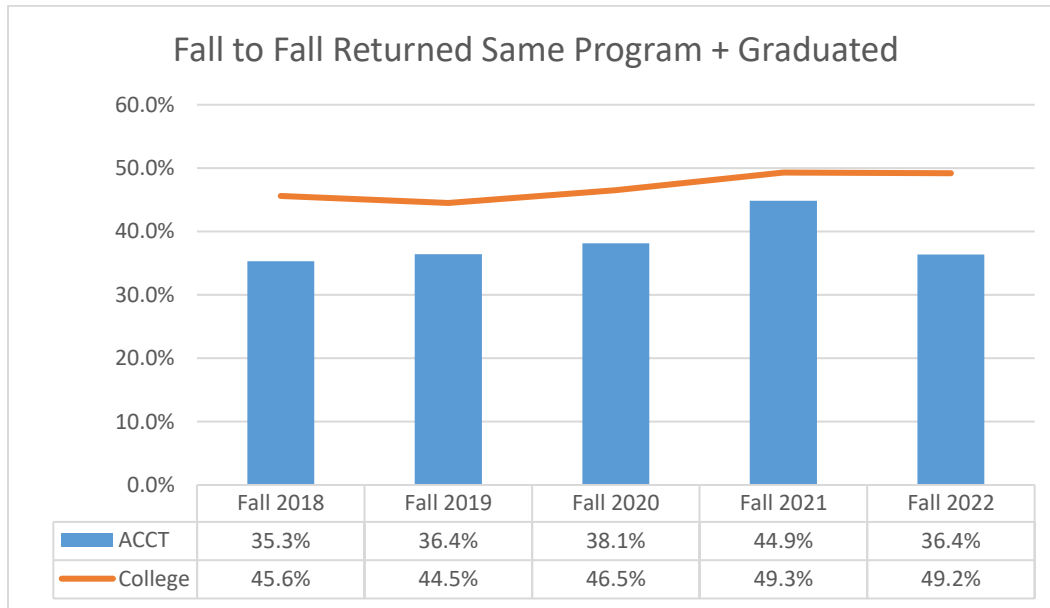
Fall to Spring

6. Over the period studied, the proportion of Accounting students who returned to the same program from one semester to the next (52.6%) was lower than that of the College overall (61.1%).
7. The Program’s average proportion of students who returned to a different program from one semester to the next (13.7%) was higher than that of the College overall (3.9%).



Fall to Fall

- 8. Between Fall 2018 and Fall 2022, the proportion of Accounting students who returned to the same program from one year to the next (30.1%) was lower than that of the College overall (35.1%).
- 9. The Program’s average proportion of students who returned to a different program from one year to the next (16.8%) was higher than that of the College overall (6.7%).



**Success and Graduation**

- 10. Over the period studied, the Accounting program awarded a total of 75 A.A.S. degrees.

**Transfer**

- 11. The transfer data studied include students whose first semester at CCP was between 2015-2021 and whose last CCP major was Accounting.
- 12. Over the period studied, 33.3% of program graduates transferred to another institution.
- 13. Of the 116 students who transferred, 50% left before earning 12 credits.

**Advisory Committee**

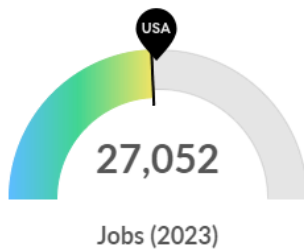
- 14. The program has developed a strong advisory committee that works with faculty to identify the industry changes and how they impact the curriculum. The advisory committee is made up of various industry professionals, including accounting faculty from some of the college’s transfer partners. The committee has discussed best practices for preparing students to take the CPA exam and to gain skills related to data analytics. The courses and curriculum within the program are updated based on the recommendations of the faculty and the advisory committee.

**Assessment**

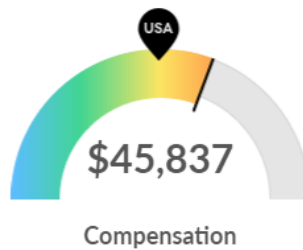
15. Assessments are current and include a detailed assessment plan documenting assessment practices for each core accounting course supporting program PLOs. The plan indicates that assessment data includes direct assessment, from multiple measures, to be collected each semester, and will be reviewed by faculty. Each year’s assessment summary includes an action plan for improvement and evidence of improvement indicating strong faculty support and participation.

**Workforce Development**

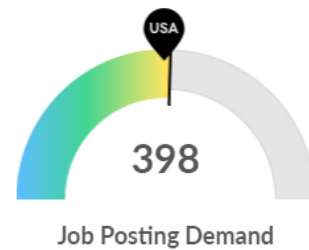
Average Job Posting Demand Over an Average Supply of Regional Jobs



Your area is about average for this kind of job. The national average for an area this size is 28,200\* employees, while there are 27,052 here.



Earnings are high in your area. The national median salary for your occupations is \$43,338, compared to \$45,837 here.



Job posting activity is about average in your area. The national average for an area this size is 386\* job postings/mo, while there are 398 here.

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

**Professions included in Workforce Development query:**

- Bookkeeping, Accounting, and Auditing Clerks (43-3031)
- Payroll and Timekeeping Clerks (43-3051)
- Billing and Posting Clerks (43-3021)
- Tellers (43-3071)

**Cost**

16. The Accounting program now offers students first-day, which gives students access to course materials at the start of the course. The cost of the textbook is now included in tuition, eliminating the need for students to purchase the course materials.

## B. Response to Prior APR (2019)

### Enrollment and Demographics

1. Explore the reasons peer Accounting AAS program completions are growing. Assess and apply appropriate tactics.

**Program Response:** Peer Accounting AAS programs exist at Bucks, Delaware, and Montgomery County Community Colleges. In recent years, the COVID-19 pandemic had an impact on graduation, enrollment, and retention numbers in higher education institutions across the globe. With the onset of the pandemic in March of 2020, the number of graduates from Bucks, Delaware, and Montgomery County Community Colleges increased, while the number of graduates from CCP decreased. All peer programs maintained fairly the same number of graduates in 2021, with the exception of Bucks County Community College, experiencing a 57% decrease in the number of graduates. Analysis of peer Accounting AAS programs, Delaware and Montgomery County Community Colleges shows that these programs do not include higher-level accounting courses in their curriculum such as Auditing, Intermediate Accounting, Nonprofit Accounting, and Advanced Accounting. On the other hand, Bucks County and CCP offer these higher-level courses and eliminate courses such as Professional Bookkeeping and Payroll Accounting, making the programs more rigorous than their peers. The program will continue to monitor the number of graduates at peer institutions along with the courses that are offered in each program. Continuous discussions with faculty and advisory committee members will help the program to determine which courses are appropriate and necessary for students to enter the accounting workforce or transfer to a four-year institution.

### Retention

2. Investigate reasons students depart from the Program within the first twelve credits. Apply appropriate remediation.

**Program Response:** The majority of students who departed from the College prior to earning twelve credits cited personal finances or other personal situations as the reason for their departure. Students have been referred to the College's Single Stop, where they provide resources such as food, health insurance, legal aid, childcare, and cash or other subsidies. These resources help students manage and overcome personal and financial barriers that might keep them from continuing their education. The program works to inform students about the services that Single Stop offers in BUSL 101, which is one of the first courses that students take within the Accounting major. Additionally, students are directed to the Financial Aid office if they are experiencing financial difficulties that are keeping them from paying tuition and continuing with their studies.

3. Survey faculty and staff in the Business, Entrepreneurship, and Law Pathway and across the College about their perceptions of students' goals and work and transfer options. Correct misconceptions if found.

**Program Response:** Accounting faculty perceive that 50% of Accounting majors transfer to a four-year program while the other 50% of accounting majors enter the workforce. This conclusion is based on feedback provided from students in the classroom and students that faculty have advised

throughout the program. Faculty have noted that they tailor their lessons to include workforce practices as well as textbook and technical skills that will allow students to be successful whether they transfer to a four-year program or enter the workforce. Real world scenarios are also presented to students to give them hands-on learning experiences that can be applied in the workforce.

The program will survey additional staff and faculty across the BEL Pathway and the College to determine their perceptions of students' goals and work and transfer options. Knowing the perceptions of staff and faculty will help to correct any misconceptions and in turn make changes to how we advise students and tailor curricula and course lessons to coincide with student's goals.

4. Survey students on their post-graduation transfer or work goals. Inform faculty per recommendation #3, above.

**Program Response:** Most Accounting majors plan to transfer to a four-year college or university to complete a bachelor's degree and subsequently take the Certified Public Accountant examination. While most students have the goal of transferring to another institution, a number of students seek employment in the accounting field upon graduation from the College. Students can obtain positions such as accounts payable clerk, staff accountant, accounting coordinator, and audit associate upon completion of their degree. Some students will enter the workforce as well as continue their education upon completion of their degree. These students note the need to gain employment as soon as possible to be able to afford to continue their education. An alumni survey shows that 31.6% of Accounting major graduates are not enrolled in another college or university and have no plans to continue their education. Another 31.6% are not enrolled in a college or university, but they plan to continue their education in the future.

5. Review the BUSL 101 curriculum to ensure that students are correctly being informed of their work and transfer options. Correct if necessary.

**Program Response:** BUSL 101 was updated in 2021 to add new activities that focus on academic and career professionalism, exploration of popular careers and employers in the Philadelphia region; business literacy; and leadership (of both self and others). The course provides career and transfer planning, and provides students with an understanding of business careers, including accounting. Students learn about their work and transfer options through assignments in the course along with visits from the college's Career Connections, Counselors, and Advisors. Academic Success assignments help students to improve their chances of achieving academic/career success and to minimize the possibility of making poor choices, such as taking unnecessary courses, progressing through college without a career goal, or leaving school due to difficult external circumstances. Students will also complete Business Career Exploration assignments where they use Career Connections and online resources about popular business careers by exploring early-career or entry-level positions offered by local firms. BUSL 101 appropriately informs students of their work and transfer options in the Accounting field.

6. Implement an education campaign to all internal stakeholders to ensure students are being correctly informed of their work and transfer options.

**Program Response:** Since the 2019 program review, the program has met with the College's Admissions Department, Advising, Counseling, and Transfer offices to discuss the transfer options that are available to Accounting majors. Currently, there are opportunities to transfer the AAS in



Accounting degree to accounting bachelor programs at Rosemont College, Peirce College, Lincoln University, Eastern University, Wilmington University, Chestnut Hill College, and LaSalle University. Students may also transfer to institutions such as Rutgers University, Wilmington University, Alvernia University, or Cheyney University. The AAS in Accounting would transfer to other broader programs, including Business Administration, Finance, Management, or Liberal Studies. A large majority of the College’s graduates transfer to Temple University, however, our AAS in Accounting degree does not provide a direct transfer, causing students to lose credits. In this case, students should choose Business—General or Business—Accelerated as their major to ensure that they receive credit for all of their coursework. We have worked along with internal stakeholders to ensure that students are aware of their options as early as possible in order to make appropriate decisions regarding their major course of study. There has been a continuous effort to streamline the process of informing students of their options, including discussions in BUSL 101 and in the initial admissions process.

The department has worked with Career Connections and faculty to make students aware of internship and workforce opportunities. Representatives from Career Connections have been invited into classrooms to discuss the opportunities that are available to students and encourage the use of Handshake, an online recruiting platform. Students have found these presentations to be helpful because many of them were not familiar with the resources that Career Connections offers, and they have been able to ask questions to help them along the way. When internship or job postings become available, faculty are encouraged to post in their course announcements in Canvas and the Pride Portal, making students aware of the opportunities that are available.

This requires an ongoing effort as transfer agreements change and the workforce continues to grow, change, and develop. The department will continue to meet with internal stakeholders to ensure that students receive the appropriate and necessary guidance related to workforce and transfer options.

- Utilize information gathered from students and faculty to create and implement a plan to meet the three- and five-year retention goals set by the Division and Program.

	3 Year		5 Year	
Headcount	310	60**	350	100***
	# increase/ decrease*	% increase/ decrease	# increase/ decrease	% increase/ decrease
Returned to Same Program	132	42.45%	175	50%
Returned to Different Program	60	19.42%	35	10%
Graduated	29	9.45%	70	20%
Did Not Persist	89	28.68%	70	20%

\*Increase in Returned to Same and Graduated. Decrease Returned to Different and Did Not Persist.

**Notes:** The former Dean of Business and Technology arrived at the numbers above using an undocumented process. The Office of Assessment and Evaluation adds the following to provide clarity to this recommendation from the prior APR:

\*\* A headcount of 310 represented an overall increase of 60 students for the 3-year goal based on the baseline of 250 students at the time of this table’s generation.

\*\*\* A headcount of 350 represented an overall increase of 100 students for the 5-year goal based on the baseline of 250 students at the time of this table's generation.

**Program Response:** The program has developed a plan for meeting retention goals and recruiting new students. The COVID-19 pandemic had an impact on enrollment and retention numbers for colleges and universities across the globe. Many students opted out of taking online courses with the idea of returning to campus when it was safe to do so. Unfortunately, a few weeks turned into well over a year, decreasing retention numbers. As we started to move away from the height of the pandemic, steps were taken to improve retention as well as increase enrollment numbers; however, it is expected that it will take some time to increase enrollment, given the impact of the pandemic. Faculty will revise and guide students each semester to determine what courses they have remaining and assist them with selecting courses and registering for classes if necessary. The program has offered more on-campus sections of ACCT 101 and ACCT 102, which are the core Accounting courses that serve as prerequisites for more advanced courses. Students have been surveyed to determine what their preferences are in terms of course modality and days and times for face-to-face courses. Faculty will post announcements in the Canvas courses to remind students to register and provide them with the dates that registration becomes available each semester.

The division holds orientation events as well as open house events for prospective and new students. These events allow students to become familiar with the various resources that the College offers and provide them with information on who to contact for certain issues that they might encounter. Students are also provided with information on the various majors that the division offers and gives them an opportunity to ask any questions they may have on the program of their choice. Faculty and the department head will continue to correspond with high school CTE programs to inform them of the programs that we offer and recruit high school students to the College. Additionally, the program will seek college fairs and other community events to increase awareness of the Accounting program at the College.

8. Ensure all instructors are using Starfish early warning system. Conduct or request professional development if not.

**Program Response:** While there are faculty members who use Starfish to communicate with students who are performing well and those in need of intervention, not all faculty are regularly utilizing Starfish. Roughly 57% of both full-time and part-time accounting faculty have used or are currently using Starfish to keep students abreast of their progress throughout their Accounting courses. Faculty have noted that they often don't receive responses from students, which is the primary reason why some faculty have stopped using the tool. Faculty have been provided with the Starfish guide as well as the schedule for providing feedback during the Fall 2023 pilot. Faculty have also been provided with the training schedules for first-time Starfish users and refresher training for anyone who has used Starfish in the past. The department recognizes that Starfish is an effective tool for providing feedback to students and will continue to encourage faculty to utilize this resource as a means to track and communicate student progress.

### **Workforce Development**

9. Survey alumni regarding career placement.

**Program Response:** An alumni survey was conducted for students who graduated 2018-2022. This study revealed that 35.3% of accounting majors are employed in a job that is related to their major. Alumni obtained positions in organizations such as PricewaterhouseCoopers, the Philadelphia Orchestra, and CultureWorks of Greater Philadelphia, with job titles including accounts payable clerk, accounting coordinator, staff accountant, and audit associate. Of the alumni surveyed, 36.4% felt that their education at Community College of Philadelphia prepared them for their present employment. A large majority of students are working in full-time positions, and 60% of Accounting alumni reported that they did not have a change in employment status since graduating from the College.

The department will continue to conduct alumni surveys to keep up-to-date information on career placement for alumni. This will help to appropriately direct current students and create partnerships with employers throughout the Philadelphia area. We will continue to work with Career Connections to place students in internships while they are completing their studies and assist them with finding employment upon graduation. The department will also make efforts to discuss job requirements with local employers and members of the advisory board to ensure that students are learning the necessary knowledge and skills to join the accounting workforce & successfully pass the CPA exam.

### Assessment

10. Analyze the assessment for Accounting 101 in light of the fact that students in that course meet the benchmark for the assessment but a large number of students fail or withdraw from the course. If appropriate, make changes based on the analysis.

**Program Response:** Accounting 101 was revised in 2022 to better reflect the concepts and skills that are being taught and assessed in the classroom. With this revision, the course description and course learning objectives have been updated to meet current accounting practices and ensure that students are developing the skills and knowledge that will allow them to be successful in their advanced accounting courses and the accounting workforce. Along with the course revision, faculty updated the assessment problems that are used to evaluate student performance in ACCT 101. For many students, ACCT 101 is their first accounting course, and the concepts can be overwhelming, often causing students to fail or withdraw from the course. Additionally, students have withdrawn from the course due to issues obtaining the textbook. The department updated the textbook in Fall 2021 and now offers first-day, giving students access to course materials at the start of the course. The cost of the textbook is now included in tuition, eliminating the need for students to purchase the course materials.

In Fall 2018 prior to these changes only 63% of students who completed ACCT 101 were successful earning a grade of C or better. However, as of Fall 2022, following these changes, 70% of students who completed ACCT 101 successfully passed with a grade of C or better. We also have a designated accounting tutor available to support students in the Learning Lab.

The department will continue to analyze the assessment for ACCT 101 to determine if there are still issues with students failing and withdrawing from the course since implementing the course revision, textbook update, first day, and updated assessment problems. This information will help faculty to determine what teaching methods can be implemented into the face-to-face and online

classroom to decrease the number of unsuccessful students, determining the necessary updates to the curriculum, and the selection of assessment problems.

C. Action Items

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

**Enrollment and Demographics**

1. Increase enrollment as follows:

Benchmarks			Fall 2025 Projection		Fall 2027 Projection		Fall 2029 Projection	
Fall 2019 Headcount (Pre-COVID Benchmark)	Fall 2023 Headcount		N	% increase*	N	% increase	N	% increase
195	155	Low range	163	5.2%	180	10.4%	197	9.4%
		High range	204	31.6%	252	23.5%	300	19.0%

\*Increase from Fall 2023 headcount

\*\* “Low range” projections reflect expected growth given few to no successful enrollment interventions; “High range” projections reflect expected growth if planned interventions are successful.

**Person responsible:** Admissions and Enrollment Management in collaboration with Dean and Department Head

**Timeline:** Fall 2025 through Fall 2029

**Program Growth**

2. Given that all courses do not run each semester, develop a schedule of courses that will give students additional opportunity to plan their degree path.

**Person responsible:** Department Head, Department Coordinator with College support

**Timeline:** Spring 2024 through Spring 2025

3. In response to key changes in the industry, increase data analytics content in higher-level Accounting courses.

**Person responsible:** Department Head, Curriculum Development, Department Coordinator with College support

**Timeline:** Spring 2024 through Spring 2025

**Student Success**

4. Work with the Learning Lab to increase the number of accounting tutors

**Person responsible:** Department Head, Learning Lab, Department Coordinator with College support

**Timeline:** Spring 2024 through Spring 2025

### Assessment

5. Update program learning outcome language in the first two PLOs. Since 2015, the College has been eliminating “demonstrate an understanding” in course and program learning outcome language. Consider alternatives such as “Prepare financial statements according to Generally Accepted Accounting Principles (GAAP), prepare journal entries, and complete the accounting cycle using computerized general ledger software” and “Apply managerial and cost accounting concepts in . . .”.

**Person responsible:** Department Head, Department Coordinator, Dean, Curriculum Development

**Timeline:** Spring 2024 through Spring 2025

6. Track the progress of ACCT 201, ACCT 202, and ACCT 203 with the new textbooks to determine if the courses require further updating.

**Person responsible:** Department Head, Department Coordinator, and DCAFs

**Timeline:** Spring 2024 through Fall 2025

### Workforce Development

7. Reestablish ties with the National Association of Black Accountants to get students engaged within the accounting community.

**Person responsible:** Department Head, Department Coordinator with College support including Student Life/Development

**Timeline:** Spring 2024 through Fall 2025

## D. Narrative

The Accounting program prepares students to enter the workforce or transfer to a four-year institution upon completion. The program provides students with training in accounting theory and generally accepted accounting principles (GAAP) that allow them to manage a company's financial information as well as make financial decisions based on the financial data. Students graduating with an AAS in Accounting will possess knowledge and skills related to financial accounting, managerial accounting, tax accounting, cost accounting, auditing, and non-profit accounting. These skills will allow them to enter the workforce upon graduation and thrive in various business settings. For students who desire to continue their education, there are a number of colleges and universities that will accept most and in some instances all of their academic credits when transferring to a four-year institution.

The Accounting program partners with Campaign for Working Families (CWF) to provide opportunities for students to become Tax Associate Interns. Students who work with CWF go through an intensive bootcamp, become IRS certified, and on average volunteer/intern over 100 hours from the months of January through April each year. Students help prepare low-income families' taxes for free and gain applicable skills to the accounting field. This is an opportunity for students to start a career in accounting while they are enrolled in the accounting program. Students who are enrolled in the Accounting program have the opportunity to join the National Association of Black Accountants (NABA) and obtain internships with the Campaign for Working Families (CWF). The program will continue their partnerships with CWF as well as explore other accounting organizations in the area that can be beneficial for students.

The faculty consists of three full-time faculty and five part-time faculty. All faculty have extensive industry experience, including accounting management, owning and operating accounting firms, and serving as director of taxation. In addition, a number of faculty hold Certified Public Accountant designations as well as various other designations such as Certified Management Accountant and Certified Fraud Examiner. Faculty within the department often keep in contact with students who have graduated and either immediately entered the workforce or went on to attend a four-year college or university. Students have obtained positions at various accounting firms, including Baker Tilly, PricewaterhouseCoopers, Deloitte, and Kreisler Miller. Not only have students reported working for accounting firms, but they have also found employment within the accounting departments of companies such as Comcast, Philadelphia Gas Works, Aramark, and Exelon. A number of students have reported starting off in entry-level positions and moving up to higher ranking positions within a year or two.

The program tracks student progress through course grades and assessment results that determine whether or not students are meeting the learning outcomes in each course. Faculty develop assessment problems and/or exercises that are assigned in each course to determine if students are successfully achieving the course learning outcomes. Assessment data is then used to create an action plan for making changes to instruction, adopting additional course materials, or making changes to textbooks and other resources. Student learning is assessed each semester for each course section taught. Once assessment data is compiled, the department meets to

review the assessment results and propose changes that can be made to improve student success, as evidenced by meeting the benchmarks for each of the course learning objectives. The department will identify the parties that are responsible for making the necessary changes, and in some instances, a plan for making the changes will also be developed. Each semester, previous changes are discussed and reassessed to close the loop and ensure that the changes have successfully improved student learning. If the changes have not been effective, faculty will discuss alternatives and continue to assess the changes that are made from one semester to the next.

Faculty support struggling students by offering them assistance on the course content, referring them to the Learning Lab, or referring them to the Center on Disability. The Learning Lab has a designated tutor for accounting courses who is familiar with the content of each course. Faculty often use Starfish to alert both students who are struggling and students who are performing well, allowing students to know where they stand in the course and what they need to do to improve their overall grade in the course. In the event that a student is having issues outside of the classroom, faculty will direct students to College resources such as Single Stop or Office of Collegiate Recovery. These resources provide financial assistance, food, and addiction recovery services that can help alleviate personal issues and allow students to focus on their studies.

There are two key industry changes that the Accounting program will focus on in the next year. These changes include the transition into the “new” Certified Public Accountant examination and integrating data analytics for accounting into the current curriculum. Beginning January 2024, the current CPA examination will be revamped to better serve the evolving role of CPAs. The new CPA licensure and CPA Exam model is a Core + Discipline model where the model starts with a core in accounting, auditing, and tax. All candidates must complete the core part of the exam; then each candidate must choose from one of three disciplines, 1) business analysis and reporting, 2) information systems and control, and 3) tax compliance and planning. In addition, technology knowledge and skills will be tested in all sections of the exam. The accounting profession is now demanding data analytics skills in the workforce to handle the increasing amount of data that is available to address accounting questions. With this change in the profession, it will be necessary to expound upon data analytics in a current accounting course.

The program has developed a strong advisory committee that works with faculty to identify industry changes and how they impact the curriculum. The advisory committee is made up of various industry professionals, including accounting faculty from some of the College’s transfer partners. The committee has discussed best practices for preparing students to take the CPA exam and to gain skills related to data analytics. The courses and curriculum within the program are updated based on the recommendations of the faculty and the advisory committee. In 2022, the Financial Accounting and Managerial Accounting courses were revised to reflect the current industry and the expected learning outcomes. The program will continue to update courses to ensure that students are prepared to work in the ever-changing accounting field.



**HYBRID MEETING OF THE BUSINESS AFFAIRS  
COMMITTEE OF THE BOARD OF TRUSTEES  
Community College of Philadelphia  
February 21, 2024 – 9:00 A.M.**

**Present for the Business Affairs Committee:** Mr. Michael Soileau, (presiding and via zoom), Mr. Rob Dubow (via zoom), Ms. Dominique Ward (via zoom), Mr. Jeremiah White (via zoom), and Mr. Epps (via zoom)

**Present for the Administration:** Dr. Donald Generals, Mr. Jacob Eapen, Ms. Victoria Zellers, Esq., Ms. Marsia Henley, Mr. Derrick Sawyer, Mr. John Wiggins, Dr. Mellissia Zanjani, Mr. Gim Lim, Ms. Danielle Liautaud Watkins (via zoom), Dr. Shannon Rooney, Mr. Vijay Sonty, Mr. Bill Bromley, Dr. Alycia Marshall, Ms. Lisa Sanders, Mr. Sesime Adanu (via zoom), Ms. Karen Rege

**Guests:** Dr. Judith Gay, Vice President Emerita (via zoom), and Ms. Kate McGlinchey (via zoom)

Please note that Attachment A contains a spreadsheet that lists the vendor/consultant, the amount, and the source of funding (i.e. Capital Budget, Operating Budget, Perkins Grant, or Bond Proceeds) which College Administration is seeking approval.

**AGENDA**  
**BUSINESS AFFAIRS COMMITTEE**  
**PUBLIC SESSION**

Mr. Soileau called the meeting to order at 9:01 A.M. Mr. Soileau asked Mr. Eapen to proceed with the first agenda item.

**(1) Purchase of Dell Computers for CIS Classrooms (Action Item)**

**Discussion:** Mr. Eapen stated that the Computer Information Systems (CIS) provides a variety of courses and certificate programs of achievement related to a variety of computing topics.

The CIS department is requesting updated computer systems for four (4) classrooms as the existing CIS computers in classrooms C3-10, C3-14, C3-20, and B2-27 are near the end of their useful life. Updating classrooms with current technology provides a critical role in expanding student/staff capabilities and overall productivity.

Mr. Eapen stated that special pricing was obtained through COSTARS (Commonwealth of Pennsylvania's Cooperative Purchasing Program). Dell is leveraging our COSTARS agreement which allows for a standard 9% discount. (120 CPU's and Monitors that include 3 years maintenance and support).

The attached Dell Equote 3000171263855.1 (see Attachment B) contains a detailed listing of all the technology components including maintenance and support. The source of funding is from the Perkins Grant.

Mr. Soileau asked about the number of computers the College purchased for classrooms and workspaces. Mr. Eapen replied that as of July 1, 2023, there were 488 desktops, 7 laptops, and 4 servers.

Mr. Soileau asked about the purchase of computers for the students. Mr. Eapen replied that the College has an arrangement with PCsforPeople which allows non-Pell students to pay \$50 for laptops, and Pell students pay \$25. Mr. Eapen also mentioned that these are refurbished computers, and there were 539 computers purchased by students for Fall 2023 and Spring 2024.

Mr. Soileau stated that staff is requesting that the Business Affairs Committee recommends to the full Board the purchase of Dell computers at the cost of \$161,169 with Perkins funds.

**Action:** Mr. Dubow moved, and Ms. Ward seconded the motion that the Business Affairs Committee recommend to the full Board to purchase Dell Computers for classrooms at the cost of \$161,169 with Perkins funds. The motion passed unanimously.

(2) **Purchase of Dell Computers for Architecture Design & Construction (ADC) Center (Action Item)**

**Discussion:** Mr. Eapen stated that the he ADC program consists of 3 classrooms totaling 99 computers in all. The first classroom of 37 was replaced in the Fall of 2023 with 62 units remaining. In reviewing all technology options, cost, unit capabilities and availability were primary considerations. Upgrading the ADC classroom with current technology provides a critical role in expanding student/staff capabilities, learning outcomes and increasing the overall productivity.

Mr. Eapen also stated that Dell leverages our COSTARS (Commonwealth of Pennsylvania's Cooperative Purchasing Program) agreement and typically allows for a standard 9% discount off the list price. Additional special pricing was leveraged due to overall quantity of the combined orders through COSTARS resulting in additional savings to the College.

Dell quote, 300171995796.1, (see Attachment C) contains a full detailed listing of all the technology components and the source of funding.

Mr. Soileau asked about the balance of Perkin funds. Mr. Eapen replied that by the end of the fiscal year, we will be using all the funds.

Mr. Dubow asked if the Perkins funds were on schedule to be utilized by the end of the fiscal year, and Mr. Eapen responded that they will be.

Mr. Soileau stated that the staff is requesting that the Business Affairs Committee recommend to the full Board, the purchase of Dell computers at the cost of \$222,351 with Perkins Funds.

**Action:** Mr. White moved, and Mr. Dubow seconded the motion that the Business Affairs Committee recommend to the full Board to purchase Dell computers at the cost of \$222,351 with Perkins funds. The motion passed unanimously.

**(3) Contract with eLumen (Action Item)**  
**Contract with Watermark (Action Item)**

**Discussion:** Dr. Rooney stated that the College currently uses the software formerly known as AEFIS (now known as HelioCampus) to collect and analyze data related to assessment and outcomes. Dr. Rooney stated that AEFIS had challenges which were revealed during the Middle States accreditation preparation process in 2023. At that time Dr. Alycia Marshall and Dr. Shannon Rooney charged the Office of Institutional Effectiveness with identifying alternative technologies for consideration at the conclusion of the AFEIS contract in 2024.

Dr. Rooney also stated that that the goal of this RFP process was to replace AEFIS, which has not met the mark for the College on the academic nor the administrative side. CCP has only been using AEFIS to capture and report on learning outcomes, but originally wanted one product to do that and to help with administrative and Middle States reporting. AEFIS was meant to capture both but ultimately could not do what CCP wanted or needed administratively.

Dr. Rooney stated as part of the RPF process there was a robust evaluation team of 21 staff and faculty led by Dr. Amy Birge-Caracappa, Director of Assessment, formed. The team included the AVPs of Institutional Effectiveness and Information Technology, and the Dean of Online Learning and Media Services, as well as department heads and faculty members from each academic division of the College. The process involved demonstrations to which the entire College was invited, and which 50 people attended, including academic deans. An RFP was issued on October 31, 2023, and two firms -- eLumen and Watermark -- responded by the deadline of November 29, 2023.

Dr. Rooney stated that through the process, it was discovered that eLumen is the ideal product to capture learning outcomes. Dr. Rooney also stated the extent to which the faculty expressed their support for eLumen is especially important given some issues with full faculty participation in assessment activities in the past. Also appealing is the program's ability to integrate with Canvas.

Dr. Rooney stated that it was simultaneously discovered that the Watermark platform is ideal to help the Institutional Effectiveness and Middle States teams with important projects like strategic planning, accreditation reports and building evidence repositories. Currently, those items are kept inconsistently throughout the institution.

Dr. Rooney stated the IT team recommended that implementation happen in phases. eLumen will be implemented over approximately a 26-week period, and Watermark will be implemented over approximately a 30-week period. Upon completion AEFIS will be phased out.

Mr. Soileau asked who will be the Project Manager. Dr. Rooney stated that the implementation would be a collaborated effort with Dr. Amy Birge-Caracappa, Dr. Sesime Adanu, Mr. Vijay Sonty, Dr. Marshall and the Deans. Mr. Eapen stated that the accountability for implementation will reside with the Associate Vice President of Information Technology, Mr. Vijay Sonty.

After presentations from both in January, the evaluation team including faculty and administrators, overwhelmingly recommended dividing the original scope of work into two separate contracts, purchasing the eLumen assessment management platform for only the assessment of course and program learning outcomes, and purchasing Watermark’s Planning and Self-Study product for the assessment of administrative strategic planning, academic program reviews, and Middle States accreditation. Advantages to this plan include ease of use for faculty leading to greater buy-in, and enhanced functionality for institutional assessment. Given the challenges regarding full participation in assessment activities in the past, the College believes faculty buy-in for these platforms to be crucial. Attached is an Assessment Software Implementation Timeline ([see Attachment D](#)).

		Watermark Planning & Self Study 3-year contract	eLumen 3-year contract	Total
Year 1	One-time fees	\$7,000.00	\$8,000.00	\$15,000.00
	Ongoing costs	\$62,757.25	\$33,506.00	\$96,263.25
	Total	\$69,757.25	\$41,506.00	\$111,263.25
	Year 2	\$67,297.83	\$35,181.00	\$102,478.83
	Year 3	\$72,201.66	\$36,940.00	\$109,141.66
	Total	\$209,256.74	\$113,627.00	\$322,883.74

Mr. White asked about students who don't perform well in Math and English. Dr. Marshall responded that there are specific objectives for student metrics who are taking Math and English. Ms. Ward asked about integration into Canvas, specifically how are we benchmarking their success. Dr. Rooney responded these platforms allow the Institutional Effectiveness Department to easily produce reports.

To ensure continuity in service, staff is also recommending extending its contract with AEFIS for twelve months at the cost of \$95,481.

Mr. Soileau stated that staff is requesting that the Business Affairs Committee recommend to the full Board, to contract with both eLuman (\$113,627) and Watermark (\$209,257) for a total cost of \$322,884. These funds will be from the operating funds.

**Action:** Mr. Dubow moved, and Ms. Ward seconded the motion that the Business Affairs Committee recommend to the full Board to contract with both eLuman (\$113,627) and Watermark (\$209,257) for a total cost of \$322,884. These funds will be from the operating funds. The motion passed unanimously.

#### **(4) Faculty e-Portfolio Software (Action Item)**

Dr. Marshall stated that the College is proposing to enter into a 5-year agreement with Interfolio for a software to automate the process of faculty management. Over the past three years, the College has had an average of 10 faculty who apply for promotion (Assistant to Associate or Associate to Full Professor) and five faculty who receive tenure through an application and review process. These numbers do not include faculty who are promoted from Instructor to Assistant Professor. The College's current review process for promotion involves several stages of comprehensive review (Department Head, Dean, Academic and Student Success Council, Provost/Vice President of Academic and Student Success and President). This extensive review process involves a thorough assessment of a promotion dossier that includes documentation provided by the applicant to support their performance in Teaching Effectiveness/Support for Student Learning, Service to the Students, Contributions to the Life of the College, Service to the Profession, CV, Teaching/Advising Philosophy, 2 Peer Evaluations, and additional Evaluative Criteria from their departmental plan such as instructional materials, student evaluations of teaching and course syllabi.

Currently, faculty upload documents for promotion as a PDF eportfolio to a Sharepoint site. These documents generally are 100-300 pages per applicant. However, because these portfolios are a PDF, it is difficult for faculty to include images, audio and video. Managing and securing access to the PDF portfolios for various stakeholders including department heads, deans, the Provost and the President at differing times over the course of the promotion timeline is both a cumbersome and time-consuming manual

process. Approvals for promotion are documented manually on a tracking sheet in Excel in the Office of the Provost.

Additionally, each faculty member (full-time and adjunct faculty) should be evaluated by their Department Head once a year and all full-time faculty are eligible to apply for sabbatical after six full years of service to the College. Annual evaluations of faculty as required by the CBA are held at the division level. Many are in paper format, and there is no comprehensive list or institution-wide tracking system. Currently the College has a total of about 334 full-time faculty (23-24) and about 788 (22-23) part-time faculty. Dr. Marshall stated that we are hiring 21 new full-time faculty in the Fall. All tracking regarding eligibility of faculty for promotion and tenure as well as sabbatical and evaluation processes is currently a joint effort between the Human Resources Department and Academic and Student Success Division through the use of manual tracking and excel spreadsheets which is not only time consuming, but open to human error. Faculty that apply for promotion must track and document their activities for the life of their career. This includes relevant training and professional development they may engage in at the College.

This software will streamline the evaluation, promotion and tenure processes, create operational efficiency in alignment with the newly revised strategic plan, and ensure data security through role-based permissions. This system will be used by all of our credit teaching faculty.

RFP #10198 was issued via Pennbid on October 5, 2023 with proposals due October 20, 2023. The College received three proposals, (1) Watermark Insights, (2) Interfolio, (3) Allegro Learning Solutions. (See attachment E).

A team of faculty and administrators worked to review proposals and select two vendors, Interfolio and Watermark Insights, to present to the faculty at large on December 15. Interfolio was both the favorite of faculty and was the lowest bidder. Other systems the College reviewed did not have the capability to handle video, audio and image files as well as Interfolio. In addition, Interfolio has no implementation fees and provides 24/7 support directly to the end users via phone or email which was not provided by the other vendors.

The College negotiated with Interfolio to hold a flat rate for the first three years of the contract and a year-over-year price increase to 2% for years 4 & 5. Year 1 has been prorated to coincide with our fiscal year for budget purposes and ensure timely implementation. Pricing is as follows:

Year 1	Pro-Rate from March 2025 - June 2028	\$15,402
Year 2		\$52,416
Year 3		\$52,416
Year 4		\$52,416
Year 5		\$53,464

Mr. Soileau stated that to become best in class, we need to have the best in class systems. These types of investments will get us there.

**Action:** Mr. Dubow moved and Mr. White seconded the motion that the Business Affairs Committee recommend to the full Board that the College enter into a 5-year contract with Interfolio at a total of \$226,114 for the period of March 15, 2024 to June 30, 2080. The motion passed unanimously.

**(5) York Compressor Rebuild JCI (Action Item)**

Mr. Eapen stated that the staff seeks approval to enter into a contract with Johnson Controls, Inc. to furnish equipment and services to rebuild and inspect an internal compressor in a York Chiller. This is necessary for maintaining the cooling of five buildings on the main campus (Bonnell, Mint, West, Winnet, and Athletic Center). The following are key points about JCI:

Expertise and Ownership: York is owned by JCI and would be well-qualified to perform the work on the York Chiller. Their familiarity with the equipment could lead to more efficient and effective services.

Critical Infrastructure: There are three (3) chillers covering the cooling needs of multiple buildings. It is crucial to ensure that at least two (2) chillers are operational at all times, especially during peak periods of heatwaves. Repairing and maintaining the chillers in a timely manner is essential for uninterrupted cooling.

Cost and Timing: The proposed cost of \$153,010 is reasonable considering the scope of work involved. Additionally, completing the work by the end of March, 2024 ensures that the cooling systems will be ready for the upcoming cooling season in April, 2024.

Vendor Relationship: JCI is a COSTARS vendor and also one of our contracted proposed vendors for HVAC projects throughout the campus. The cost is based on COSTARS pricing.

Staff is requesting that the Business Affairs Committee recommend to the full Board that the College enter into a contract with Johnson Controls, Inc. in the amount of \$153,010 using capital funds.

**Action:** Mr. Dubow moved and Mr. White seconded the motion that the Business Affairs Committee recommend to the full Board that the College enter into a contract with Johnson Controls, Inc. in the amount of \$153,010 using capital funds. The motion passed unanimously.

**(6) Resolution: Capital Budget request to PDE – Health Life Sciences and Great Hall Projects (Action Item)**

Attached is the resolution for capital budget request to PDE. The College requested \$45,000,000 in FY 2022-2023 for the Health and Life Science building. Based on the advice of Mosaic, the cost for the building is projected at \$60,000,000. Hence, the College has to submit an application along with a resolution of the Board of Trustees for the additional \$15,000,000. The College will also seek funding for the renovation of the Great Hall in the amount of \$825,000 for renovation and upgrades to audio visual equipment (See Attachment F).

The meeting adjourned at 9:47 AM



**ATTACHMENT A**  
**FUNDING FOR ACTIONS ITEMS**  
**MEETING OF THE BUSINESS AFFAIRS**  
**COMMITTEE OF THE BOARD OF TRUSTEES**  
**AGENDA: February 21, 2024**

<b>Agenda No.</b>	<b>Vendor/Consultant</b>	<b>Amount</b>	<b>Source</b>
1	Dell (CIS)	\$161,169	Perkins Funds
2	Dell (ADC)	\$222,351	Perkins Funds
3	eLumen	\$113,627	Operating Budget
3	Watermark	\$209,257	Operating Budget
4	e-Portfolio	\$226,114	Operating Budget
5	JCI	\$153,010	Capital Budget

## **ATTACHMENT B**

**DELL Equote: 3000171263855.1**



## A quote for your consideration

Based on your business needs, we put the following quote together to help with your purchase decision. Below is a detailed summary of the quote we've created to help you with your purchase decision.

To proceed with this quote, you may respond to this email, order online through your [Premier page](#), or, if you do not have Premier, use this [Quote to Order](#).

<b>Quote No.</b>	<b>3000171263855.1</b>	Sales Rep	Bill Alsbrooks
<b>Total</b>	<b>\$161,168.40</b>	Phone	(800) 456-3355, 6179366
Customer #	8865075	Email	Bill_Alsbrooks@Dell.com
Quoted On	Jan. 18, 2024	<b>Billing To</b>	ACCOUNTS PAYABLE
Expires by	Feb. 17, 2024		COMM COLLEGE OF
	OMNIA-National		PHILADELPHIA
Contract Name	Cooperative Purchasing		1700 SPRING GARDEN ST
	Alliance (NCPA)		PHILADELPHIA, PA 19130-3936
Contract Code	C000001019611		
Customer Agreement #	NCPA 01-143		
Deal ID	27020994		

### Message from your Sales Rep

All Orders are now being processed thru Self-Checkout Online. Simple, Fast and Secure. • Log into Premier Portal to place your order. If you do not have one, ask me how you can get a personalized page. • If you do not have a Premier Page set up yet, you can click & process your order at [dell.com/qto](http://dell.com/qto) choose 'Checkout as a Guest'

Regards,  
Bill Alsbrooks

### Shipping Group

<b>Shipping To</b>	<b>Shipping Method</b>
WILLIAM BROMLEY COMM COLLEGE OF PHILADELPHIA RCVNG DOCK ON 16TH ST BTWN SPRING GARDEN & CALLOWHIL PHILADELPHIA, PA 19130 (215) 751-8975	Standard Delivery

Product	Unit Price	Quantity	Subtotal
<b>OptiPlex Small Form Factor (Plus 7010)</b>	<b>\$1,185.00</b>	<b>120</b>	<b>\$142,200.00</b>
<b>Dell 24 Monitor - P2422H, 60.5cm (23.8")</b>	<b>\$158.07</b>	<b>120</b>	<b>\$18,968.40</b>

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<b>Subtotal:</b>	<b>\$161,168.40</b>
<b>Shipping:</b>	<b>\$0.00</b>
<b>Environmental Fee:</b>	<b>\$0.00</b>
<b>Non-Taxable Amount:</b>	<b>\$161,168.40</b>
<b>Taxable Amount:</b>	<b>\$0.00</b>
<b>Estimated Tax:</b>	<b>\$0.00</b>

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**Total:** **\$161,168.40**

Special pricing may be available for qualified customers. Please contact your DFS Sales Representative for details.



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# Shipping Group Details

## Shipping To

WILLIAM BROMLEY  
 COMM COLLEGE OF PHILADELPHIA  
 RCVNG DOCK ON 16TH ST  
 BTWN SPRING GARDEN &  
 CALLOWHIL  
 PHILADELPHIA, PA 19130  
 (215) 751-8975

## Shipping Method

Standard Delivery

		Unit Price	Quantity	Subtotal
<b>OptiPlex Small Form Factor (Plus 7010)</b>		<b>\$1,185.00</b>	<b>120</b>	<b>\$142,200.00</b>
Estimated delivery if purchased today: Feb. 05, 2024 Contract # C000001019611 Customer Agreement # NCPA 01-143				
Description	SKU	Unit Price	Quantity	Subtotal
OptiPlex Small Form Factor (Plus 7010)	210-BFXE	-	120	-
13th Gen Intel Core i7-13700 (8+8 Cores/30MB/24T/2.1GHz to 5.1GHz/65W)	338-CHCJ	-	120	-
Windows 11 Pro, English, Brazilian Portuguese PT-BR, French, Spanish	619-ARSB	-	120	-
No Microsoft Office License Included - 30 day Trial Offer Only	658-BCSB	-	120	-
CrowdStrike Endpoint Prot Ent, Prevent Insight, EDR XDR, Device Ctrl, ThreatGraph, Essential Support 1yr	634-CCLH	-	120	-
32GB (1X32GB) DDR5 Non-ECC Memory	370-AGWO	-	120	-
M.2 2230 1TB PCIe NVMe Class 35 Solid State Drive	400-BOQL	-	120	-
M.2 22x30 Thermal Pad	412-AAQT	-	120	-
M2X3.5 Screw for SSD/DDPE	773-BBBC	-	120	-
NO RAID	817-BBBN	-	120	-
Intel Integrated Graphics	490-BBFG	-	120	-
OptiPlex SFF Plus with 260W Bronze Power Supply	329-BHPM	-	120	-
System Power Cord (Philippine/TH/US)	450-AAOJ	-	120	-
DVD+/-RW Bezel	325-BDSH	-	120	-
8x DVD+/-RW 9.5mm Slimline Optical Disk Drive	429-ABFH	-	120	-
CMS Essentials DVD no Media	658-BBTV	-	120	-
No Media Card Reader	379-BBHM	-	120	-
No Additional Video Ports	492-BCKH	-	120	-
Dell KB522 Business Multimedia Keyboard (US)	580-AFWH	-	120	-
Dell Optical Mouse - MS116 (Black)	570-ABIE	-	120	-
No Cover Selected	325-BCZQ	-	120	-
Dell Additional Software	658-BFPY	-	120	-
ENERGY STAR Qualified	387-BBLW	-	120	-
Dell Watchdog Timer	379-BEZX	-	120	-
Quick Start Guide, OptiPlex SFF Plus	340-DDFN	-	120	-
Trusted Platform Module (Discrete TPM Enabled)	329-BBJL	-	120	-
Shipping Material	340-CQYR	-	120	-

Shipping Label	389-BBUU	-	120	-
Regulatory Label for OptiPlex SFF Plus 260/300W, FSJ	389-FBFZ	-	120	-
No Hard Drive Bracket, Dell OptiPlex	575-BBKX	-	120	-
SW Driver, Intel Rapid Storage Technology, OptiPlex Small Form	658-BFQF	-	120	-
Intel Core i7 vPro Enterprise Processor Label	389-EDDR	-	120	-
Desktop BTO Standard shipment	800-BBIO	-	120	-
No Additional Add In Cards	382-BBHX	-	120	-
Custom Configuration	817-BBBB	-	120	-
Internal Speaker	520-AARD	-	120	-
Intel vPro Enterprise	631-ADPF	-	120	-
EPEAT 2018 Registered (Silver)	379-BDTO	-	120	-
No Additional Network Card Selected (Integrated NIC included)	555-BBJO	-	120	-
Dell Limited Hardware Warranty Plus Service	812-3886	-	120	-
ProSupport: 7x24 Technical Support, 3 Years	812-3894	-	120	-
ProSupport: Next Business Day Onsite 3 Years	812-3908	-	120	-
Thank you choosing Dell ProSupport. For tech support, visit <a href="https://support.dell.com/ProSupport">//support.dell.com/ProSupport</a>	989-3449	-	120	-

<b>Unit Price</b>	<b>Quantity</b>	<b>Subtotal</b>
\$158.07	120	\$18,968.40

**Dell 24 Monitor - P2422H, 60.5cm (23.8")**

Estimated delivery if purchased today:  
Jan. 26, 2024  
Contract # C000001019611  
Customer Agreement # NCPA 01-143

Description	SKU	Unit Price	Quantity	Subtotal
Dell 24 Monitor - P2422H, 60.5cm (23.8")	210-BBCC	-	120	-
Dell Limited Hardware Warranty	814-5380	-	120	-
Advanced Exchange Service, 3 Years	814-5381	-	120	-

<b>Subtotal:</b>	<b>\$161,168.40</b>
<b>Shipping:</b>	<b>\$0.00</b>
<b>Environmental Fee:</b>	<b>\$0.00</b>
<b>Estimated Tax:</b>	<b>\$0.00</b>

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**Total: \$161,168.40**

# Important Notes

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## Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All product, pricing and other information is based on the latest information available and is subject to change. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to [Tax\\_Department@dell.com](mailto:Tax_Department@dell.com) or [ARSalesTax@emc.com](mailto:ARSalesTax@emc.com), as applicable.

**Governing Terms:** This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at [www.dell.com/terms](http://www.dell.com/terms) or [www.dell.com/oemterms](http://www.dell.com/oemterms)), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

**Supplier Software Licenses and Services Descriptions:** Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on [www.Dell.com/eula](http://www.Dell.com/eula). Descriptions and terms for Supplier-branded standard services are stated at [www.dell.com/servicecontracts/global](http://www.dell.com/servicecontracts/global) or for certain infrastructure products at [www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm](http://www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm).

**Offer-Specific, Third Party and Program Specific Terms:** Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on [www.dell.com/offeringsspecificterms](http://www.dell.com/offeringsspecificterms) ("Offer Specific Terms").

**In case of Resale only:** Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

**In case of Financing only:** If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

## **ATTACHMENT C**

**DELL Equote: 3000171995796.1**



<b>Quote Name:</b>	<b>Precision refresh</b>	Sales Rep	Bill Alsbrooks
<b>Quote No.</b>	<b>3000171995796.1</b>	Phone	(800) 456-3355, 6179366
<b>Total</b>	<b>\$222,350.60</b>	Email	<a href="mailto:Bill_Alsbrooks@Dell.com">Bill_Alsbrooks@Dell.com</a>
Customer #	8865075	<b>Billing To</b>	ACCOUNTS PAYABLE COMM COLLEGE OF PHILADELPHIA 1700 SPRING GARDEN ST PHILADELPHIA, PA 19130-3936
Quoted On	Feb. 05, 2024		
Expires by	Mar. 06, 2024		
Contract Name	Pennsylvania DGS COSTARS-3 IT Hardware		
Contract Code	C000001020025		
Customer Agreement #	COSTARS-003-E22- 603		
Deal ID	26529316		

**Message from your Sales Rep**

All Orders are now being processed thru Self-Checkout Online. Simple, Fast and Secure.  
 • Log into Premier Portal to place your order. If you do not have one, ask me how you can get a personalized page.  
 • If you do not have a Premier Page set up yet, you can click & process your order at [dell.com/qtto](http://dell.com/qtto) to choose 'Checkout as a Guest'

Regards,  
Bill Alsbrooks

**Custom Fields:**

Contract Code: 78ADB  
 COSTARS 003-051: COSTARS 003-051

Product	Unit Price	Quantity	Subtotal
Precision 5860 Tower	\$3,241.46	62	\$200,970.52
Dell 32 USB-C Hub Monitor - P3223DE, 80.1cm (31.5")	\$344.84	62	\$21,380.08
<b>Subtotal:</b>			<b>\$222,350.60</b>
<b>Shipping:</b>			<b>\$0.00</b>
<b>Environmental Fee:</b>			<b>\$0.00</b>
<b>Non-Taxable Amount:</b>			<b>\$222,350.60</b>
<b>Taxable Amount:</b>			<b>\$0.00</b>
<b>Estimated Tax:</b>			<b>\$0.00</b>
<b>Total:</b>			<b>\$222,350.60</b>

Special pricing may be available for qualified customers. Please contact your DFS Sales Representative for details.

# Maximize your new technology on day one

## Dell ProDeploy Suite

### Shipping Group Details

**Shipping To**  
 WILLIAM BROMLEY  
 COMM COLLEGE OF PHILADELPHIA  
 RCVNG DOCK ON 16TH ST  
 BTWN SPRING GARDEN & CALLOWHIL  
 PHILADELPHIA, PA 19130  
 (215) 751-8975

**Shipping Method**  
 Standard Delivery

	Unit Price	Quantity	Subtotal
<b>Precision 5860 Tower</b>	<b>\$3,241.46</b>	<b>62</b>	<b>\$200,970.52</b>
Estimated delivery if purchased today: Feb. 22, 2024 Contract # C000001020025 Customer Agreement # COSTARS-003-E22-603			

Description	SKU	Unit Price	Quantity	Subtotal
Precision 5860 Tower XCTO Base	210-BFNP	-	62	-
Intel Xeon W3-2435 (22.5 MB cache, 8 cores, 16 threads, 3.1 GHz to 4.5 GHz Turbo, 165 W)	338-CKZL	-	62	-
Windows 11 Pro for Workstations (6 cores plus), English, French, Spanish, Brazilian Portuguese	619-ARSN	-	62	-
No Microsoft Office License Included - 30 day Trial Offer Only	658-BCSB	-	62	-
NVIDIA RTX A2000, 12 GB GDDR6, 4 mDP to DP adapters	490-BJJB	-	62	-
64GB, 1x64GB, DDR5, 4800MHz, RDIMM ECC Memory	370-AHHV	-	62	-
1TB, 3.5" 7200rpm SATA Hard Drive	400-BOGQ	-	62	-
Keyboard not included	580-AADS	-	62	-

No Out-of-Band Systems Management	631-BBHM	-	62	-
Resource DVD not Included	430-XXYU	-	62	-
ENERGY STAR Qualified	387-BBLW	-	62	-
EPEAT 2018 Registered (Gold)	379-BDZB	-	62	-
System Power Cord C13 (US 125V, 15A)	450-AHDU	-	62	-
Shipping Material (DAO)	340-CBUU	-	62	-
Shipping Material (5860, 7865)	340-DCJU	-	62	-
Dell Additional Software	658-BFPP	-	62	-
Quick Start Guide placemat, 5860 Tower	340-DJVF	-	62	-
Premier Color 6.1	640-BBSS	-	62	-
Integrated Storage Controller	403-BCVC	-	62	-
No Additional Network Card Selected (Integrated NIC included)	555-BBJO	-	62	-
No Optical Drive	429-ABMS	-	62	-
Precision 5860 Tower 750W Chassis (DAO 2SATA Flexbay L5.5)	321-BHYU	-	62	-
Heatsink for 165W or lower CPU (5860)	412-BBDR	-	62	-
Virtual Raid on CPU software driver	409-BCXD	-	62	-
Dell Precision TPM	340-ACBY	-	62	-
No External ODD	429-ABGY	-	62	-
CMS Software not included	632-BBBJ	-	62	-
No Hard Drive	400-AKZR	-	62	-
5860T 750W Regulatory Label (DAO)	389-FDBD	-	62	-
No SATA RAID	780-BBCJ	-	62	-
No Hard Drive	400-AKZR	-	62	-
No Hard Drive	400-AKZR	-	62	-
512GB, M.2, PCIe NVMe, SSD, Class 40	400-BOGY	-	62	-
No Hard Drive	400-AKZR	-	62	-
No M.2 NVME RAID (C1, C2, C6)	780-BCVL	-	62	-

SATA Upper/Lower Flexbay Assembly included with chassis	340-DCMT	-	62	-
Dell Limited Hardware Warranty Plus Service	882-0661	-	62	-
ProSupport Next Business Day Onsite 3 Years	882-0679	-	62	-
ProSupport 7x24 Technical Support 3 Years	882-0687	-	62	-
Thank you choosing Dell ProSupport. For tech support, visit //support.dell.com/ProSupport	989-3449	-	62	-

<b>Unit Price</b>	<b>Quantity</b>	<b>Subtotal</b>
\$344.84	62	\$21,380.08

**Dell 32 USB-C Hub Monitor - P3223DE, 80.1cm (31.5")**

Estimated delivery if purchased today:  
Feb. 19, 2024  
Contract # C000001020025  
Customer Agreement # COSTARS-003-E22-603

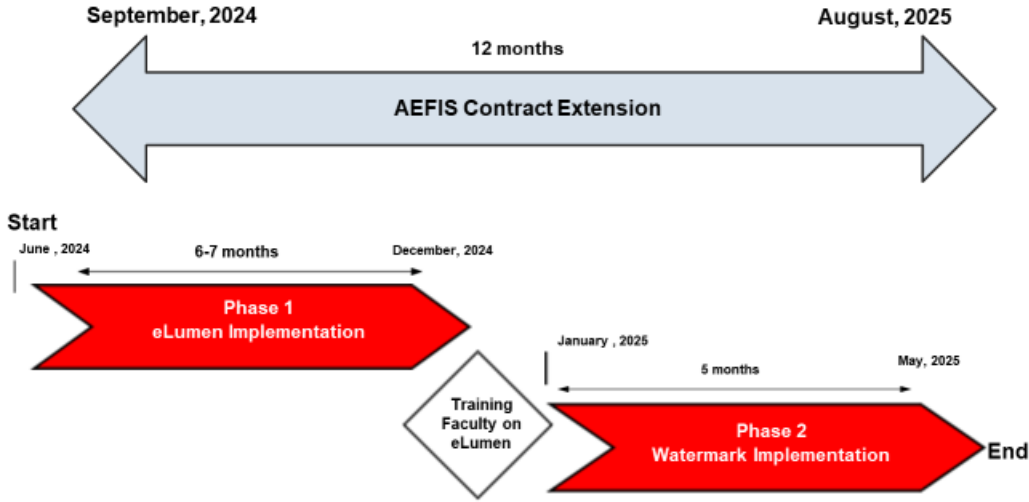
Description	SKU	Unit Price	Quantity	Subtotal
Dell 32 USB-C Hub Monitor - P3223DE, 80.1cm (31.5")	210-BDLQ	-	62	-
Advanced Exchange Service 3 Years	844-1960	-	62	-
Dell Limited Hardware Warranty	844-1966	-	62	-

<b>Subtotal:</b>	<b>\$222,350.60</b>
<b>Shipping:</b>	<b>\$0.00</b>
<b>Environmental Fee:</b>	<b>\$0.00</b>
<b>Estimated Tax:</b>	<b>\$0.00</b>
<b>Total:</b>	<b>\$222,350.60</b>

# **ATTACHMENT D**

## **ASSESSMENT SOFTWARE IMPLEMENTATION TIMELINE**

# Overall Timeline Assessment Management System Implementation



# **ATTACHMENT E**

## **e-Portfolio**

## e-Portfolio: Pricing Summary

<b>Company Name</b>	<b>5 Year Fees</b>
Interfolio	\$226,114
Watermark Insights	\$257,776
Allegro Learning Solutions	\$407,425



# **ATTACHMENT F**

## **Fiscal Year 2024-2025 PDE Capital Projects Application**

COLLEGE: Community College of Philadelphia

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TITLE: FISCAL YEAR 2024-2025 PDE CAPITAL PROJECTS APPLICATIONS  
**Board of Trustees**

**BE IT RESOLVED THAT THE BOARD OF TRUSTEES OF THE COMMUNITY COLLEGE OF PHILADELPHIA APPROVE THE SUBMISSION OF THE PDE APPLICATIONS FOR THE FOLLOWING CAPITAL PROJECTS:**

PROJECT  
NAME: **New Project: Health and Life Sciences Building – Phase II**

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.

Based on the demand of Health and Allied Science professionals, the College will increase the programs which require additional space. Hence, the request for the additional \$15,000,000 for the building.

Estimated Total Project Cost	\$60,000,000
Funding Submitted in FY 2022-2023	\$45,000,000
Additional Funding	\$15,000,000

PROJECT  
NAME: **New Project: Great Hall**

The Great Hall is located on the second floor of the Winnet Student Life Building. The Great Hall is used for student programs/events such as Student Engagement, Center for Male Engagement (CME), LGBTQ Center, Alumni, and the Women's Outreach & Advocacy Center. This space is also used for academic programming and faculty and staff development. The project costs includes renovations and upgrades to the audio/visual equipment.

Estimated Total Project Cost	\$ 825,000
Cash Project	

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Harold T. Epps  
Chair, Board of Trustees

Community College of Philadelphia

Date of  
Board  
Approval:

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**Meeting of the Workforce Subcommittee**  
**Wednesday, February 21, 2024 (3:00pm-4:00pm)**  
**Room C2-5**  
**Draft**

Present: Ms. Sheila Ireland, Presiding: Dr. Donald Generals, Dr. Alycia Marshall, Dr. Vance Gray, Dr. Judith Gay, Mr. Harold Epps, Mr. Pat Clancy, Ms. Victoria Zellers, Ms. Danielle Liautaud-Watkins, Dr. April Voltz, Dr. Linda Powell, Dr. Vishal Shah, Mr. Darren Lipscomb, Ayanna Washington, Dr. Mellissia Zanjani, Ms. Jasmine Sessoms, Ms. Theresa Neal

**Opening Remarks:**

Chair Sheila Ireland called the meeting to order and asked for approval of the minutes from the previous Workforce Subcommittee meeting on November 29, 2023. The Minutes were approved.

Dr. Generals updated the Committee on the PEW Project for Roadmap to Quality Jobs where the goal is to create a Power Hub connecting, bridging between potential employees and employers. This effort will go live next year in January, with a roadshow, discussions with employers, sponsors, etc. Dr. Gray stated they have an RFP out for a consultant. Dr. Generals stated that the ultimate goal is to provide family sustaining wages and to enable equity opportunities across the board. Mr. Pat Clancy stated that this is probably the first time that the Economic Development and the Workforce Development have issued a RFP, and commitment to work together.

**Course Enrollment Report**

Ms. Ayanna Washington spoke about CATC/WERC with a PowerPoint presentation (included in packet).

1. Spring 2024 Workforce Development Programs
  - a. Clinical Medical Assistant
  - b. Computer Support Specialist Assistant (3 month long) (7 Students registered) 9-10 hours a week.
2. Summer, 2023 review, Fall, 2023 and Spring. 2024 of Enrollment and Revenue.
3. We have two partnerships right now, one with the School District and one with The Workshop U School.

Mr. Epps asked about the business plan and that must be a way to quantify the progress on that plan after two years of a 5-year full enrollment plan. Mr. Epps asked for an update on CATC's progress towards its enrollment goal after two years.

## **Workforce Steering Committee Report**

Dr. Alycia Marshall spoke about the 1<sup>st</sup> Workforce Steering Committee Meeting. Dr. Marshall spoke about the Workforce Steering Committee Updates with a PowerPoint presentation, included in packet.

The Workforce Steering Committee is chaired by Dr. Generals and Dr. Marshall and there are three sub-committees that report up to the Workforce Subcommittee.

1. Programs & Operations Subcommittee
2. Student Success & Support Subcommittee
3. Employer Engagement Subcommittee

All Subcommittees are beginning to work on initial tasks in preparation for our full Steering Committee tentatively set for March 12, 2024.

## **Aseptic Technician Training Program**

Dr. Vishal Shah gave an update on the Aseptic Technician Training Program with a PowerPoint presentation, included in packet.

1. 10 Day training program
2. Requirement - Had to have a college math class and a Microbiology class.
3. 11 Students started and 11 students completed the program

Lessons Learned

1. Student Perspective
2. Employee Perspective
3. Faculty Perspective

Dr. Shah also spoke about the Future of Cell and Gene Therapy in the Greater Philadelphia Region.

1. Precision Medicine Hub
2. CAR-T growth for cancer treatment (bedside to bedside workforce needed)
3. iPSC based treatment
4. Deafness, eyesight, blood disorders etc.

Mr. Pat Clancy wanted to know with regard to the 11 Students, was there any pre-screening done. Mr. Shah stated that the only pre-screening was the questions “Did you take a college math and microbiology class?”

Dr. Gray stated that there was no cost to the students, the students received a stipend. The City Department of Commerce provided \$250,000 to make that happen. In the future we will be receiving a \$750,000 earmark from Senator Casey’s Office to do more rounds for our Aseptic Students.

## **Operations Alignment Workforce Development Report**

Dr. Gray in the interest of time spoke about what's new with Workforce Development with a PowerPoint.

1. 6 Students Selected as paid internships Summer 2024
2. Hosted the Rear Admiral on January 21, 2024
3. Google Career Certificate within the next 30 days
  - a. Cybersecurity
  - b. IT Support
  - c. Project Management
  - d. Digital media & marketing
  - e. Data Analytics
  - f. UX Design
4. Launching 2 maybe 3 at first.

Dr. Gray stated that we have signed an articulation agreement with Lincoln University so that their students can obtain their nursing degree from our campus.

We have several classes that are coming up to be scheduled. We continue to work with the City on several contracts to ensure that we are utilizing the funds that the city provides through our WedNet PA Program. We have several RFP's that have been issued and that we are responding to. The newest being with the Prisons.

Mr. Epps has asked that we share some of student surveys from our Workforce classes. We will share this information with the committee.

#### **Navy Welding Pipeline Update**

Ms. Danielle Liautaud-Watkins stated that on February 1<sup>st</sup> CCP hosted Silicone CEO and Founder at CATC. We had discussions and demonstrations around rapid arc welding technology. Silicone offered to give a match gift with the purchase of one. The price is typically 60,000 but we are not going to incur the cost of that, the Navy will finance that expenditure.

Chair Ireland asked if the Committee had any final comments.

**Meeting Adjourned at 3:58pm by Chair Sheila Ireland.**

COMMUNITY COLLEGE OF PHILADELPHIA  
Proceedings of the Meeting of the Board of Trustees  
Thursday, February 1, 2024 – 3:00 p.m.  
Isadore A. Shrager Boardroom, Room M2-1/Hybrid

Present: Mr. Harold T. Epps, presiding: Ms. Ajeenah Amir, Representative Morgan Cephas, Mr. Pat Clancy, Ms. Chekemma Fulmore-Townsend, Ms. Sheila Ireland, Ms. Rosalyn McPherson, Ms. Mindy Posoff, Mr. Michael Soileau, Mrs. Dominique Ward, Mr. Jeremiah White, Dr. Donald Generals, Ms. Josephine Di Gregorio, Mr. Eapen, Dr. David Thomas, Ms. Danielle Liautaud-Watkins, Dr. Mellissia Zanjani, Ms. Jasmine Sessoms, Dr. Shannon Rooney, Dr. Alycia Marshall, Ms. Victoria Zellers, and Dr. Darren Lipscomb

(1) Executive Session

The Executive Session was devoted to a discussion of personnel matters.

(2) Meeting Called to Order

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

(3) Public Comment

There were no requests for Public Comment.

(4) Report of the President

(a) Update on Governor’s Plan for Higher Education

Dr. Generals reported that to date two meetings have been held to discuss the Governor’s plan for higher education. He stated that the term “system” is being used loosely in our discussions. Dr. Generals stated that the community college presidents have made it clear that we are vehemently opposed to any system where local control is compromised. He stated that the presidents are not in opposition to the spirit of the Governor’s proposal to decrease costs, have a better integration with PASSHE, and emphasize workforce. Dr. Generals stated that we are continuing to meet regarding the plan, and that he will keep the Board updated.

Representative Cephas stated that she had a conversation with the majority education leader regarding the Governor’s plan for higher education. She stated that the Governor ‘s

budget address is scheduled for February 6, 2024. Representative Cephas stated that the Governor's proposal would require legislative action.

(b) Communication with New Administration

Dr. Generals reported that he had not had a direct conversation with Mayor Parker, but that he has been informed by members of the Board that Mayor Parker is very supportive of the College. Dr. Generals stated that he had participated in an interview of the City's Chief Academic Officer. He stated that the College has always had a great relationship with the City, and that Mayor Parker is aware that the College is central to the City's needs.

Ms. Sessoms reported that Mayor Parker has agreed to be the honorary Chair for the Black and Gold Gala.

(c) Process for College Closing

At the request of Dr. Generals, Ms. Stanford provided an overview of the process used by the College in making decisions regarding College closings during inclement weather.

(d) Enrollment

At the request of Dr. Generals, Dr. Lipscomb provided a brief update on enrollment. He stated that enrollment for spring is up 4% in headcount and 5% in credit hours. Dr. Lipscomb stated that the 7-week session is up 3% in credit hours and a slight decline in headcount.

Dr. Rooney provided an update on the FAFSA application form. She stated that the College has received a notice that some revisions to the form were being made. Dr. Rooney stated that usually the FAFSA application is available at the beginning of the year. Because of the many revisions that are being made to the form, the College will not receive the information until mid-March. She indicated that this means that there will be less turnaround time to package the aid for students for the fall.

(e) Professional Development Week

At the request of Dr. Generals, Ms. Liataud-Watkins reported that Professional Development Week took place January 8-11, 2024. This year's theme was "Leading with DEI and Trauma-Informed Practices." Ms. Liataud-Watkins stated that over 300 faculty and staff attended the opening session on January 8, 2024. She stated that over 60 sessions were offered on DEI. Ms. Liataud-Watkins stated that she had received many positive comments from faculty and staff regarding the variety of sessions that were available during the week.



(f) Foundation Report

Dr. Zanjani called attention to the Report on Grants and Gifts that was part of the Board materials. She stated that the report reflects the period July 1, 2023 through December 31, 2023.

Dr. Zanjani reported that for public/governmental fundraising, there have been no new public grants to report since the last meeting. For private/philanthropic fundraising, the following grants and gifts were received:

- The Ambrose Monell Foundation awarded \$150,000 to support continuation of the Student-Faculty International Fellows program.
- BeyGOOD Foundation awarded \$100,000 to create the BeyGood Renaissance Scholarship.
- Comcast NBCUniversal awarded \$100,000 to support Dual Enrollment (EITC).
- Achieving the Dream awarded \$90,000 for Accelerating and Diversifying Nursing Pathways.
- The Independence Foundation awarded \$50,000 to the 19130 Zip Code Project.
- The Estate of Shirley P. Thomas awarded a bequest of \$25,000 to the Shirley P. Thomas Scholarship.
- The Mount Carmel Human Development Corporation awarded \$20,000 for the Jr. STEM Academy's Summer Camp.
- The Gene Haas Foundation awarded \$15,000 to establish the Gene Haas Advanced Manufacturing Scholarship.
- Spring Point Partners awarded \$12,500 as a matching gift to the Discretionary Fund for Scholarships.
- A private donor awarded an unrestricted gift of \$6,914.57 (IRA distribution).

Dr. Zanjani reported that fundraising for the Black & Gold Gala is underway. She thanked members of the Board for considering a personal contribution to the Gala whether it be sponsorship or tickets. Dr. Zanjani stated that Trustee Soileau will report on the friendly competition between the two Boards.

Mr. Soileau provided an update on the friendly competition between the Board of Trustees and Foundation Directors. He stated that only a few members of the Board have

contributed thus far. Mr. Soileau stated that for the past 3 years, we have had 100% participation by the members of the Board. He indicated that when the College applies for grants, the question is always asked about Board support. Mr. Soileau encouraged members of the Board to make their gift. He reminded members of the Board that June 30, 2024 is the deadline for making a gift. Mr. Soileau stated that the goal is to have 100% participation by both Boards.

## Events

Dr. Zanjani reported that on Saturday, January 27, 2024, the Alumni Association joined the College's Women's Outreach and Advocacy Center and Athletic Department and hosted the first-ever Alumni and Family Fun Day at the CCP men's and women's basketball games against Sussex. Students, alumni, and employees came out for the games and brought their family and friends.

Dr. Zanjani reported that on January 31, 2024, the Foundation hosted a check presentation celebrating Philly AIDS Thrift @ Giovanni's Room establishing the Ed Hermance Scholarship with a \$50,000 gift as well as \$5,000 for unrestricted use.

### (5) Student Outcomes Committee

Ms. Fulmore-Townsend reported that the Student Outcomes Committee met on January 4, 2024. She stated that the Committee continued its review of the Architecture and Interior Design Programs. Ms. Fulmore-Townsend stated that the Committee has a better understanding of the programs, transfer of students, and how strategic decisions are made with data. Ms. Fulmore-Townsend stated that the Committee approved both programs for five years. She stated that the program reviews are part of the Consent Agenda for Board approval. Ms. Fulmore-Townsend thanked Drs. Rooney and Marshall and their teams for their work in providing the data for the program reviews.

### (6) Business Affairs Committee

Mr. Soileau reported that the Business Affairs Committee met on January 17 and 24, 2024. He stated that the Business Affairs Committee had deferred action on the lighting for the garage project as Committee members wanted to clearly understand how energy efficiency credits work with CCP and contractors. Mr. Soileau stated that the Committee met on January 24, 2024 and was provided with additional information regarding the credits which the Committee understood. Based on the information provided, Mr. Soileau stated that the Committee approved moving forward with the lighting for the garage project. Mr. Soileau stated that this item is part of the Consent Agenda for Board approval.

(7) Consent Agenda

Mr. Epps requested approval of the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions  
Meeting of January 4, 2024
- (b) Gifts and Grants
- (c) Architecture Associate in Arts Program Review
- (d) Interior Design Associate in Arts Program Review
- (e) Garage Lighting Project

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

(8) Report of the Chair

Mr. Epps thanked Ms. McPherson for representing the Board at the opening session of Professional Development Week on January 8, 2024.

(a) AACC/ACCT National Legislative Summit  
February 4-7, 2024

Mr. Epps stated that the AACC/ACCT National Legislative Summit is scheduled February 4-7, 2024 in Washington, DC. He stated that in addition to him, Dr. Generals, Ms. Amir, Ms. McPherson, Ms. Ireland, and Ms. Sessoms are scheduled to attend. Mr. Epps stated that the group has a full day of meetings with legislators on Tuesday, February 6, 2024 to advocate on behalf of the College.

(b) Sophomore Night

Mr. Epps urged members of the Board to attend the men's basketball game on Tuesday, February 13, 2024 in the College's Athletic Center.

(9) Old Business

There was no old business discussed.

(10) New Business

Dr. Marshall complimented staff on the reaccreditation visits for the Diagnostic Medical Imaging and Paralegal programs.

(11) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, March 14, 2024 (Committee of the Whole) at 2:30 p.m. in the Isadore A. Shrager Boardroom, M2-1. The meeting will be in person with no Zoom option.

Mr. Epps reminded members of the Board that the in-person dinner and presentation is scheduled for Wednesday, March 13, 2024, at 5:30 p.m. in the Pavilion Klein Cube. No Zoom option will be available. A meeting of the Executive Committee for Wednesday, March 13, 2024 at 4:00 p.m. will be scheduled if needed.

The meeting adjourned at 4:00 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA  
Meeting of the Board of Trustees  
Thursday, February 1, 2024 – 3:00 p.m.  
Isadore A. Shrager Boardroom, Room M2-1/Hybrid  
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. Harold T. Epps, presiding: Ms. Ajeenah Amir, Representative Morgan Cephas, Mr. Pat Clancy, Ms. Chekemma Fulmore-Townsend, Ms. Sheila Ireland, Ms. Rosalyn McPherson, Ms. Mindy Posoff, Mr. Michael Soileau, Mrs. Dominique Ward, Mr. Jeremiah White, Dr. Donald Generals, Ms. Josephine Di Gregorio, Mr. Eapen, Dr. David Thomas, Ms. Danielle Liautaud-Watkins, Dr. Mellissia Zanjani, Ms. Jasmine Sessoms, Dr. Shannon Rooney, Dr. Alycia Marshall, Ms. Victoria Zellers, and Dr. Darren Lipscomb

(1) Executive Session

The Executive Session was devoted to a discussion of personnel matters.

(2) Meeting Called to Order

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

(3) Public Comment

There were no requests for Public Comment.

(4) Report of the President

(a) Update on Governor’s Plan for Higher Education

Dr. Generals provided a summary of discussions that had taken place regarding the Governor’s plan for higher education in Pennsylvania.

(b) Communication with New Administration

The Board was provided with an update on communication with the new administration. Mayor Cherelle Parker is very supportive of the College.

Mayor Parker has agreed to co-chair the Black and Gold Gala.

(c) Process for College Closing

The Board was provided with an overview of the process used by the College in making decisions regarding College closings during inclement weather.

(d) Enrollment

The Board was provided with an update on enrollment for spring and the 7-week session.

(e) Professional Development Week

The 2024 Professional Development Week took place January 8-11, 2024. This year's theme was "Leading with DEI and Trauma-Informed Practices." Over 300 faculty and staff attended the opening session on January 8, 2024.

(f) Foundation Report

The Board was provided with an update of public/governmental as well as private/philanthropic fundraising for the period July 1, 2023 through December 31, 2023.

The Black and Gold Gala is scheduled for June 13, 2024, at Vie. Fundraising for the Black & Gold Gala is underway. Board members were encouraged to make a personal contribution to the Gala.

The Board was provided with an update on the status of the friendly competition between the Board of Trustees and the Foundation Directors.

Events

The Board was provided with an update of the following events:

- The Alumni Association and the College's Women's Outreach and Advocacy Center and Athletic Department hosted the first-ever Alumni and Family Fun Day on Saturday, January 27, 2024, at the CCP men's and women's basketball games against Sussex.
- The Foundation hosted a check presentation on January 31, 2024 celebrating Philly AIDS Thrift @ Giovanni's Room establishing the Ed Hermance Scholarship with a \$50,000 gift as well as \$5,000 for unrestricted use.

(5) Student Outcomes Committee

The Student Outcomes Committee met on January 4, 2024. The Committee continued its review of the Architecture and Interior Design Programs and approved both programs for five years. This item is part of the Consent Agenda for Board approval.

(6) Business Affairs Committee

The Business Affairs Committee met on January 17 and 24, 2024. The Committee approved moving forward with the lighting for the garage project. This item is part of the Consent Agenda for Board approval.

(7) Consent Agenda

The Board approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions  
Meeting of January 4, 2024
- (b) Gifts and Grants
- (c) Architecture Associate in Arts Program Review
- (d) Interior Design Associate in Arts Program Review
- (e) Garage Lighting Project

(8) Report of the Chair

Mr. Epps thanked Ms. McPherson for representing the Board at the opening session of Professional Development Week on January 8, 2024.

(a) AACC/ACCT National Legislative Summit  
February 4-7, 2024

The AACC/ACCT National Legislative Summit is scheduled February 4-7, 2024 in Washington, DC.

(b) Sophomore Night

Members of the Board were encouraged to attend the men's basketball game on Tuesday, February 13, 2024 in the College's Athletic Center.

(9) Old Business

There was no old business discussed.

(10) New Business

Dr. Marshall complimented staff on the reaccreditation visits for the Diagnostic Medical Imaging and Paralegal Studies programs.

(11) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, March 14, 2024 (Committee of the Whole) at 2:30 p.m. in the Isadore A. Shrager Boardroom, M2-1. The meeting will be in person with no Zoom option.

Mr. Epps reminded members of the Board that the in-person dinner and presentation is scheduled for Wednesday, March 13, 2024, at 5:30 p.m. in the Pavilion Klein Cube. No Zoom option will be available. A meeting of the Executive Committee for Wednesday, March 13, 2024 at 4:00 p.m. will be scheduled if needed.

The meeting adjourned at 4:00 p.m.



**Community College of Philadelphia  
Meeting of the Board of Trustees  
March 14, 2024  
Office of Institutional Advancement  
Record of Grants and Gifts FY24**

**Summary by Source:**

	FY 2024		FY 2023	FY2024 and FY2023
Held by College	<i>since last report</i> 1/1/24 - 1/31/24	Fiscal Year To Date 7/1/23 - 1/31/24	Fiscal Year To Date 7/1/22 -1/1/23	Variance 7/1 - 1/31
Federal	\$ -	\$ 681,219	\$ 7,290,379	\$ (6,609,160)
State	\$ -	\$ -	\$ 3,130,873	\$ (3,130,873)
Local / City	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ -</b>	<b>\$ 681,219</b>	<b>\$ 10,421,252</b>	<b>\$ (9,740,033)</b>
Held by Foundation (Cash-in-Hand)	<i>since last report</i> 1/1/24 - 1/31/24	Fiscal Year To Date 7/1/23 - 1/31/24	Fiscal Year To Date 7/1/22 -1/1/23	Variance 7/1 - 1/31
Corporation	\$ 35,185	\$ 225,485	\$ 587,113	\$ (361,628)
Foundation	\$ 514,039	\$ 1,903,510	\$ 1,700,261	\$ 203,249
Individual	\$ 34,375	\$ 300,790	\$ 244,487	\$ 56,303
Organization	\$ 60,500	\$ 176,174	\$ 188,092	\$ (11,918)
<b>Total</b>	<b>\$ 644,099</b>	<b>\$ 2,605,959</b>	<b>\$ 2,719,953</b>	<b>\$ (113,994)</b>
<b>TOTAL</b>	<b>\$ 644,099</b>	<b>\$ 3,287,178</b>	<b>\$ 13,141,205</b>	<b>\$ (9,854,027)</b>

**PUBLIC / GOVERNMENT SUMMARY (1/1/24 – 1/31/24 since February 1, 2024 meeting)**

- No new public grants to report since last meeting.

**PRIVATE / PHILANTHROPIC SUMMARY (1/1/24 – 1/31/24 since February 1, 2024 meeting)**

- Philly AIDS Thrift @ Giovanni’s Room awarded \$50,000 to establish the Ed Hermance Scholarship. They also awarded an unrestricted gift of \$5,000.
- Educational Opportunities, in partnership with Ardmore Toyota, awarded \$25,000 to support Dual Enrollment and Jr. STEM Academy, the College’s approved Pennsylvania Educational Improvement Tax Credit (EITC) programs.
- Independence Blue Cross Foundation awarded \$32,000 for scholarships to military veterans in the College’s nursing program.
- Day & Zimmerman awarded \$5,000 to support the Black & Gold Gala.
- A private donor awarded \$5,000 to support the Black & Gold Gala.
- A private donor awarded \$5,000 (IRA distribution) to support the Virginia Moffit Sherman Scholarship for Nursing Students.

## March 2024 Events

### March 1

Architecture and Design Student Exhibition  
On display, March 1-31<sup>st</sup>  
Mint Building, Rotunda

### March 12

Stocks 101- Financial Literacy Program  
Hosted by Single Stop  
Virtual Event  
9:00 a.m. – 11:00 a.m.

Aseptic Technician Program Graduation  
Center for Business & Industry, C2-28  
3:30 p.m. – 4:30 p.m.

### March 13

Bisexual Health Awareness Month  
Information Table  
Bonnell Building, Lobby  
11:00 a.m. – 2:00 p.m.

Popcorn Wednesday's  
Hosted by Office of Student Engagement  
Northeast Regional Center, Lobby  
11: 00 a.m. – 1:00 p.m.

Brain Awareness Week Events  
March 11 – 15<sup>th</sup>  
Various Locations around campus

### March 14

CCP Votes Voter Registration  
Information Table & Registration  
Bonnell Building, Lobby  
11:00 a.m. -1:00 p.m.

### March 18

Lindback Lecture  
Winnet Building, The Great Hall  
12:00 p.m.- 2:00 p.m.

The Rose: Performance Art Workshop  
Hosted by the Marc David LGBTQ Center  
Bonnell Building, BG-20  
4:30 p.m. – 6:30 p.m.

### March 19

Mobile Mammogram Jefferson Van  
Provided by the Office of Human Resources  
Outside of the Mint Building  
9:00 a.m. - 3:00 p.m.

### March 20

Pizza with the President  
Hosted by the Office of Student Engagement  
Winnet Building, Lobby  
12:00 p.m. – 1:00 p.m.

### March 21

Firestone Auto Care Classroom Visit  
Career Advanced & Technology Cntr, Rm 140  
10:00 a.m. - 2:00 p.m.

One Book One College Author Event  
Bonnell Lobby, Large Auditorium  
11:00 a.m. - 1:00 p.m.

### March 22

Clinical Trial Conference  
Winnet Building, The Great Hall  
8:30 a.m.-5:30 p.m.

Women in Tech Meet & Greet  
Center for Business & Industry, C2-28  
9:30 a.m.-1:00 p.m.

### March 26

Dual Admissions Transfer Fair  
Northeast Regional Center, Rm 124  
10:30 a.m.- 1:00 p.m.

Artist in Residency Concert  
Bonnell Building, Lobby  
12:30 p.m. -2:00 p.m.

### March 27

Trans Day of Visibility  
Information Table  
Bonnell Building, Lobby  
11:00a.m. - 2:00p.m.

## **Women's History Month Events**

### **March 11**

President's Fireside Chat  
Winnet Building, Lobby  
12:00 p.m. - 1:00 p.m.  
Curated and Hosted by the Women's Center

### **March 14**

Women's History Month Luncheon  
Northeast Regional Center, Room 124  
11:00 a.m. - 1:00 p.m.

Poetry Slam, A Black Woman's Experience  
Winnet Building, S2-03  
2:00 p.m. - 4:00 p.m.

### **March 20**

Women History Month Trivia  
Career and Advanced Technology Center, Lobby  
11:00 a.m. - 1:00 p.m.

Heals and Wheels: Women's Auto Repair Clinic  
Career and Advanced Technology Center  
1:00 p.m. - 3:00 p.m.

### **March 25**

Leading Like a Woman: Women's History Month Event  
Center for Business & Industry, C2-28  
10:00 a.m.  
Hosted by Career Connections

### **March 26**

WAVE Women in Transition Self-Defense Program  
Gymnasium, G2-13  
12:00 p.m. - 2:00 p.m.

### **March 28**

Leading Ladies: Empowering the Community  
Winnet Building, The Great Hall  
11:00a.m.-1:00p.m.  
Hosted by the Office of Institutional Advancement

**Spring Break: March 4<sup>th</sup> -10<sup>th</sup>**