



MEETING OF THE BOARD OF TRUSTEES
Thursday, May 7, 2015 – 3:00 p.m.
Isadore A. Shrager Boardroom

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MEETING OF THE BOARD OF TRUSTEES

AGENDA

Thursday, May 7, 2015 – 3:00 p.m.

Isadore A. Shrager Boardroom, M2-1

- (1) Consent Agenda
 - (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of April 2, 2015
 - (b) Gifts and Grants
 - (c) Digital Forensics A.A.S. Academic Audit
Recommendation to Discontinue Certificates:
 - (d) Academic Certificate in Justice
 - (e) Biotechnology Proficiency Certificate
 - (f) Biomedical Technician Training Proficiency Certificate
 - (g) On-Campus Student Banking
 - (h) Post Issuance Compliance Policy

- (2) Resolution Authorizing Public Comment Period at
Board of Trustees Meetings (A)

- (3) Report of the Chair

- (4) Foundation Report

- (5) Report of the President

- (6) New Business

- (7) Next Meeting: Thursday, June 4, 2015 – 3:00 p.m.
Isadore A. Shrager Boardroom, M2-1

- (8) Ethics Training

Future Committee Meetings:

Student Outcomes: Thursday, May 7, 2015
1:30 p.m. – M2-34

Business Affairs: Wednesday, May 20, 2015
9:00 a.m. – Isadore A. Shrager Boardroom, M2-1

Audit Committee:

Wednesday, June 10, 2015
12:00 p.m. – Isadore A. Shrager Boardroom, M2-1

Upcoming Events

18th Annual Foundation Golf Classic

Monday, July 27, 2015- 11:30 a.m.
Commonwealth National Golf Club
250 Babylon Road, Horsham PA 19044

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, April 2, 2015 – 3:00 p.m.

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Mr. Edwards, Ms. Holland, Ms. Horstmann, Mr. Johnson, Mr. Lassiter, Mayor Nutter, Dr. Rényi, Representative Roebuck, Ms. Sparandara, Ms. Tsai, Mr. White, Dr. Generals, Dr. Gay, Ms. Bauer, Ms. Brown-Sow, Ms. DiGregorio, Mr. Eapen, Ms. Garfinkle Weitz, Dr. Hirsch, and Mr. Murphy

The Board wished Dr. Generals a Happy Birthday.

(1) Recognition of Basketball Team

On behalf of the Board of Trustees, Mr. Bergheiser read a resolution commending the College's Men's Basketball Team on their outstanding season and for winning the NJCAA Region XIX division title. Mr. Bergheiser stated that the Team's record of 26-5 was exemplary. He congratulated the students on their accomplishment both in basketball and in their academic pursuits.

(2) Consent Agenda

Mr. Bergheiser asked for approval of the Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of February 5, 2015
- (b) Gifts and Grants
- (c) Academic Audits:
 - Automotive Technology: Auto Service Team Option (AAS)
 - Automotive Technology: Marketing and Management Option (AAS)
 - Automotive Service (Proficiency Certificate)
 - Youth Work Academic Certificate
 - Youth Work Proficiency Certificate
 - Religious Studies (AA)
 - Culinary Arts (AAS)
 - Hospitality Management (AAS)
 - Professional Cooking (Proficiency Certificate)
- (d) Recommendation to Discontinue Academic Certificates:
 - Disability Studies
 - Social Gerontology
- (e) 2013-2014 A-133 Audit Report
- (f) Amend College's 403b Plan Document to Allow Roth In-Plan Conversion
- (g) Board Resolution for Refunding 2008 Bond
- (h) Commonfund Resolution
- (i) Underground Storage Tank Contract

- (j) Dining and Vending Services
- (k) Resolution of Support for 2015-16 PDE Capital

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

At the request of Mr. Bergheiser, Mr. White outlined the following timeframe for the 2015-16 budget process:

- Staff will review recommendations for the 2015-16 Budget at the April 27, 2015 meeting of the Business Affairs Committee;
- Staff will review the budget proposal and get input from the Board of Trustees;
- Comments from the Board and additional work done by staff on the budget will be reviewed at the May 20, 2015 meeting of the Business Affairs Committee; and
- Board will take action on the budget at the June 2015 Board meeting.

Mr. White commended Dr. General and staff on the budget process.

(3) Report of the Student Outcomes Committee
Meeting of April 3, 2015

Ms. Holland reported that the Student Outcomes Committee met immediately preceding the Board meeting. She stated that the Committee reviewed an update on Middle States and that there were several notable progress points on Standard 14. She stated that the Committee urged staff to continue to work on quality assessment.

Ms. Holland reported that the Foundational Math Department is up and running.

Ms. Holland reported that the Committee had reviewed the dashboard for the Student Outcomes Committee. She stated that the actual targets in the dashboard reflect the goals in the Strategic Plan. Ms. Holland stated that the Committee was pleased with the outcomes on the dashboard.

Ms. Holland stated that the Committee reviewed the recommendation of candidates for faculty promotions. She stated that the Committee reviewed information on the candidates and was recommending four candidates for promotion to the rank of associate professor.

Dr. Rényi moved, with Ms. Tsai seconding, that the Board approve the four candidates for promotion to the rank of associate professor. The motion carried unanimously.

Ms. Holland reported that the Committee also discussed honorary degrees. She stated that the Committee was recommending that Dr. Kate Hetherington, the College's

Commencement speaker, be awarded an honorary degree at the May 2, 2015 Commencement Ceremony.

Mr. Johnson moved, with Ms. Sparandara seconding, that the Board approve the recommendation of the Student Outcomes Committee. The motion carried unanimously.

(4) Report of the Chair

(4a) Board Retreat

Mr. Bergheiser thanked members of the Board for attending the Board of Trustees Retreat on February 20, 2015. He stated that the meeting was very productive and he appreciated the Board's participation.

(4b) Budget Hearing

Mr. Bergheiser reported that the Budget Hearing before City Council is scheduled for Wednesday, April 22, 2015 in City Council Chambers, Room 400. He urged members of the Board to attend if their calendars permit.

(5) Foundation Report

Mr. Murphy reported that the Foundation had the largest fundraising year ever. He stated that non-government fundraising totals \$3,584,455. Mr. Murphy reported that the Foundation has received contracts for an additional \$235,000 since the report was tabulated. We have also had verbal pledges for another \$30,000. Mr. Murphy stated that with gifts and pledges totaling \$3,849,455, the Foundation is \$53,483 ahead of any other year including campaign year and we have another quarter to grow that figure.

Mr. Murphy stated that as the Foundation Board just made a commitment to targeted fundraising efforts for the 50th Anniversary Scholarship he is sure that the number will grow substantially. Mr. Murphy stated that a committee of Foundation Board members is being assembled with members who feel that a sizable endowment can be raised for the scholarship.

(6) Report of the President

Dr. Generals reminded the Board that a memorandum outlining his meetings/activities for the month of March was included in the Board of Trustees meeting folder.

Dr. Generals reported that Governor Tom Wolf visited the College's West Regional Center on April 1, 2015. He stated Governor Wolf toured the Automotive Tech Program, stopped by a class and greeted students. Dr. Generals stated that the students were very articulate and that the Governor was very engaged with students. Dr. Generals stated that Mr. Bergheiser was in attendance in addition to several members of City Council. He stated that it was a great visit by the Governor as he continues to advocate workforce development as a top priority of his administration.

Dr. Generals reported that the Middle States Small Team Visit took place on March 31-April 1, 2015. The Team delivered its report on April 1, 2015. The Team acknowledged that much progress has been made in assessment of student learning outcomes in a short period of time. The College needs to continue to demonstrate sustainability and use of multiple quality assessment.

(7) New Business

There was no new business discussed.

(8) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, May 7, 2015 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 3:40 p.m.

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

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, April 2, 2015 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Mr. Edwards, Ms. Holland, Ms. Horstmann, Mr. Johnson, Mr. Lassiter, Mayor Nutter, Dr. Rényi, Representative Roebuck, Ms. Sparandara, Ms. Tsai, Mr. White, Dr. Generals, Dr. Gay, Ms. Bauer, Ms. Brown-Sow, Ms. DiGregorio, Mr. Eapen, Ms. Garfinkle Weitz, Dr. Hirsch, and Mr. Murphy

The Board wished Dr. Generals a Happy Birthday.

(1) Recognition of Basketball Team

The Board recognized College's Men's Basketball Team for their outstanding season and for winning the NJCAA Region XIX division title.

(2) Consent Agenda

The Board approved the following Consent Agenda:

- (a) Proceedings and Minutes of Decisions and Resolutions
Meeting of February 5, 2015
- (b) Gifts and Grants
- (c) Academic Audits:
 - Automotive Technology: Auto Service Team Option (AAS)
 - Automotive Technology: Marketing and Management Option (AAS)
 - Automotive Service (Proficiency Certificate)
 - Youth Work Academic Certificate
 - Youth Work Proficiency Certificate
 - Religious Studies (AA)
 - Culinary Arts (AAS)
 - Hospitality Management (AAS)
 - Professional Cooking (Proficiency Certificate)
- (d) Recommendation to Discontinue Academic Certificates:
 - Disability Studies
 - Social Gerontology
- (e) 2013-2014 A-133 Audit Report
- (f) Amend College's 403b Plan Document to Allow Roth In-Plan Conversion
- (g) Board Resolution for Refunding 2008 Bond
- (h) Commonfund Resolution
- (i) Underground Storage Tank Contract
- (j) Dining and Vending Services

(k) Resolution of Support for 2015-16 PDE Capital

The Board was provided with an update of the 2015-16 Budget process.

(3) Report of the Student Outcomes Committee Meeting of April 3, 2015

The Committee met on April 3, 2015.

The Board approved four candidates for promotion to the rank of associate professor.

The Board approved the granting of an honorary degree to Dr. Kate Hetherington, the College's Commencement speaker.

(4) Report of the Chair

(4a) Board Retreat

The Board of Trustees Retreat took place on February 20, 2015.

(4b) Budget Hearing

The College's Budget Hearing before City Council is scheduled for Wednesday, April 22, 2015 in City Council Chambers, Room 400.

(5) Foundation Report

The Foundation has had the largest fundraising year ever. With gifts and pledges totaling \$3,849,455, the Foundation is \$53,483 ahead of any other year including campaign year.

(6) Report of the President

Governor Tom Wolf visited the College's West Regional Center on April 1, 2015 and toured the Automotive Tech Program.

The Middle States Small Team Visit took place on March 31-April 1, 2015. The Team acknowledged that much progress has been made in assessment of student learning outcomes in a short period of time. The College needs to continue to demonstrate sustainability and use of multiple quality assessment.

(7) New Business

There was no new business discussed.

(8) Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, May 7, 2015 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 3:40 p.m.

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

RESOLUTION

WHEREAS, the Board of Trustees desires to amend its bylaws to allow comment by members of the public during its open meetings;

NOW, THEREFORE, IT IS RESOLVED THAT:

Meetings of the Board of Trustees shall be open to members of the public, except when the Board is in executive session in accordance with Pennsylvania law.

In order that the business of the College may be conducted in an orderly and deliberative fashion, the Board sets forth the following procedures for members of the community desiring to appear before the Board. The Board reserves the right to amend and/or waive any or all of these procedures by majority vote of Trustees present.

A member of the community who wishes to address the Board shall submit a written request to the Chairperson at least twenty-four (24) hours before the scheduled meeting. The written request shall state the purpose of the address.

The duration of the public comment period shall be no longer than thirty (30) minutes. The Chairperson shall normally allot a member of the community not more than three (3) minutes unless the time is increased or decreased by the Chairperson.

Community College of Philadelphia
Office of Institutional Advancement
Record of Grants and Gifts
for the May 2015 Meeting of the Board of Trustees

Summary by Grant Type:

	Fiscal	
	Current Month	Year-to-Date
Government/Public Grants		
Federal		\$1,942,654
State		\$1,697,980
Local		
Private Grants		
Corporation	\$210,103	\$210,103
Foundation*		\$2,980,040
Organization		\$54,425
Other Grants		
Grant Total	\$210,103	\$6,885,202

*The year-to-date amount indicated for private grants from foundations was adjusted by \$70K: \$60K reported as grants were restricted gifts; \$10K was payment on a grant already reported.

GIFTS
Summary by Gift Type:

Gifts to the Foundation	Amount	Purpose
Anonymous	\$10,000	Endowment
PECO Energy Company	\$25,000	Scholarship
Pincus Family Foundation	\$32,000	Scholarship
Gifts In-Kind		
B&H Photo & Video, Inc.	\$300	Gift Cards
Intuit Financial Freedom Foundation	\$2,587	Online Licenses

**COMMUNITY COLLEGE OF PHILADELPHIA
Office of Institutional Advancement
Monthly Summary of Grants and Gifts
for the May 2015
Meeting of the Board of Trustees**

Corporation Grant

The Philadelphia Youth Network has funded the ACE+ grant for \$210,103. This grant will support an educational opportunity for up to 100 students across the city's portfolio of Accelerated High School programs that will provide access to higher education and the opportunity to earn college credits while completing high school. This intensive five-week summer program will give participants the opportunity to take up to two college courses each, at no expense to them.

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

MINUTES

Thursday, April 2, 2015

1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland

Present: Mr. Mark Edwards, Dr. Judith Gay, Dr. Donald Generals, Dr. Samuel Hirsch, Dr. Judith Rényi, Dr. James Roebuck

Guests: Dr. Mary Anne Celenza, Dr. Gayle Dixon

(1) Executive Session

The Student Outcomes Committee Board members will recommend four faculty for promotion to Associate Professor.

The Student Outcomes Committee of the Board members will make a recommendation for an honorary degree.

(2) Public Session

a) Approval of Minutes of February 5, 2015 (Action Item)

The minutes were accepted.

b) Middle States Update

Dr. Gay gave a brief overview of the Middle States team visit and report, both identifying things that the team liked and things for continuing improvement. Dr. Rényi stated that there should be national benchmarks for every program, and faculty need to be able to articulate what the student will look like at the end of the process. Dr. Gay then identified next steps: the College will receive a draft report and have a chance to correct any errors of fact; a final report will be submitted to Middle States by the head of the Visiting Team; the College will have a chance to respond to that report. The Middle States Commission on Higher Education will act in June 2015.

c) Student Outcomes Dashboard – 2013/2014 Data

Ms. Holland stated that the discussion should not focus on the categories or the format since the current dashboard is the one approved by the Student Outcomes Committee (SOC) of the Board. She also stated that the College met or was close to the target in many of the categories. Finally, she mentioned that it would be helpful to see the variance reflected on the

dashboard. Dr. Gay reminded the SOC members that the targets in the dashboard were based on the Strategic Plan targets. Mr. Edwards stated that it would be helpful to see how the College data compares to peers. Dr. Generals stated that he would like to see how the data compares to the Aspen award elite. Dr. Rényi agreed that there should be aspirational goals, and if there are reasons beyond the control of the institution for not meeting targets, it should be reflected in a footnote. Dr. Generals said he plans to make changes in the targets. Mr. Edwards stated that the College has made a phenomenal start.

Dr. Rényi asked whether there should be something on the dashboard related to Standard 14. Ms. Holland stated that it would be helpful to know if the quality of instruction is good. She added that the dashboard needs to be concise while also being clear about what matters. Dr. Rényi agreed it should reflect the value added by the College. Dr. Generals stated that he would like to see outcomes of developmental education, including how many are raised out of developmental education; gaps for students of color; and general education/core competency outcomes.

Ms. Holland said there needs to be a space where the Board can see alignment between vision, strategy, and policy/finance. The dashboard should reflect what the president thinks is most critical.

d) Foundational Math

Dr. Gayle Dixon explained the steps that are being taken in the new department. The department is hiring new full time faculty for the next academic year. An intermediate algebra course will be taught in the department starting summer 2015. For fall 2015, there will be accelerated (7-week) courses so students can take 016/017 and 017/118 in one semester. Dr. Hirsch mentioned that the same accelerated pattern will be used for English courses. Mr. Edwards stated that he likes the flexibility but questioned how will we measure outcomes? Dr. Generals responded that no difference equals success.

Dr. Dixon stated that the faculty have revised the student learning outcomes for the foundational math courses and have streamlined the final exam. They are looking at other approaches to instruction. They are working on an NSF grant for K-14 connections. SOC members discussed wanting to know how the approaches chosen will result in better outcomes and how the faculty will use the results.

e) Academic Audits

Action: The Student Outcomes Committee of the Board agreed to recommend approving the Digital Forensics Program audit and recertifying the program for five years.

f) Recommendation to Discontinue Certificates

Action: The Student Outcomes Committee of the Board agreed to recommend that the following certificates be discontinued: Academic Certificate in Justice; Biotechnology Proficiency Certificate; and Biomedical Technician Training Proficiency Certificate.

g) Accounting AAS Degree Audit Update

Postponed until the May meeting.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, May 7, 2015 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of February 5, 2015

Digital Forensics Audit Summary

Student Outcomes Dashboard

Academic Program Audit: Digital Forensics A.A.S.

Summary Recommendations to Discontinue Certificates

Recommendation to Discontinue the Academic Certificate in Justice

Recommendation to Discontinue the Biotechnology Proficiency Certificate

Recommendation to Discontinue the Biomedical Technician Training Proficiency Certificate

Accounting AAS Degree Audit Update

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

MINUTES

Thursday, February 5, 2015

1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland

Present: Dr. Judith Gay, Dr. Donald Generals, Mr. Chad Dion Lassiter, Dr. Judith Rényi

Guests: Ms. Rebecca Fabiano, Mr. Andres Marin, Dr. Marian McGorry, Mr. Osvil Acosta-Morales, Mr. John Moore, Mr. David Prejsnar, Mr. Richard Saxton, Dr. Sharon Thompson

(1) Executive Session

None

(2) Public Session

a. Approval of Minutes of November 6, 2014 (Action Item)

The minutes were accepted.

b. Academic Audits

1. Religious Studies (AA)

Mr. Moore reviewed highlights of the Religious Studies AA degree program audit including issues with enrollment, retention and student success. Mr. Acosta-Morales and Mr. Prejsnar said that the department faculty are committed to the program and students are passionate about it. Board members commented that they would like to see information about success in transferring. Board members also asked about faculty engagement with the program before the audit was done. Mr. Acosta-Morales said there was a misperception in the department that things were fine with the program. The Board members stated that they want to see hard numbers in the form of targets.

Action: The Student Outcomes Committee of the Board recommends that the Board accept the audit with amendments to the recommendations to include: identification of metrics/targets; identification of community partnerships; a strategy for recruitment and retention; comparison groups for benchmarking; and information about where students are going. The Committee recommends targets and potential partnerships be identified in a memo in one month, and a follow-up report be provided in October 2015.

2. Culinary Arts (AAS), Hospitality Management (AAS), Professional Cooking Proficiency Certificate

Mr. Moore reviewed the highlights of the audits. The Culinary Arts Program has increasing enrollment but there are issues with retention and graduation. The Hospitality Management Program has stable enrollment and better retention and graduation than the College average. The Professional Cooking Proficiency Certificate has not been assessed. Chef Andres Marin commented on program activities. He stated that program faculty are interested in revising the program to include tourism, catering and other aspects of the industry. Board members commented that the program may need more stackable credentials and partnerships, such as with OIC. Board members agreed they want to see targets and timelines for each recommendation. Both should be a “stretch.”

Action: The Student Outcomes Committee of the Board recommends that the Board accept the audit, require targets be identified in a memo in one month, and a follow-up report be provided in October 2015.

3. Automotive Technology—Automotive Service Technology (AAS), Automotive Technology—Marketing & Management Option (AAS), Automotive Service Proficiency Certificate

Mr. Moore reviewed highlights of the audits. Enrollment has grown and the department has been efficient in scheduling courses. Issues include graduation rate and credits attempted to credits earned. Mr. Saxton stated that the faculty are considering adding stackable certificates but they are committed to keeping the degree program. Some employers are interested in students who earn a degree. Mr. Moore also mentioned that the program is accredited and has a strong advisory committee.

Action: The Student Outcomes Committee of the Board recommends that the Board accept the audits, including the recommendation to eliminate the Marketing & Management Option and to consider whether to maintain the proficiency certificate. The Automotive Technology—Automotive Service Technology (AAS) and the Automotive Service Proficiency Certificate are recommended for recertification for five years.

4. Youth Work Academic Certificate and Proficiency Certificate

Ms. Holland stated that she will abstain from voting because she knows the program coordinator, Ms. Fabiano, and was involved in supporting the program when it started.

Mr. Moore provided an overview of the audits. Issues include weak retention and graduation rates and students departing from the program in poor academic

standing. Courses are under enrolled. Ms. Fabiano stated that there is a need to have qualified workers in the field. She believes the College could be a leader in the field and she has already identified many students who could enroll. She stated that there have been three department heads since she started in the position, there is no job description for her position and there had been a lack of support and training. Dr. Thompson said the department has been considering different possibilities for the Youth Work courses including psychology, education, and behavioral health and human services. Ms. Holland stated that the labor market information is not very helpful as presented because the demand for the program is local. There is an issue in that the market information that is available is broad and does not include Youth Work. There was a discussion of the origin of the program. The program was created from grant funding that did not continue. Ms. Holland said there is still a demand for the education. She suggested the program needs to intentionally recruit and retain students. No other place in the City is doing youth development work. A financial model should be built for the program.

Action: The Student Outcomes Committee of the Board recommends that the Board accept the audits, including the recommendation to discontinue the academic certificate. The Committee recommends preserving the proficiency certificate for at least one year, discuss what department is interested in ownership, create a plan to strengthen the program, develop a clear outline of administrative duties and create a solid connection with the youth system.

c. Recommendation to Discontinue Academic Certificates: Disability Studies and Social Gerontology

The Student Outcomes Committee of the Board agreed to have an electronic vote on discontinuing the Disability Studies Academic Certificate and the Social Gerontology Academic Certificate.

d. Accounting AAS Degree Audit Update

Postponed

e. Student Outcomes Dashboard—2013-14 Preliminary Data

Postponed

f. Middle States Update

Postponed

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, April 2, 2015 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of November 6, 2014

Audit Summaries

Religious Studies Audit

CAHM Audits

Automotive Technology Audits

Youth Work Audits

Recommendation to Discontinue the Disability Studies Academic Certificate in the Behavioral Health Human Services Curriculum

Recommendation to Discontinue the Social Gerontology Academic Certificate in the Behavioral Health Human Services Curriculum

Accounting AAS Degree Audit Update

Student Outcomes Dashboard

Digital Forensics Audit Summary

Digital Forensics is a relatively new (Fall 2005), direct-to-work program. The Program prepares students for careers in government, the private sector, and law. Over the past five years, the Program curriculum has changed to not only include computers, but also other digital devices.

Enrollment in the Program has steadily increased over the past five years, and average enrollment is approximately 108 students per year. Digital Forensics generally records stronger outcomes data than the Division and the College, despite a lower proportion (than the College) of students placing at college level. The Program records a higher proportion of students in good academic standing, stronger retention, and fewer students not returning to the Program compared to the Division and the College.

Digital Forensics courses yield high course completion rates, additionally students' record high long-term success at departure and a comparable graduation rate to the College. These trends indicate the possibility that students could utilize this program for the purpose of transfer and/ or skills development. Digital Forensics records a transfer rate similar to that of the College, even though it is an A.A.S. degree. The program has awarded 49 degrees in the past five years.

The Program includes four adjunct faculty members with diverse experience in the field. Faculty participate in domestic and international law enforcement training and support, develop software and tools used in the industry, serve on committees and associations, serve as faculty members at several colleges and universities, and hold certifications in many forensic software products.

The digital forensics field is expected to grow rapidly in the coming years; jobs are forecasted to increase in local and federal law enforcement, as well as corporate security and private investigation.

Consistently, the Program runs sections at one third to one half of capacity, while the College sections average 80% of capacity. During the fall of 2014, three of the five sections offered were cancelled due to low enrollment. Although enrollment has been low for the past five years, faculty members posit that the program's name change compounded the problem.

The Program has assessed all five of the program level student learning outcomes; only one outcome, however, is in the standard format, and therefore only that program has been uploaded to SharePoint.

Findings & Recommendations

1. Undertake general program management activities

a. Create a program management plan

This audit highlights the need for a Program Management Plan to deal with internal and external program awareness. The internal aspect of this plan will address dissemination of information among current students including, but not limited to, the creation, implementation, and publication of a consistent schedule of course offerings. The external plan will address communication and promotion of the program to admissions advisors for the purpose of disseminating accurate and pertinent information to potential students.

Timeline: End of summer 2015

Persons Responsible: Program Director

Deliverables: Schedule of Course Offerings and Communication Plan

b. Determine optimal program size

Digital Forensics must determine their ideal program size in order to set enrollment goals. Ideal program size can be determined by researching similar programs and obtaining data on enrollment, faculty, and scope of programs, and then benchmarking these programs with CCP's program.

Timeline: spring 2015

Persons Responsible: Program Director

Deliverables: Enrollment Goals Report

c. Establish internal course linkages

The Program must identify ways to either increase enrollment in Digital Forensics courses or decrease the number of courses offered. Strategies may include: working with other curricula to offer Digital Forensics courses as directed electives, cross listing Digital Forensics courses, or eliminating Digital Forensics courses in favor of courses from other programs.

Timeline: Plan Summer 2015, Implementation Fall 2015

Persons Responsible: Program Director

Deliverables: Course Goals Plan, Modify Course Catalogue

d. Identify where the students go at departure

A high proportion of students depart with long-term success. Research should be undertaken to determine whether these students enroll in the program to improve their chances of transfer, to increase their employment chances after graduation, or gain skills for a current job.

Timeline: Fall 2015

Persons Responsible: Program Director, Assistant Dean of Liberal Studies

Deliverables: Create student departure survey

2. Develop articulation agreements with local colleges and universities

Approximately 40% of the students that leave the Program transfer. Emphasis should be placed on ensuring that CCP's curriculum aligns with the curriculum of local institutions which CCP students commonly transfer to.

Timeline: Spring 2015

Persons Responsible: Program Director, Assistant Dean of Liberal Studies
Deliverables: Develop articulation agreements and update CCP's Transfer Agreement website.

3. Assessment

The assessments must be re-organized into the standard CCP assessment format and then loaded into SharePoint. Certain benchmarks must be rewritten to provide more specificity. Action plans should be developed regardless of whether the goals were achieved. Faculty needs training on assessment through the CAT Team.

Timeline: Summer 2015

Persons Responsible: Digital Forensics Faculty

Deliverables: SharePoint must include all five outcomes

**Community College of Philadelphia
Student Outcomes Committee of the Board
2013-2014 Dashboard**

Draft

ENROLLMENT	2012-13 Actual	2013-14 Goal	2013-14 Actual	Met/Exceeded Goal?
New Full-time (Fall Admission) ¹	1,614	1,630	1,600	No
New Part-time (Fall Admission) ¹	3,380	3,407	3,573	Yes
Annual Unduplicated New Students ²	10,222	10,321	10,529	Yes
Total Annual FTE ²	15,116	15,121	15,050	No
COLLEGE READINESS UPON ENTRANCE	2012-13 Actual	2013-14 Goal	2013-14 Actual	Positive Change?
All Developmental (Fall Admission) ⁴	24.8%	24.1%	28.9%	No
Some Developmental (Fall Admission) ⁴	47.7%	46.5%	43.5%	Yes
College Level (Fall Admission) ⁴	27.5%	28.3%	27.6%	No Change
PERSISTENCE	2012-13 Actual	2013-14 Goal	2013-14 Actual	Positive Change?
Fall to Spring New Full-time ³	79.8%	81.4%	83.6%	Yes
Fall to Spring New Part-time ³	65.7%	67.7%	70.0%	Yes
Fall to Fall New Full-time ³	56.3%	56.9%	55.8%	No
Fall to Fall New Part-time ³	46.9%	47.4%	43.7%	No
% Credit Hours Earned to Attempted ⁴	88.0%	90.0%	87.4%	No
TRANSFER AND COMPLETION	2012-13 Actual	2013-14 Goal	2013-14 Actual	Positive Change?
New Full-time Students Earned Degrees/Certificates within Three Years ³	12.0%	12.25%	12.5%	Yes
New Part-time Students Earned Degrees/Certificates within Six Years ³	9.3%	10.23%	11.1%	Yes
New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years ⁵	24.0%	22.8%	27.3%	No
New Part-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years ⁵	28.0%	27%	26.7%	Yes
WORKFORCE PREPARATION AND EMPLOYMENT	2012-13 Actual	2013-14 Goal	2013-14 Actual	Positive Change?
Career Program Job Placement Rates ⁶	68.4%	70.1%	79.0%	Yes
Career Program Graduates' Wages and Wage Growth ⁶	\$36,235		\$39,737	Yes
Licensure Exam Pass Rates ⁷	5	6	5	No Change

¹ Source: Harrisburg Enrollment Report, All new to Community College of Philadelphia full-time and part-time students

² Source: Institutional Research Unduplicated Annual Enrollment Report, All enrolled students

³ Source: Institutional Research Cohort Retention and Completion Reports, All new to Community College of Philadelphia full-time and part-time students

⁴ Source: Institutional Research Academic Performance Measures, Entering Developmental includes all new students; Credit Hour completion ratio includes all enrolled students

⁵ Source: Annual NCCBP (National Community College Benchmark Project) Report

⁶ Source: Community College of Philadelphia annual Graduate Survey

⁷ Source: Dean of Math, Health and Science Division

Community College of Philadelphia

Academic Program Audit

Digital Forensics A.A.S.

Authors:

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Date: February 2015

I. Executive Summary

Digital Forensics is a relatively new (Fall 2005), direct-to-work program. The Program prepares students for careers in government, the private sector, and law. Over the past five years, the Program curriculum has changed to not only include computers, but also other digital devices.

Enrollment in the Program has steadily increased over the past five years, and average enrollment is approximately 108 students per year. Digital Forensics generally records stronger outcomes data than the Division and the College, despite a lower proportion (than the College) of students placing at college level. The Program records a higher proportion of students in good academic standing, stronger retention, and fewer students not returning to the Program compared to the Division and the College.

Digital Forensics courses yield high course completion rates, additionally students' record high long-term success at departure and a comparable graduation rate to the College. These trends indicate the possibility that students could utilize this program for the purpose of transfer and/ or skills development. Digital Forensics records a transfer rate similar to that of the College, even though it is an A.A.S. degree. The program has awarded 49 degrees in the past five years.

The Program includes four adjunct faculty members with diverse experience in the field. Faculty participate in domestic and international law enforcement training and support, develop software and tools used in the industry, serve on committees and associations, serve as faculty members at several colleges and universities, and hold certifications in many forensic software products.

The digital forensics field is expected to grow rapidly in the coming years; jobs are forecasted to increase in local and federal law enforcement, as well as corporate security and private investigation.

Consistently, the Program runs sections at one third to one half of capacity, while the College sections average 80% of capacity. During the fall of 2014, three of the five sections offered were cancelled due to low enrollment. Although enrollment has been low for the past five years, faculty members posit that the program's name change compounded the problem.

The Program has assessed all five of the program level student learning outcomes; only one outcome, however, is in the standard format, and therefore only that program has been uploaded to SharePoint.

II. Program

The Digital Forensics program provides a sound educational foundation for the performance of professional activities within the digital forensics arena. A sequence of courses is offered that will enable students to develop a knowledge base in computer crime, digital evidence, and technological investigations. Students will also learn to adopt a set of professional values and develop skills related to professional activity in the field of digital forensics. Students completing the Digital Forensics program will be prepared to enter the field of digital forensics in a public or private environment as technology-focused crime

investigators, digital forensics analysts or examiners, digital evidence technicians, Internet security specialists, and network security analysts. Individuals currently working in this or a related field will substantially enhance their knowledge and skills.

A. History and Revisions to the Curriculum

The Digital Forensics Program was modified in 2014 when the name was changed from Computer Forensics to Digital Forensics, and the focus was broadened to not only include computers but other digital devices such as flash drives and cell phones. This change is consistent with programs at local baccalaureate institutions to which our students may transfer.

Along with the 2014 program revision, courses were also revised. All courses in the Program changed from CF (computer forensics) to DF (digital forensics). Additionally, CF 240: Computer Forensics Seminar and Practicum was replaced by DF 250: Digital Forensics Case and Lab Management. There were two main reasons for this revision. Firstly, CF 240 included an internship, and although an internship in the field would be very valuable, most employers will not hire interns due to the sensitivity of the data they are using. Secondly, technology constantly changes, and in order to stay applicable to the digital forensics field, adjustments are required to keep the program relevant.

In 2006, CF 203: Networking and Forensics was added to the curriculum. The focus of this course is on students obtaining the tools and skills necessary to recover information and/or evidence from computer networks and networking equipment in a forensically sound manner.

B. Curriculum Sequence

Course Number and Name	Pre & Co-requisites	Credits	Gen Ed Req.
First Semester			
ENGL 101 - English Composition I		3	ENGL 101
JUS 101 - Survey of Justice		3	
CIS 103 - Applied Computer Technology		3	Tech Comp
MATH 118 - Intermediate Algebra (or higher)		3	Mathematics
CIS 105 - Computer Systems Maintenance		4	
Second Semester			
ENGL 102 - The Research Paper	ENGL 101 a grade of "C" or better	3	ENGL 102, Info Lit
CIS 150 - Network Technology		4	
JUS 221 - Criminal Investigation	JUS 101	3	
DF 101 - Introduction to Digital Forensics	CIS 105 and PLS 101 or JUS 101	3	
JUS 241 - Criminal Law	JUS 101 or PLS 101	3	
Third Semester			
JUS 261 - Criminal Evidence and Procedure	JUS 101	3	
DF 201 - Digital Forensics II	DF 101	3	
DF 203 - Networking and Forensics	DF 101, CIS 150	3	
Natural Science Elective		3/4	Natural Science
Social Science Elective		3	Social Science
Fourth Semester			
Social Science Elective		3	
Humanities Elective		3	Humanities
DF 220 - Intrusion Response	DF 101, CIS 150	3	
DF 250 - Digital Forensics Case & Lab Mgmt	DF 201	3	
General Elective		3	
Minimum Credits Needed to Graduate:		62	

C. Curriculum Map

Required Courses	Programmatic Student Learning Outcomes				
	Apply criminal investigation techniques to basic computer forensic investigations.	Conduct analyses of digital media and recover digital evidence.	Explain the concept of intrusion and describe the techniques that intruders use to penetrate and damage networks.	Employ surveillance methods to prevent intrusions.	Uncover digital evidence of criminal activity in networks.
DF 101	I, R, A	I, R, A			
DF 201	R, A, M	R, A, M			
DF 203	R, A	R, A	I		I, R, A, M
DF 220	R, A		R, A, M	I, R, A, M	R, A, M
DF 240	R	R	R	R	R

I – Introduced

R-Reinforced & opportunity to practice

M-Mastery at exit level

A-Assessment evidence collected

D. Future Direction for the Field/ Program

The digital forensics field is expected to expand rapidly in coming years, with an expected rate of growth between 22 and 27 percent. Most often, these jobs will be with law enforcement agencies, lawyers, and courts. Corporations attempting to cut down on fraud or who are large enough to justify their own investigative branch may also employ digital forensic professionals. Finally, private investigative firms often have a digital forensic professional on staff, and one may even contract out as a private investigator in this line of work.¹

Because there is a relationship between the disciplines of e-discovery and legal technology/litigation support, the Program sees the potential for growth with a closer alignment of the disciplines. Additionally, a certificate in E-Discovery, which requires students to take Digital Forensics 101, is in the development process.

III. Profile of the Faculty

A. Program Faculty

Faculty	Position	Courses Taught
Pamela King	Program Director, Adjunct Faculty Member	Digital Forensics II and Digital Forensics Case and Laboratory Management
William Jeitner	Adjunct Faculty Member	Introduction to Digital Forensics and Networking and Forensics
George McGuire	Adjunct Faculty Member	Introduction to Digital Forensics and Networking and Forensics
Zheng Liu	Adjunct Faculty Member	Intrusion Response

B. Faculty Engagement

The Program faculty are active within the field. They participate in national and international law enforcement support and training, development of training and software

¹ <http://career.myonlinecriminaljusticedegree.com/2012/02/computer-forensics-careers.html>

solutions, private industry consulting in e-discovery, network security, digital forensics, and cell phone forensics. Faculty members provided training and or law enforcement support for the following: Middle Atlantic Great Lakes Organized Crime Law Enforcement Network, the Federal Bureau of Investigation, High Technology Crime Investigators Association, Chester County PA's District Attorney's Office, BKForensics, U.S. Department of State, Office of Antiterrorism Assistance, U.S. Department of Homeland Security, ATF, Central Intelligence Agency, German Federal Police, Luxemburg Police Agency, and Dubai Police Unit. The faculty has served on various committees and associations, including the High Technology Crime Investigation Association, the PA Commission on Crime and Delinquency's Sub Committee on Crime and Technology, and the International Association of Computer Investigative Specialists.

The Digital Forensics faculty have served as faculty at several colleges and universities, including Chestnut Hill College, West Chester University, Desales University, Gwynedd Mercy University, and George Washington University. Faculty hold certifications in IACIS Computer Forensics, Access Data Certified Examiner, Mobile Phone Seizure Certification, Encase, Black Bag tools, and X-Ways Software products.

IV. Program Characteristics

A. Student Profile

Enrollment within the Program has increased by approximately 21% in the past five years, while in the same time period enrollment in the Division has decreased, and enrollment within the College has remained unchanged. The average headcount over the past five years was 108 students.

Table 1: Headcounts

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
Digital Forensics	Headcount	94	105	113	112	114	108	21%
	FTE Headcount	66	74	79	75	77	74	17%
Liberal Studies	Headcount	8892	8711	8717	8216	8059	8,519	-9%
	FTE Headcount	6313	6175	6137	5745	5649	6,004	-11%
College	Headcount	19047	19502	19752	18951	19065	19,263	0%
	FTE Headcount	13361	13697	13682	13106	13163	13,402	-1%

The Digital Forensics Program enrolls students with similar demographics as the Division and the College in terms of age and full-time status; the level of college readiness is similar to that of the Division; however, the proportion of students that place at college level is five percent lower within the Program compared to the College. Differences between the Program, the Division, and the College are mainly observed in the areas of gender and race/ethnicity. The Program enrolls a higher proportion of males than the Division and the College. Additionally, the

Program enrolls a higher proportion of Latino and Caucasian students and a lower proportion of African American students than the Division and the College.

Table 2: Demographics

Demographics: Running 5 Year Average			
	Digital Forensics	Liberal Studies	College
Female	54.1%	62.13%	63.8%
Male	44.7%	37.35%	35.8%
Unknown	1.3%	0.50%	0.4%
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Native American	0.4%	0.5%	0.4%
Asian	4.1%	5.0%	7.4%
African American	42.9%	49.4%	48.0%
Latino/a	15.6%	10.7%	10.3%
Caucasian	28.5%	24.8%	24.5%
Multi-Racial	3.6%	2.4%	2.3%
Other	0.0%	0.0%	0.2%
Unknown	4.9%	7.1%	6.9%
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16 – 21	30.4%	32.3%	32.0%
22 – 29	36.1%	35.6%	37.2%
30 – 39	18.8%	15.5%	17.0%
40 +	14.7%	15.8%	12.9%
Unknown	0.0%	0.9%	0.8%
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Full Time	33.5%	33.6%	30.8%
Part Time	66.5%	66.4%	69.2%
<hr/>			
All Developmental	28.2%	30.0%	29.1%
Some Developmental	49.3%	46.8%	43.3%
College Level	22.5%	23.2%	27.6%

Digital Forensics records stronger outcomes data in most areas compared to the Division and the College. The Program records a marginally higher proportion of students in good academic standing relative to the Division and the College. The retention rates in Digital Forensics are approximately 5% higher than the Division and the College. A similar proportion of students are leaving the Program because they graduate compared to those that leave the Division and the College. The Program records a marginally weaker proportion of students departing successfully in the short term and a higher proportion of students departing successfully in the long term. The program also records a lower rate of students departing unsuccessfully compared to the Division and the College. The course completion is marginally higher than that of the Division

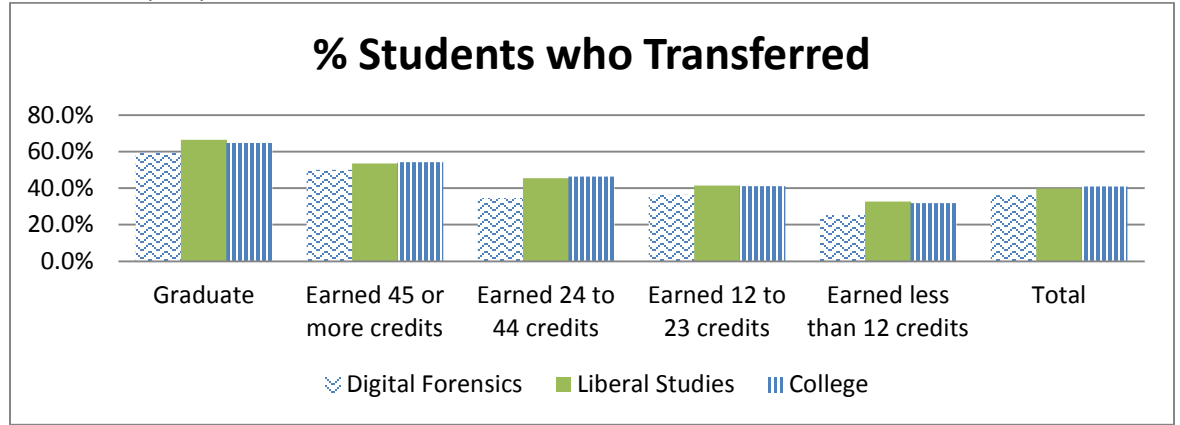
and the College, with approximately nine out of ten students successfully completing Digital Forensics courses over the last five years.

Table 3: Outcomes Data: 5 Year Averages

		Digital Forensics	Liberal Studies	College
Standing	Good Standing	87%	83.8%	84.8%
	Probation	11.3%	14.6%	13.7%
	Dropped	2.1%	1.6%	1.6%
Fall-Spring Retention	Returned/Same	70.2%	64.4%	65.8%
	Returned/Different	6.5%	6.4%	5.2%
	Graduated	1.3%	2.8%	2.2%
	Did Not Return	22.0%	26.5%	26.8%
Fall-Fall Retention	Returned/Same	41.6%	35.9%	36.7%
	Returned/Different	10.1%	9.7%	8.6%
	Graduated	9.2%	8.5%	8.4%
	Did Not Return	39.1%	45.9%	46.4%
Success at Departure	Graduated	9.8%	10.5%	10.0%
	Long Term Success	42.6%	37.3%	36.2%
	Short Term Success	12.9%	14.3%	17.2%
	Unsuccessful	34.7%	37.9%	36.6%
Course Outcomes	Course Completion	90.67%	87.4%	88.2%
	GPA	3.05	3.0	3.0

Over the past five years, a comparable proportion of students in the Digital Forensics Program transferred to another school relative to the Division and the College. Given that this program is direct-to-work, lower than average transfer rates are expected. A high transfer rate is not generally the objective of A.A.S. programs.

Figure 1: Transfer by Departure Status



Over the past 5 years, 49 Digital Forensic Degrees have been awarded. The number of degrees awarded has fluctuated over this time period; degrees awarded ranged from four to 13 per year.

Figure 2: Degrees Awarded

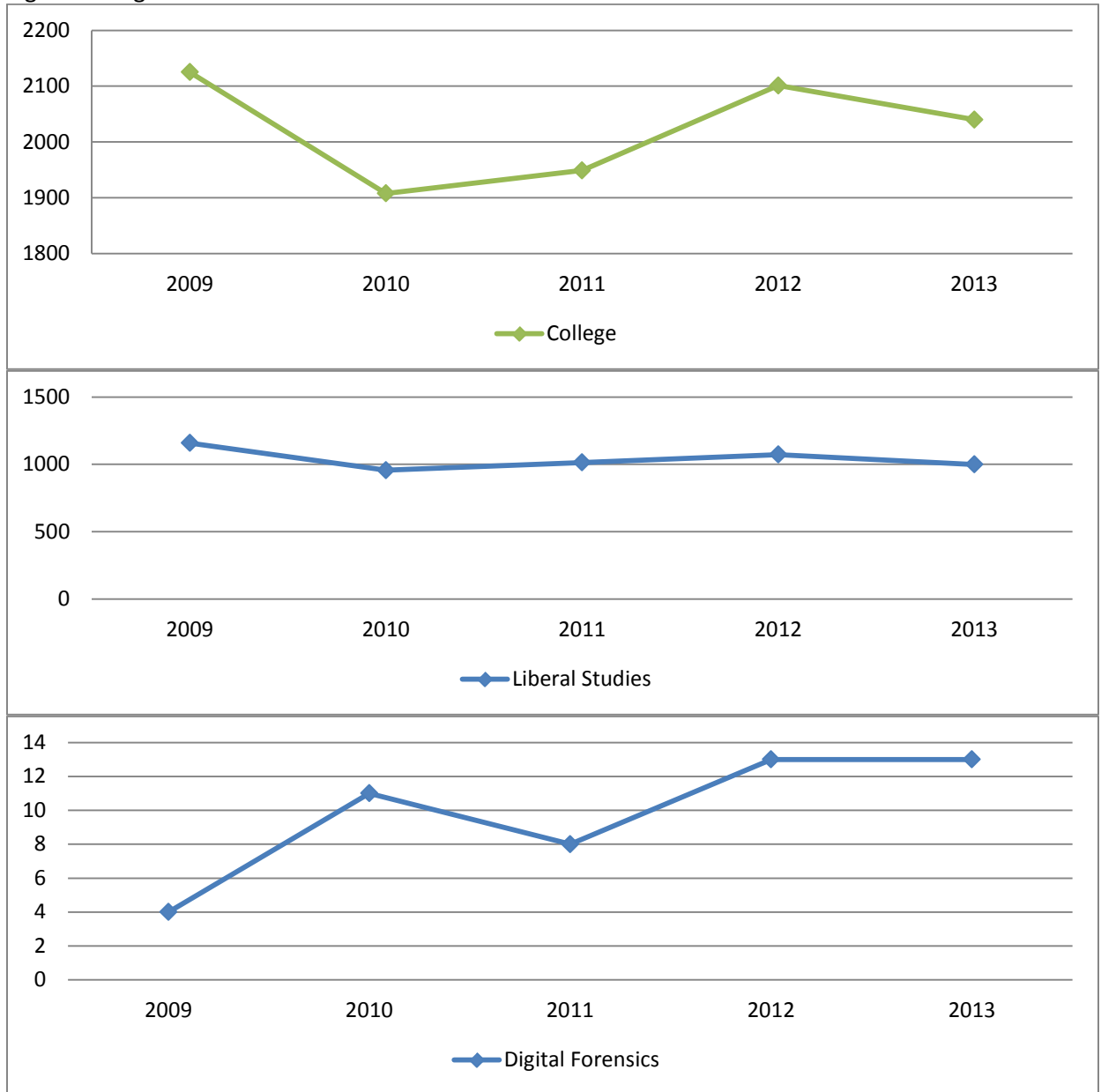
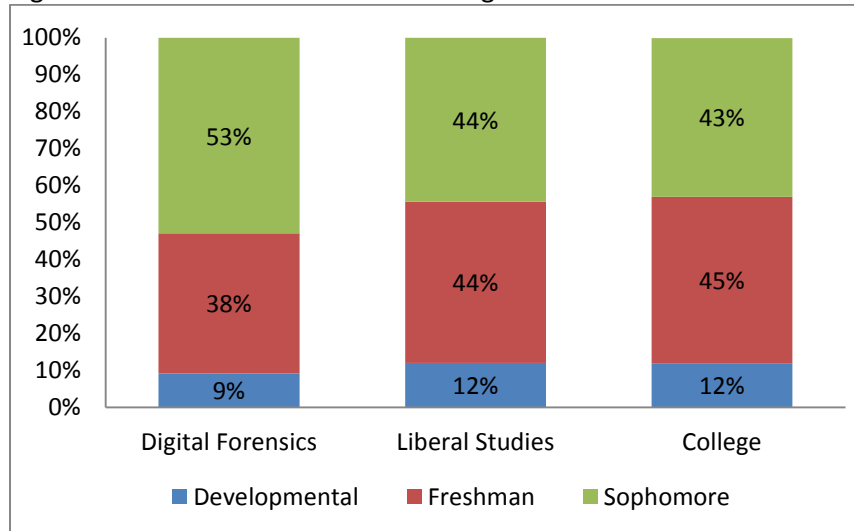


Table 4: Degrees Awarded

	2009	2010	2011	2012	2013
Digital Forensics	4	11	8	13	13
Liberal Studies	358	357	318	323	328
College	2125	1908	1949	2101	2040

The College and the Division have almost equal proportions of freshmen and sophomores. However, within the Digital Forensics Program, there are 15% more sophomores than freshmen. A possible explanation for this discrepancy could be a high percentage of students transferring into the program.

Figure 3: Distribution of Students in Program



The average GPA for graduates of the Digital Forensics Program is higher than the average GPA of graduates from the Division and the College. On average, Digital Forensics graduates have attempted 20% (14 courses) more courses than are required for graduation. Digital Forensics graduates are more efficient than graduates of the Division and the College in attempting courses and earning credit; on average, graduates of the Division and the College attempt 25% more courses than required for graduation.

Table 5: Median Statistics for Program Graduates

	Digital Forensics	Liberal Studies	College
Years to Degree	4.3	4.1	4.7
Credits Attempted	80.0	83.0	85.0
Credits Earned	66.0	66.0	68.0
Ratio of Attempted to Earned	1.21%	1.25%	1.25%
GPA	3.3	3.1	3.1

The Digital Forensics Program generally offers two to three sections in the fall and four to five sections in the spring. On average, over the last five years, the Digital Forensics Program has run sections ranging between 28 and 53% of capacity. Within the same time period the Division ran sections ranging from 80 to 84% of capacity, and College sections ranged from 83 to 86% of capacity. Faculty asserts that students push for multiple courses to run each semester so that they can complete the program more quickly.

In the fall of 2014, Computer Forensics changed its name to Digital Forensics. Consequently, all courses which were formally CF changed to DF. Following this change, only 22 students were enrolled in Digital Forensics courses, while during the five previous fall semesters, on average, approximately 40 students were enrolled in Digital Forensics/ Computer Forensics courses. Faculty report that new students assert that they were not aware of this change and therefore did not know that they should be enrolling in Digital Forensics courses. Three sections were cancelled due to low enrollment during the fall of 2014.

Table 6: Section Enrollments

		Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall Average	Spring Average
Digital Forensics	Sections	4	3	3	4	4	4	2	4	3	5	2.00	2.80	3.96
	Avg Enrollment	13.75	16.00	13.33	10.75	11.75	19.00	12.50	10.25	12.33	12.40	11.00	12.18	12.92
	Percent Filled	38.2%	44.4%	37.0%	29.9%	32.6%	52.8%	51.0%	28%	34%	37%	31%	37%	37%
Division	Sections	282	329	1668	1664	1622	1648	1470	1446	1502	1462	1456	1544	1553
	Avg Enrollment	27.73	27.09	20.79	21.21	20.73	20.69	21.46	21.32	21.35	20.86	21.36	21.14	21.04
	Percent Filled	86.5%	84.5%	83.3%	83.6%	81.5%	81.2%	84.0%	81.8%	83.4%	80.6%	84%	83%	82%
College	Sections	2881	3096	3023	2941	2939	3007	2752	2627	2720	2599	2659	2819	2799
	Avg Enrollment	22.29	21.97	21.87	22.13	21.84	21.63	22.24	22.36	22.38	22.18	22.45	22.16	22.09
	Percent Filled	87.1%	86.4%	85.2%	85.0%	84.1%	83.1%	85.6%	84.7%	86.0%	84.0%	86%	85%	84%

V. Learning Outcomes and Assessment

A. Student Learning Outcomes

Upon completion of this Digital Forensics Program graduates will be able to:

- 1) Apply criminal investigation techniques to basic digital forensic investigations.
- 2) Conduct analyses of digital media and recover digital evidence.
- 3) Explain the concept of network intrusions and describe the techniques that intruders use to penetrate and damage networks.
- 4) Employ surveillance methods to prevent intrusions.
- 5) Uncover digital evidence of criminal activity in networks, computers, and other digital devices.

B. Assessment

Digital Forensics is up to date on assessment of all Program Level Student Learning Outcomes. The Program assessed the first SLO and uploaded it to SharePoint. Outcomes two through five have been assessed; however, the results are not in the standard CCP format. Once outcomes two through five have been reorganized, they will be uploaded to SharePoint. Within the first SLO, the benchmarks were met on the majority of outcome assessment strategies; however, there were four assessment strategies where the results did not meet the benchmark. Two assessment strategies utilize vague language to identify the benchmark, for example, one states that “an above average number of students should be able to achieve this learning goal.”

The Program uses a variety of assessment methods for its SLOs, often utilizing multiple assessments methods for each outcome. These include essay questions, hands on classroom assignments, hands on projects, exams, reports, classwork, homework, and employer feedback from internships. The assessment material must be updated in order to show which assessment methods feed into the program level student learning outcomes. Currently, there is only information on how the assignments feed into the course level students learning outcomes.

Table 7: Assessment Timeline

Assessment Evidence Collected	Courses
Fall 2011	CF 101, CF 201, CF 203, CF 220
Spring 2012	CF 101, CF 201, CF 203, CF 240
Fall 2012	CF 220, CF 240
Spring 2013	CF 220, CF 240
Fall 2013	CF 101, CF 201, CF 203, CF 220
Spring 2014	CF 220, CF 240
Fall 2014	CF 220, CF 240

*Please see program map for how course learning outcomes feed into program learning outcomes.

C. Closing the Loop Activities

Digital Forensics completed all assessment related activities for outcome one. The benchmark for outcome one was met. However, when the program supervisor shared the assessment results with the advisory board, the advisory board discussed how outcome one encompasses all digital devices, not just computers. Therefore modifications were made to the curriculum, which include changing the name of the program to Digital Forensics. The purpose of the change was to better reflect the current state of the field and to better prepare students for the broader field of digital forensics, and not limit students to just computer forensics.

D. QVIs/335s

All QVIs and Act 335 course evaluations are up to date.

Over the past three years, the program quality score has greatly fluctuated, while the viability score has remained average. In 2014, the student learning outcomes were assessed for some courses, planned for others, and course review was planned for one course. The Program faculty reported that program level student learning outcomes were assessed; however, there was no documentation on file. In 2013, three out of five program level student learning outcomes were assessed. The quality and viability scores in 2012 were higher than average, but those scores were self-reported.

E. Surveys

Surveys were sent out to graduates between 2008 and 2013 via SurveyMonkey. Twenty-one graduates responded, and their data aggregated. Seven areas showed statistically significant differences between the Digital Forensics graduates, Liberal Studies graduates, and College graduates. Digital Forensics graduates recorded lower scores in seven areas compared to Liberal Studies graduates and the general population of the College. Although most of the scores record a marginal difference, these differences are in areas that are important for students in AAS programs who will be going directly to work. For example, graduates record lower scores in improved self-reliance, working effectively with others, and improved leadership abilities, which are all areas that are important in a work environment. Program faculty should consider the importance of these low performing areas as they may be relevant to the growth of Digital Forensics students. If program faculty determine that these areas are important, they can find ways to improve the students' skillsets.

Table 8: Graduating Students Survey Results

	Program		Division		College	
	Mean	N	Mean	Sig	Mean	Sig
Enhanced Ability to Express Myself Artistically	2.05	21	2.37	*	2.22	
Developed Meaningful Career Goals	2.52	21	2.60		2.52	
Developed into a more Informed Citizen	2.52	21	2.60		2.52	
Improved Preparation for Active Participation in Community Activities	2.05	21	2.33		2.24	
Using Computing and Internet Technology	2.38	21	2.47		2.48	
Enhanced Self-Confidence	2.38	21	2.54		2.47	
Enhanced Understanding of My Own and Different Cultures	2.29	21	2.55	*	2.47	
Improved Self-Discipline	2.38	21	2.55		2.52	
Acquiring a Broad General Education	2.67	21	2.61		2.58	
Developed Interpersonal Skills and the Ability to Relate to Others	2.43	21	2.62		2.52	
Improved Leadership Abilities	2.05	21	2.51	***	2.40	**
Solving Numerical Problems	2.24	21	2.26		2.33	
Working Effectively with Others	2.35	20	2.61	*	2.51	
Preparation for Continued Personal and Intellectual Growth after College	2.57	21	2.66		2.58	
Understanding People of Other Racial and Ethnic Heritage	2.19	21	2.54	**	2.50	*
Improved Self-Reliance	2.29	21	2.57	*	2.52	
Speaking Clearly and Effectively	2.38	21	2.56		2.49	
Thinking Critically and Analytically	2.43	21	2.63		2.59	
Contributing to the Welfare of my Community	1.95	21	2.28	*	2.23	
Writing Clearly and Effectively	2.52	21	2.60		2.58	

* p < .1, ** p < .05, *** p < .01

*Scale for the survey is: 0: No progress; 1: Little progress; 2: Some progress; 3: Considerable progress.

F. Advisory Committee

Digital Forensics has an active advisory committee that meets regularly. It consists of individuals from local agencies, corporations, and consulting groups, as well as faculty from local colleges and transfer institutions. Recent discussions of the AC have revolved around local partnerships with high schools and associations, the CF Google site established to help facilitate communication and job information, ENCASE software and HardCopy III forensic duplication devices, assessment, external accreditation, and development of an assessment plan, improving writing and public speaking skills of students, incorporating simulation into

the curriculum, overcoming internship challenges, and prescreening students for criminal background checks. The AC discussed two potential certificate programs (Digital Forensics and E-Discovery). During the assessment process, faculty became aware of areas that need attention, and they have plans to address those areas.

VI. Resources

The program uses Perkins Funding for software, hardware, release time for program director, and the classroom. The Program requires a dedicated room with computers off the network so that students are able to practice network intrusion and exploiting system vulnerabilities. The program uses Access Data Forensic Toolkit Suite (ADFTK) software, which is renewed every other year. The Program requires no additional special resources at this time.

VII. Demand

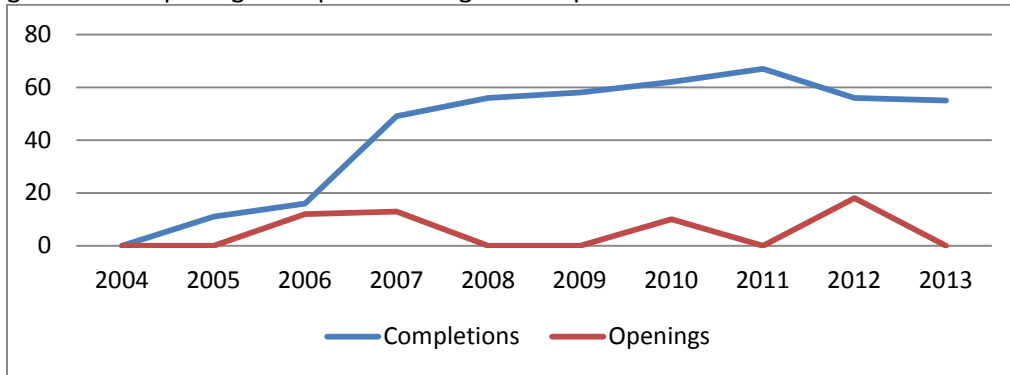
CCP’s Digital Forensics Program trains students to enter a variety of occupations. Network and computer systems administrators, information security analysts, and forensic science technicians are common occupations entered into by the Program’s graduates. Nationwide, network and computer systems administrators, information security analysts, and forensic science technicians are all likely to experience growth from 2014 to 2024 (14%, 33%, and 8.3% respectively); locally, however, the growth in these areas is lower, with only information security analyst occupations growing at a rate above the nationwide average of 11%. While these jobs tend to employ individuals who have some form of post-secondary education, with very few pursuing graduate degrees.

Table 9: Digital Forensics Occupation Outlook

	Job Outlook (Local-MSA)	Salary (National Average)	Nationwide Educational Attainment	
	2014-2024	Yearly	Associate's degree	Bachelor's degree
Network & Computer Systems Administrators	6.70%	\$77,880	15.40%	38.90%
Information Security Analysts	24.00%	\$96,220	14.40%	34.00%
Forensic Science Technicians	2.30%	\$45,460	12.00%	30.90%

Locally, two colleges in the area offer a bachelor’s degree in Cyber/Computer Forensics and Counterterrorism, Financial Forensics and Fraud Investigation, or Forensic Science and Technology. No other local colleges offer an associate’s degree and four colleges offer an advanced degree. Commonly, students transfer to Chestnut Hill College, Drexel University, Champlain College, and Bloomsburg University. The Program is discussing articulation agreements with each of these institutions.

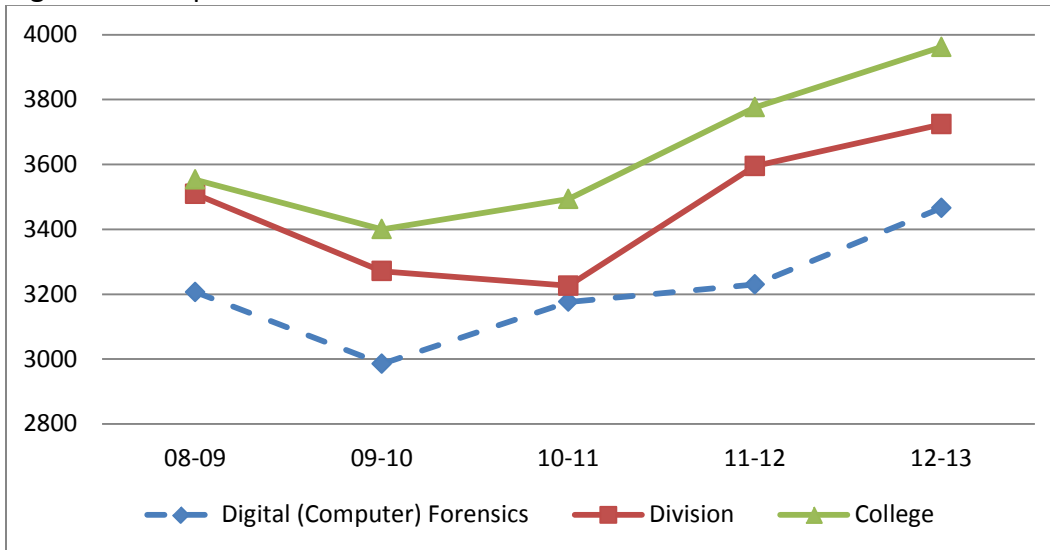
Figure 4: Job Openings Compared to Degree Completions



VIII. Operating Cost

The costs for the Digital Forensics Program have been lower than the median costs for both the College and the Division. All costs have risen over the past 3 years.

Figure 5: Cost per Full-Time Enrolled Student



IX. Findings & Recommendations

1. Undertake general program management activities
 - a. Create a program management plan

This audit highlights the need for a Program Management Plan to deal with internal and external program awareness. The internal aspect of this plan will address dissemination of information among current students including, but not limited to, the creation, implementation, and publication of a consistent schedule of course offerings. The external plan will address communication and promotion of the program to admissions advisors for the purpose of disseminating accurate and pertinent information to potential students.

Timeline: End of summer 2015

Persons Responsible: Program Director

Deliverables: Schedule of Course Offerings and Communication Plan

- b. Determine optimal program size

Digital Forensics must determine their ideal program size in order to set enrollment goals. Ideal program size can be determined by researching similar programs and obtaining data on enrollment, faculty, and scope of programs, and then benchmarking these programs with CCP's program.

Timeline: spring 2015

Persons Responsible: Program Director

Deliverables: Enrollment Goals Report

c. Establish internal course linkages

The Program must identify ways to either increase enrollment in Digital Forensics courses or decrease the number of courses offered. Strategies may include: working with other curricula to offer Digital Forensics courses as directed electives, cross listing Digital Forensics courses, or eliminating Digital Forensics courses in favor of courses from other programs.

Timeline: Plan Summer 2015, Implementation Fall 2015

Persons Responsible: Program Director

Deliverables: Course Goals Plan, Modify Course Catalogue

d. Identify where the students go at departure

A high proportion of students depart with long-term success. Research should be undertaken to determine whether these students enroll in the program to improve their chances of transfer, to increase their employment chances after graduation, or gain skills for a current job.

Timeline: Fall 2015

Persons Responsible: Program Director, Assistant Dean of Liberal Studies

Deliverables: Create student departure survey

2. Develop articulation agreements with local colleges and universities

Approximately 40% of the students that leave the Program transfer. Emphasis should be placed on ensuring that CCP's curriculum aligns with the curriculum of local institutions which CCP students commonly transfer to.

Timeline: Spring 2015

Persons Responsible: Program Director, Assistant Dean of Liberal Studies

Deliverables: Develop articulation agreements and update CCP's Transfer Agreement website.

3. Assessment

The assessments must be re-organized into the standard CCP assessment format and then loaded into SharePoint. Certain benchmarks must be rewritten to provide more specificity. Action plans should be developed regardless of whether the goals were achieved. Faculty needs training on assessment through the CAT Team.

Timeline: Summer 2015

Persons Responsible: Digital Forensics Faculty

Deliverables: SharePoint must include all five outcomes

COMMUNITY COLLEGE OF PHILADELPHIA
ACADEMIC AFFAIRS OFFICE

Summary Recommendations to Discontinue Certificates

Recommendation to close Biomedical Technician Training Certificate:

The creation and implementation of the new Biology degree enables the Biomedical Technician Training Program to stay as it currently is with the first year's summer program of training (an orientation) and research experience (laboratory practicum) with students taking the BTT 101 course for college credit, and a second year's summer internship program. Thus, there is no longer a need for this certificate.

Recommendation to close Biotechnology Proficiency Certificate:

Attempts to run the first Biotechnology course (BIOL 255) have not been successful over a number of semesters. The course has been canceled each time due to low enrollment (e.g. less than or equal to 5 students). In addition, attempts to establish a defined industry relationship so that students can gain employment upon completion of the certificate have not been successful. Factors such as downsizing and the request for a higher level credential (e.g. Associate's or Bachelor's Degree) have also impacted the ability to market this certificate to a particular Bio Pharma/Bio Tech industry. Therefore, the better solution to offering the Biotechnology courses is to close the certificate and incorporate the two courses into the current Biology Degree as elective courses.

Recommendation to close Academic Certificate in Justice:

The findings of the most recent audit of the Justice Program and Academic Certificate and the recommendations of the Advisory Committee, both in October 2014, have led to this recommendation to close the certificate. The audit indicates that in 2014, all students who received the Academic Certificate in Justice also received a Justice Degree at the same time or received the degree prior to receiving the certificate. This issue was raised at the meeting of the Advisory Committee, who reviewed enrollment and graduation numbers and agreed that students are not using the certificate as originally envisioned and that there is limited value in the certificate. In addition, the audit raised the question of whether the certificate alone contributes to employment opportunities. The members of the Advisory Committee, many of whom work in law enforcement and related fields, concur that there is no evidence that earning the certificate currently does so.

Recommendation to Close the Academic Certificate in Justice

Proposed by:

Tom Quinn, B.S., M.A.
Justice Program Coordinator

February 10, 2015

Effective Semester: Fall 2015

Recommendation to Close the Academic Certificate in Justice

History of the Academic Certificate

Since 1971, students at the College could earn both an associate's degree and an Academic Certificate in Justice (formerly Law Enforcement). The certificate was created as an alternative entry into the program for those not ready to commit to an associate's degree and to educate students in a range of skills that would help them secure employment and/or advance in their careers. Students who completed the Academic Certificate in Justice were expected to achieve these outcomes:

- Demonstrate an understanding of basic concepts and principles of criminal justice.
- Demonstrate the skills and knowledge necessary for employment in entry level criminal justice positions such as police officer, corrections officer or private security manager.
- Demonstrate an understanding of and commitment to the values of the criminal justice profession.

Rationale for Closing the Academic Certificate in Justice

The findings of the most recent audit of the Justice Program and Academic Certificate and the recommendations of the Advisory Committee, both in October 2014, have led to this recommendation to close the certificate. The audit indicates that in 2014, all students who received the Academic Certificate in Justice also received a Justice Degree at the same time or received the degree prior to receiving the certificate. This issue was raised at the meeting of the Advisory Committee, who reviewed enrollment and graduation numbers and agreed that students are not using the certificate as originally envisioned and that there is limited value in the certificate. The Advisory Committee supports the closure of the Academic Certificate. In addition, the audit questioned whether the certificate alone contributes to employment opportunities, and the members of the Advisory Committee, many of whom work in law enforcement and related fields, concur that there is no evidence that earning the certificate currently does so. For instance, the Philadelphia Police Department now requires a minimum of 60 college credits to apply to be a police officer recruit. A wide majority of entry-level professional jobs in law enforcement, such as probation officer, parole officer, or FBI agent, require a bachelor's degree. Please see the **Appendix** for more information.

Process for Closure

Students who are currently enrolled in the Academic Certificate are also enrolled in the Justice degree, and none of the courses in the Academic Certificate will be eliminated. Students will be notified of the certificate's closure, as is consistent with the College's policies and procedures on program termination, and appropriate College offices and personnel will be notified.

Alternative Pathways for Students

Students who are interested in the field of Justice may pursue the Justice degree.

Appendix

Excerpts from the October 2014 Audit

Over the past five years, the number of degrees awarded within the Justice Program, the College, and the Liberal Studies division have fluctuated in tandem. The amount of degrees awarded increased in 2009, decreased in 2010, and slowly peaked again by 2012. However, in 2008, 2009, and 2010 a similar number of Justice Certificates and Justice Degrees were awarded even though enrollment for the Certificate Program was lower than enrollment for the Degree Program. (Figure 2, Table 4) Investigation indicated that in 2013 and 2014 all students who received the Justice certificate also received the Justice degree.

Figure 2: Degrees Awarded

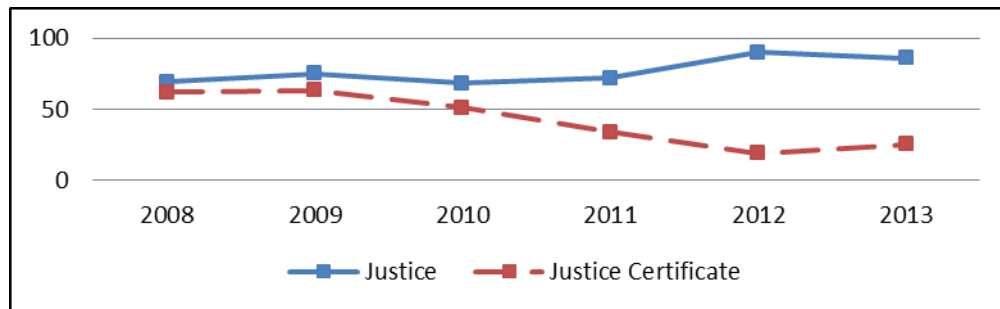


Table 4: Degrees Awarded

	2008	2009	2010	2011	2012	2013
College	1984	2125	1908	1949	2101	2039
Liberal Studies	1079	1158	956	1014	1073	999
Justice	69	75	68	72	90	86
Justice Certificate	62	63	51	34	19	25

IX. Findings and Recommendations

1. Evaluate the merits of the Justice Certificate and assess whether the certificate provides value to the holder.

In 2014, all students who received a Justice Certificate also received a Justice Degree at the same time or prior to receiving the certificate. If students are receiving the degree at the same time or before the certificate, they are not using this Certificate as a stepping stone to the degree. Additionally, there is some question as to whether a certificate alone contributes to employment opportunities—faculty, the advisory committee and former certificate students should be consulted.

Timeline: Report completed by Spring 2015.

Persons Responsible: Program Director, Advisory Committee.

Excerpt from the Justice Program Advisory Committee Notes (10/21/2014)

Program Audit

A program audit is nearly complete and will be presented to the Student Outcomes Committee of the Board of Trustees in early November, then to the full Board of Trustees. The College's Office of Academic Assessment and Evaluation conducts the audit, with input from the faculty. The audit is an objective look at enrollments, academic performance, graduation rates, employment, and program costs. Tom indicated that an issue being addressed in the audit is the need for the Academic Certificate program. It was originally intended as a stepping stone for students to earn a credential, potentially secure employment and then continue on to complete the degree program.

Philadelphia Police Department Education and/or Experience Requirements

There are four options for educational and experiential status effective January 2012 for applying to be a police officer recruit or police officer I in the Philadelphia Police Department.

Option 1: EDUCATION

Sixty (60) college credits with an overall grade point average of at least 2.0 at an accredited college or university.

Option 2: EDUCATION AND EXPERIENCE

Education equivalent to completion of standard high school AND six months of full time, active military service with an honorable discharge.

Option 3: EDUCATION AND EXPERIENCE/CERTIFICATION

One year of full time employment as a commonwealth or state certified Law Enforcement Officer which has been within the three year period prior to the closing date of applications. Please refer to the current announcement for specific dates.

CERTIFICATION: Possession of a Commonwealth or State Law Enforcement Officers' Certification (this position is now open to candidates from any other state in the nation)

Option 4: EDUCATION AND EXPERIENCE

Education equivalent to completion of standard high school AND successful completion of the Philadelphia Police Explorers Cadet Program, which shall have included a minimum of two years' service with the Philadelphia Police Explorers Cadet Program, including 672 hours training offered by the Philadelphia Police Department and an additional 298 hours of community service or external training.

SOURCE: <https://www.phillypolice.com/careers/requirements/index.html>



Quick Facts: Probation Officers and Correctional Treatment Specialists	
2012 Median Pay	\$48,190 per year \$23.17 per hour
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Short-term on-the-job training
Number of Jobs, 2012	90,300
Job Outlook, 2012-22	-1% (Little or no change)
Employment Change, 2012-22	-900

**From the
Bureau of
Labor
Statistics
Occupational
Outlook
Handbook**

<http://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm>

Proposal to Eliminate the Biotechnology Proficiency Certificate

Effective: Fall 2015

Biotechnology Proficiency Certificate

Description:

Biotechnology is an exciting and rapidly changing high technology field employing specially trained individuals. Laboratories in the biotechnology industry rely on technicians who are proficient at common tasks such as solution preparation, electrophoresis, microbial growth, and column chromatography. The Biotechnology Proficiency Certificate prepares student to meet biotechnology industry needs in the area of bioprocessing and fermentation. A strong industry need was also identified in the area of quality control and quality assurance, which is also addressed by this certificate. The curriculum has been reviewed and validated by several biotechnology industries thus providing students with the knowledge and training to seek employment in biotechnology areas such as pharmaceutical manufacturing, research, medical and testing laboratories, biotechnology companies and agricultural industries. Two options exist for a student to obtain this proficiency certificate. The student may:

- take only the courses leading to the certificate.
- take the courses leading to the certificate as part of the Applied Science and Engineering Technology Associate Degree Program.

Student Learning Outcomes:

Upon completion of the Biotechnology Proficiency Certificate the student will be able to:

- Apply the practical application of basic biotechnology laboratory skills.
- Understand the theory underlying the performance and application of these laboratory techniques.
- Develop a working knowledge of industry regulations and guidelines, such as standards for good laboratory practice (GLP), biosafety, and personal safety.
- Gain a broad overview of the biotechnology industry, and understand the scientific principles and basic practical skills employed in the manufacture of biological materials via the fermentation process.

Entrance Requirements:

This certificate is open to interested students. New students are normally required to take the College's placement test at their time of entry. Students who are identified as needing developmental course work must satisfactorily complete the appropriate English and mathematics courses as part of the certificate.

Courses:

Course Number	Course Title	Prerequisites	Credits
CHEM 121	College Chemistry I	CHEM 110, MATH 118	4
BIOL 123	Cellular and Molecular Biology	CHEM 121 or CHEM 110	4
BIOL 211	Genetics	BIOL 106 or BIOL 107 or BIOL 123	4
BIOL 241	Principles of Microbiology	BIOL 106 or BIOL 107 or BIOL 109 or BIOL 123	4
BIOL 255	Biotechnology I	BIOL 241	4
BIOL 256	Biotechnology II	BIOL 255	4
CHEM 122	College Chemistry II	CHEM 121	4
		Total Credits	28

Successful Completion:

Successful completion of the program requires a C or better in each of the courses listed above. In order to achieve a C or better and thus demonstrate competency students must complete exams, writing assignments, projects, and participate in class activities.

Requested Change

Faculty in the Biology Department have approved the elimination of the Biotechnology Proficiency Certificate.

Rationale for Elimination of the Proficiency Certificate

Attempts to run the first Biotechnology course (BIOL 255) over a number of semesters have not been successful. The course has been canceled each time due to low enrollment (e.g. less than or equal to 5 students). In addition, attempts to establish a defined industry relationship so that students can gain employment upon completion of the certificate have not been successful. Factors such as downsizing and the request for a higher level credential (e.g. Associate's or Bachelor's Degree) have also impacted the ability to market this certificate to a particular Bio Pharma/Bio Tech industry. Therefore, the better solution to offering the Biotechnology courses is to close the certificate and incorporate the two courses into the current Biology Degree as elective courses.

Signature Approval for Changes Described in the Document

	Signature	Date
Department Head	_____	_____
Dean	_____	_____
Curriculum Development Coordinator	_____	_____
Vice President of Academic Affairs	_____	_____

Proposal to Eliminate the Biomedical Technician Proficiency Certificate

Effective: Summer 2015

Biomedical Technician Proficiency Certificate

Description:

In conjunction with the Wistar Institute, a national cancer research center, the College offers the Biomedical Technician Training Program. This program provides the only on-site professional biomedical research training in the Philadelphia region for post-high school, undergraduate students and for persons making a career change to become a biomedical research laboratory assistant. At Wistar and affiliate institutions, students selected for the BTT program receive an orientation to biomedical research technologies from mentors at these institutions. Laboratory Practicum training also takes place at the basic science research institutions, while internships take place in research institutions and at regional biotech and biopharmaceutical companies during the summer sessions. Approximately 50% of those who complete the 2-year BTT program obtain positions as biomedical research assistants within 6 months. Two options exist for a student to obtain this certificate. The student may:

1. Take only the courses leading to the certificate.
2. Take the courses leading to the certificate as part of the Applied Science and Engineering Technology Associate Degree Program.

Student Learning Outcomes:

Upon completion of the Biomedical Technician Proficiency Certificate the student will be able to:

- Build upon the knowledge and skills acquired from other science courses.
- Demonstrate the ability to work safely, effectively, and efficiently with living cells and the proteins and genetic material extracted from them.
- Understand the role of research technicians in the laboratory.
- Enter the job-market as a skilled, competent biomedical laboratory research assistant.

Entrance Requirements:

The Biomedical Technician Proficiency Certificate is a select proficiency certificate. To apply for the certificate the student must have completed a minimum of 12 credits at an accredited college or university with a GPA of 2.5 or better. Students must have completed English 101 and have successfully completed an in-person interview with the BTTP Academic Coordinator and the BTTP Program Director from the Wistar Institute.

Biomedical Technician Proficiency Certificate Course Sequence

Course Number	Course Title	Prerequisites	Credits
ENGL 101	English Composition		3
MATH 118	Intermediate Algebra (or Placement in MATH 161 or higher)		3
CHEM 110 or CHEM 121	Introductory Chemistry or College Chemistry	MATH 118 placement ENGL 101 ready	4
BIOL 123	Cellular and Molecular Biology	CHEM 121 or CHEM 110	4
BTT 100	Introduction to Biomedical Technology	BIOL 123 , MATH 118 or higher, ENGL 101	1
BTT 101	Biomedical Technician Training	BTT 100	2
BTT 201	Biomedical Technician Training	BTT 101	4
Total Credits: 21			

Successful Completion:

Successful completion of the program requires a "C" grade or better in each of the courses listed above. In order to receive a "C" grade or better and thus demonstrate competency, students must complete assignments, exams and participate in class activities.

For More Information Contact:

The Division of Math, Science and Health Careers, Room W2-7, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8430.

Gainful Employment Information

Gainful employment information is intended to provide students with better information about the effectiveness of college programs in preparing students for careers. Information provided includes estimated program costs and time needed to complete the program, financing options and related careers.

Requested Change:

Following a discussion with Dr. William Wunner (BTT Program Director), Dr. Linda Powell (Professor and Chair, Biology Department) and Dr. Kristy Shuda McGuire (BTT Academic Coordinator and Assistant Professor, Biology Department), it was determined that current needs for the program do not necessitate a proficiency certificate, and the request is to eliminate the certificate effective Summer 2015.

Rationale for the Suggested Change

Prior to the development of the new Biology degree, a proficiency certificate was seen as the best pathway to providing future sustainability for the Biomedical Technician Training Program. At the time of the creation of the BTT Proficiency Certificate, the only degree program that would accept the existing 3 credit course (BTT 101) was the Culture, Science and Technology Degree program. Therefore, if students were enrolled in another program (e.g. Science, Chemical Technology) and were accepted into the BTT Program, their BTT courses in all likelihood would not count towards graduation.

As the BTT courses for the proficiency certificate were developed and discussions continued with Dr. Wunner on how to successfully implement the new Proficiency Certificate, a number of concerns and issues were raised. Thus, only the BTT 100 course was approved. BTT 101 (revised version of the current BTT 101) and BTT 201 were put on hold until the issues could be resolved. These issues centered on who could teach the courses and how would the financial aspects of the program be fairly aligned. For example, currently students are prepared for the BTT 101 course by taking a summer training called "Orientation to Biomedical Technology," which was developed and is currently led by Dr. Wunner. The BTT 101 practicum experience called "Laboratory Practicum" was developed by Dr. Wunner, and both he and Dr. Shuda McGuire supervise the students in their assigned laboratories at The Wistar Institute and affiliated training sites.

Financial issues centered on the fact that Wistar currently provides the major financial support for the BTT Program. Students in the program also receive a small stipend over the duration of the program from Wistar funds. Thus, the full implementation of the Biomedical Technician Training Proficiency certificate would necessitate a more involved discussion of how funds would be allocated in the future if the College were to begin to collect tuition for all three BTT courses instead of one.

The creation and implementation of the Biology Degree provides an expedient solution to the concerns listed above and enables the Biomedical Technician Training Program to stay as it currently is with the first year's summer program of training (an orientation) and research experience (laboratory practicum) with students taking the BTT 101 course for college credit, and a second year's summer internship program. The value in keeping the BTT Program as it is currently is as follows:

- 1) The BTT 101 course can be included in the Biology Degree program as a Biology Elective. This degree is a much better fit for students pursuing the BTT Program.
- 2) The Academic Coordinator of the program, currently Dr. Shuda McGuire, can be listed as the Faculty of Record for BTT 101 since she oversees the students at their research training sites during the first and second summer research experiences.
- 3) The current model provides students with two possible pathways upon completion of the program. The program currently has a high rate of success in finding employment for students and this is expected to continue. Students wishing to transfer to a four-year college or university are better served by having finished their A.S. degree in Biology.
- 4) Current financial supports related to both Wistar and the College can continue to operate as they have done in the past.
- 5) Students in other curricula (e.g. Science, ASET, Liberal Arts) would be eligible to participate in the BTT Program without having to take additional courses stated in the Proficiency Certificate.

Signature Approval for Changes Described in the Document

	Signature	Date
Department Head	_____	_____
Dean	_____	_____
Curriculum Development Coordinator	_____	_____
Vice President of Academic Affairs	_____	_____

Community College of Philadelphia

The Path to Possibilities.

Business *and* Technology Division

Accounting AAS Degree Audit Update Fall 2014

The Accounting AAS Degree program was presented to the Student Outcomes Committee of the Board of Trustees in February 2014. The Student Outcomes Committee recommended that the Board of Trustees accept the Accounting program audit and identified two action items for the Accounting faculty.

1. The deadline for decisions about the future of the program will be completed by the end of Fall 2014. Changes will be implemented by Spring 2015.
2. The program must, by Fall 2014, demonstrate that they are communicating to Accounting students upon entry into the College about their options for transfer and workforce entry and advise them about the best programmatic options for them at that time.

Action #1

In response to Action #1, the Accounting faculty conclude the AAS in Accounting degree should continue in the future because it is a transferable degree either in total or for a majority of the courses depending on the transfer institution. In addition, the degree provides students with a credential and prepares graduates with the skills required to obtain entry-level employment in the field. Further, the Accounting AAS Degree is more comprehensive and students acquire more knowledge about the discipline than the Accounting Paraprofessional Proficiency Certificate.

At this time, no changes to the curriculum or the degree program are planned. However, the faculty will continue to monitor enrollment using the annual Quality and Viability Indicators (QVI) reports, follow trends in the field with the input of the Advisory Committee, and continue to communicate with the partner transfer institutions to determine the viability of continuing the Accounting AAS Degree program.

Action #2

In response to Action-Item #2, the Accounting faculty developed and implemented the following initiatives during the Fall 2014 semester.

1. A case load advising system was established whereby each full-time Accounting faculty member was assigned approximately thirty students enrolled in the Accounting AAS degree program. (Appendix A.)
2. Faculty held information sessions for Accounting program majors on September 29 and September 30, 2014. (Appendix B.) During the sessions faculty advised students about career and transfer opportunities for students who are pursuing an AAS in Accounting degree. Information was provided regarding the Accounting Paraprofessional

Proficiency Certificate, the Business AA Degree, and the educational and experience requirements to sit for the CPA exam and become licensed in Pennsylvania was also presented. (Appendix C.)

3. Faculty prepared a welcome letter that was sent to all new Accounting majors. The letter explained the Accounting program and the potential career and transfer opportunities available (Appendix D.)
4. Faculty prepared a flyer that explains the various degree options available for students who are interested in pursuing a career in Accounting (Appendix E.)
5. Faculty converted two courses for distance education offering--ACCT 206 Auditing and ACCT 215 Nonprofit Accounting--to give students more flexibility in their course scheduling.
6. Activities related to student recruitment and retention that are outlined in the Accounting Program Management Plan were accomplished and included: participating in the Majors Fairs and Open House; utilizing MyDegreePath for advising students and to check on their progress; and informing students of tutoring resources available through the Learning Lab and online resources available through WileyPLus and MyAccountingLab.

The faculty will continue to implement the above initiatives to communicate with students who are Accounting majors. In addition, below are the ongoing actions planned by the Accounting faculty beginning the Spring 2015 Semester to demonstrate they are communicating with students about the options that are available to them.

1. In the Spring 2015 semester, faculty intend to survey Accounting students to gain a better understanding of students' current employment status and career plans in Accounting.
2. In the Spring 2015 semester, faculty will continue to host information sessions for Accounting students, continue the case load advising system, and send the welcome letter to Accounting students explaining career and transfer opportunities. All these items are included on the Program Management Plan.

APPENDICES

Dear Accounting Major:

We are trying to connect with all students who are registered as Accounting majors to make sure they have the proper support in order to accomplish their educational goals. The Accounting Program faculty are concerned because, according to the College's records, you have not taken any Accounting courses.

We are assigning all students to Accounting Faculty/Advisors to help you with the various questions you may have throughout your academic career at Community College of Philadelphia. Each faculty member is prepared to help you with registration/enrollment questions, career advising as well as transfer questions. Your advisor will help you identify courses for next semester and will help you reach your goals in a timely and efficient manner. They will also discuss your career goals with you and the best path for you to reach those goals whether it is obtaining a job after graduation or transferring.

If you are interested in transfer, the advisor will assist you by discussing with you where you plan to transfer. Keep in mind that not all courses transfer to every institution, which is why you should meet with an advisor from your academic program. Your advisor will discuss various paths with you depending on your goals. Please contact your advisor if you have any questions.

Your Advisor is:

Alan Davis

Adavis@ccp.edu

215-751-8711

If you need additional help please feel free to contact:

Cory Ng – Program Supervisor

cng@ccp.edu

215-496-9339

or

Richard Saxton – Department Head

rsaxton@ccp.edu

267-299-5875

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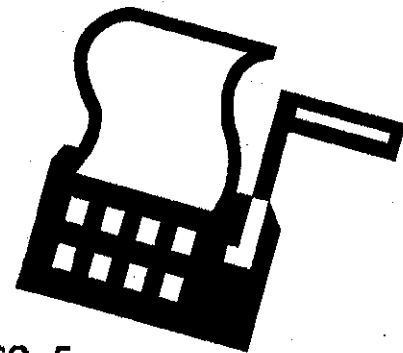
Are you interested in a career in accounting? If so, please join accounting faculty for an information session to learn about various degree programs and transfer opportunities available at the College.

The purpose of this information session is to make sure that your current degree program is aligned with your career and educational goals.

When: Monday, September 29, 2014 &
Tuesday, September 30, 2014

Time: 3:30 - 4:30 PM

Where: Center for Business and Industry, C2-5



Division of Academic Programs, Department of
Transfer and Business, and
Technology
Community College of Philadelphia

Accounting Majors Information Session

September 29, 2014
 Presenter: Cory Ng, CPA, CGMA
 Assistant Professor & Program Director

AAS in Accounting

- Students are prepared for a variety of careers such as:
 - Junior accountant
 - accounting trainee
 - accounts receivable or accounts payable technician
 - tax examiner.

AAS in Accounting

- 62 credits and 2.0 average for graduation
- No assurance that all credits will transfer unless you attend one of the following:

Chestnut Hill College	Philadelphia University
Cheyney University	Rosemont College
Kaplan University	Strayer University
LaSalle University	
Philadelphia University	

Accounting Paraprofessional Proficiency Certificate

- 16 credit hour career program / all credits transfer to AAS in Accounting
- ACCT 101 (financial accounting)
- ENGL 101 (English composition)
- ACCT 102 (managerial accounting)
- ACCT 103 (microcomputers in accounting)
- ACCT 208 (tax accounting) or ACCT 215 (nonprofit accounting)

AA in Business Administration

- Specifically designed to prepare students to transfer to Association to Advance Collegiate Schools of Business (AACSB)
 - Temple University
 - Drexel University
 - St. Josephs University
 - PA State System of Higher Education Schools

AA in Business Administration

- 61 credits; earning a C or better in all courses
- Math 162 & 171; or Math 171 & 172
- Complete Change of Curriculum Form in you need to change from AAS Accounting to AA Business Administration

Becoming a CPA in PA

- Graduate with a bachelor's degree
- Pass CPA Exam (four parts)
- Obtain 150 semester credits
- Obtain work experience (1,600 hours)

Becoming a CPA in PA

- Eligibility to sit for the CPA Exam
 - Received a bachelor's degree or higher from an accredited college or university
 - Completed at least 24 semester credits in accounting subjects, including accounting and auditing, business law, finance, or tax subjects sanctioned by the State Board of Accountancy
 - Candidates can sit for the exam with less than 150 credits, but will be required to obtain 150 credits before they are eligible to apply for licensure

Becoming a CPA in PA

- Qualifying work experience in government, industry, academia or public practice within 5 years of applying:
 - Accounting
 - Attest
 - Compilation
 - Consulting
 - Financial Advisory
 - Management Advisory
 - Tax

Questions?

Contact Information:

Email: cng@ccp.edu

Office: B2-24D

Hello Accounting Student, and welcome to Community College of Philadelphia!

We hope your semester is off to a wonderful start and you are acclimating well to CCP.

Academic records indicate that you have enrolled in the Accounting program at the College this semester. We're writing you to give you information about the Accounting program offer by the Department of Business Administration, and some additional information you may want to consider.

Upon your successful completion of the Accounting program, you will earn an A.A.S. (associate in applied science) degree in Accounting. For your information, reference, and planning, the requirements of the Accounting program are attached, and are available online at:

<http://ccp.edu/college-catalog/degree-and-certificate-programs/associate-applied-science-aas/accounting>.

A.A.S. programs are career track programs. Although you will be able to transfer many of the program credits to four-year colleges, there's no assurance that all of your credits will universally transfer unless you transfer to one of the following schools: Chestnut Hill College, Cheyney University, Kaplan University, La Salle University, Peirce College, Philadelphia University, Rosemont College, Strayer University, and Western Governors University, upon completion of the program. The primary intent of an A.A.S. program is to prepare you to enter the workforce in the area of your specialization, not preparation for transfer. Employment opportunities do exist for those who complete the requirements of the Accounting Program.

If your intent is to continue your education at a four-year college or university such as Temple University, St. Joseph's University, Holy Family University, or one of the state system of higher education schools, you may be better served by the Business Administration program at the College. The Business Administration program is an A.A. (Associate in Arts) program that has been designed to be the equivalent of the first two years of education at many four-year colleges and universities, including their emphasis on liberal arts and higher level Math courses. As such, most colleges and universities accept the program in-full as the equivalent of their first two years. For your information, the requirements of the Business Administration program are also attached, and can also found online at:

<http://ccp.edu/college-catalog/degree-and-certificate-programs/associate-arts-aa/business-administration>.

The Department of Business Administration also offers an Accounting Paraprofessional Proficiency Certificate the those who desired a credential in Accounting while pursuing a non-Accounting degree program. As an example, to earn the Business Administration degree and the Accounting Paraprofessional Proficiency Certificate would only require 6 credits -2 courses, beyond those required for the A.A. in Business Administration. The requirements of the certificate program are attached, or you can view them online at:

<http://ccp.edu/college-catalog/degree-and-certificate-programs/proficiency-certificates/accounting-paraprofessional>.

If you have any questions, or would like to discuss the Accounting program further, we encourage you to reach out to one of the members of our Accounting faculty - Alan Davis, Barry Johnson, or Cory Ng, who will be more than happy to speak with you and help you.

We wish you all the best as you pursue your educational goals, and are here to help you as much as possible.

Sincerely,

The Department of Business Administration.

Accounting Degree Program

First Semester

ACCT 101 - Financial Accounting		4 credits
ECON 181 - Principles of Economics (Macroeconomics)		3 credits
ENGL 101 - English Composition I		3 credits
MATH 151 - Linear Mathematics or	MATH 118 with a "C" or better OR MATH 161 or higher placement	3 or 4 credits
MATH 161 - Precalculus I or	MATH 118 with a "C" or better OR MATH 161 or higher placement	
MATH 162 - Precalculus II or	MATH 161 with a "C" or better OR MATH 162 or higher placement	
MATH 171 - Calculus I	MATH 162 with a "C" or better OR MATH 171 placement	
MNGT 121 - Introduction to Business		3 credits

Second Semester

ACCT 102 - Managerial Accounting	ACCT 101 with a grade of "C" or better	3 credits
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3 credits
ECON 182 - Principles of Economics (Microeconomics)		3 credits
ACCT 103 - Microcomputers in Accounting	ACCT 101 with a grade of "C" or better	3 credits
MNGT 141 - Principles of Management	Pre- or Corequisite: MNGT 121	3 credits

Third Semester

ACCT 201 - Intermediate Accounting I	ACCT 101	3 credits
Humanities Elective		3 credits
ECON 112 - Statistics I	MATH 118 or higher than Math 118 on placement test	4 credits
Social Science Elective		3 credits
CIS 103 - Applied Computer Technology		3 credits

Fourth Semester

ACCT 202 - Intermediate Accounting II	ACCT 201	3 credits
Accounting Elective (choose one of the following):		3 credits
ACCT 203 - Cost Accounting	ACCT 102	
ACCT 208 - Tax Accounting or		
ACCT 215 - Nonprofit Accounting or	ACCT 102 or ACCT 101 and department approval	
ACCT 206 - Auditing or	ACCT 201	
ACCT 250 - Advanced Accounting	ACCT 202	
ECON 114 - Statistics II	ECON 112	3 credits
Science Elective		3 or 4 credits
MNGT 262 - Business Law		3 credits

Business Administration Program

First Semester

MNGT 121 - Introduction to Business		3
ACCT 101 - Financial Accounting		4
MATH 162 - Precalculus II	MATH 161 with a grade of "C" or better or MATH 162 placement	3/4
or		
MATH 171 - Calculus I ¹	MATH 162 with a grade of "C" or better or MATH 171 placement	
ENGL 101 - English Composition I		3
ECON 181 - Principles of Economics (Macroeconomics)		3

Second Semester

ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3
Math 171 - Calculus I ^{1,2}	Math 162 with a grade of "C" or better or Math 171 placement	
or		
Math 172 - Calculus II	Math 166 with a grade of "C" or better or Math 171 with a grade of "C" or better	4
ACCT 102 - Managerial Accounting	ACCT 101 with grade of "C" or better	3
ECON 182 - Principles of Economics (Microeconomics)		3
Social Science ¹		3

Third Semester

ECON 112 - Statistics I	MATH 118, or higher than MATH 118 on placement test	4
MNGT 141 - Principles of Management	Pre- or Corequisite: MNGT 121	3
History Elective ¹		3
CIS 103 - Applied Computer Technology		3
Laboratory Science ¹		4

Fourth Semester

MNGT 262 - Business Law		3
MKTG 131 - Principles of Marketing	Pre- or coreq: MNGT 121	3
Business Elective ¹ select one from:		3
ECON 114 - Statistics II	ECON 112	
FIN 151 - Risk Management and Insurance		
MNGT 142 - Management Information Systems	MNGT 121	
Humanities ¹		3

Accounting Paraprofessional Proficiency Certificate

<u>ACCT 101</u>	Financial Accounting		4 credits
<u>ENGL 101</u>	English Composition I		3 credits
<u>ACCT 102</u>	Managerial Accounting I	ACCT 101 with a grade of C or better	3 credits
<u>ACCT 103</u>	Microcomputers in Accounting	ACCT 101 with a grade of C or better	3 credits
<u>ACCT 208</u>	Tax Accounting; or		
<u>ACCT 215</u>	Nonprofit Accounting	For ACCT 215; ACCT 102 or ACCT 101 and department approval	3 credits

Community College of Philadelphia

Degree / certificate Program requirements	Accounting Paraprofessional Proficiency Certificate 16 credits	Associate in Applied Science (AAS) in Accounting 62 credits and GPA of 2.0 (C average)	Associate of Arts (AA) in Business Administration (Transfer Program) 61 credits, earning a "C" or better in all courses and earning at least a 2.0 GPA
Career goal	Accounting paraprofessionals in business, government, and non-profit organizations	Number of accounting requirements transfer credits available for accountants, payables, administrative or tax accounting	Accountant, Auditor, Tax Accountant, Certified Public Accountant (CPA), Certified Management Accountant (CMA)
Transfer options	Students earning the Accounting Paraprofessional Proficiency Certificate may elect to continue their education at the College by earning the A.A.S. degree in Accounting.	Students wishing to transfer to a 4 year school are strongly advised to seek information regarding admission and transfer requirements for those programs.	The AA in Business Administration program is specifically designed to prepare students to transfer to those business schools that are accredited by the Association to Advance Collegiate Schools of Business (AACSB). Students choosing the AA in Business Administration should major in Accounting upon transferring to a 4 year institution.

Important note: Students currently enrolled in the AAS Accounting Program that intend to transfer to an AACSB accredited 4 year school for accounting should consider changing their majors to AA in Business Administration by completing a curriculum change form available in B2-22.

**MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Monday, April 27, 2015 - 2:00 P.M.**

Present: Mr. Jeremiah White, Jr., presiding; Mr. Matthew Bergheiser, Ms. Suzanne Biemiller, Ms. Jennie Sparandara *v/a* teleconference, Stella Tsai, Esq., Dr. Donald Generals, Mr. Jacob Eapen, Mr. Todd Murphy and Mr. James P. Spiewak

AGENDA – PUBLIC SESSION

(1) On-Campus Student Banking (Action Item):

Discussion: Mr. Eapen explained that an RFP process was undertaken to establish a relationship with a financial institution to provide high-quality, low/no cost on-campus banking services for the convenience of students, faculty, and staff of the College community. The goals of the program are to offer on-site banking services as well as card-based and computer-based financial services, and to increase the number of surcharge-free ATMs around all campuses. In addition, the College is looking to provide employment opportunities to students as well as offer Financial Literacy education to students and staff. The College invited 10 bidders; however, only two responses were received. Only one bid, PSECU (Pennsylvania State Employees Credit Union), was deemed a responsive bidder. PSECU is a non-profit credit union headquartered in Harrisburg, Pennsylvania. PSECU serves over 400,000 members and has over \$4 billion in assets. Currently, PSECU operates similar on-campus branches at three of the other 14 Community Colleges in Pennsylvania. Attachment A outlines PSECU's guaranteed revenue proposal over five years as part of its bid. Mr. White noted that, other than possibly adding additional electric service, there is no cost to the College and some financial return. He noted that it was a good deal for both the College and students.

Action: Ms. Biemiller moved and Ms. Tsai seconded the motion that the Committee recommend to the full Board that PSECU (Pennsylvania State Employees Credit Union) be awarded a contract for the next five years. The motion passed unanimously.

(2) The College's and PFM's Evaluation and Recommendation on Bond Underwriters (Information Item):

Mr. Eapen informed the Committee that in connection with this issuance of the 2015 Bonds, PFM and the College staff developed and distributed a Request for Proposal for underwriters. The recipients of this RFP included several local and national underwriters that have had prior experience with the College as well as experience in Pennsylvania, higher education and/or community college bond transactions. Attachments B, C and D provide the details of the evaluation and recommendation.

Based on the evaluation, it was decided to name RBC Capital Markets as the Senior Managing Underwriter for the 2015 Bonds and to have Janney Montgomery Scott as a Co-Managing Underwriter. A part of Janney Montgomery Scott's RFP response included a joint proposal with a local MBE firm Quoin Capital, which is located in Philadelphia. After consideration of Quoin Capital's experience, it was decided to also name Quoin Capital as a second Co-

Managing Underwriter. RBC Capital Markets will underwrite 60% of the bonds; Janney Montgomery Scott will underwrite 30%; and Quoin Capital will underwrite 10%. Mr. Eapen noted that the savings from the advance refunding of the 2008 bond series can only be used for capital purchases or paying off capital leases. The savings is expected to be between \$2.5 and \$3 million with pricing of the bonds conducted on April 29, 2015.

In response to a question from Ms. Biemiller concerning the use of a co-manager, Mr. Eapen noted that RBC Capital Markets had the lowest fees and Janney Montgomery Scott had the capacity to purchase bonds that might not sell on the open market. Mr. Spiewak noted that RBC Capital Markets has a strong institutional client base and Janney Montgomery Scott has a strong retail client base. It was explained that there are no additional fees incurred by using multiple underwriters, and that as co-manager, Janney Montgomery Scott agrees to accept the lower fee structure that was quoted by RBC Capital Markets. Mr. White noted that he was familiar with Quoin Capital and its principals. He stated that he was pleased the College was able to utilize a minority firm noting that College staff also achieved this with its contact for the external auditor.

(3) Replacement of the Escalators in the West Building (Information Item):

Mr. Eapen advised the Committee that VTX transportation consultants were retained to conduct a survey of the West Building escalators and develop a report to address vertical transportation needs within the building. The survey took place starting February 2015 and finished in March 2015. VTX has presented their findings to the College with three possible scenarios:

1. Modernize the escalators in place with new equipment within the existing truss and provide alternate solutions to remove the rolling fire shutters.
2. Provide six new escalators with necessary structural and architectural modifications to accommodate new equipment as well as alternatives to remove the rolling fire shutters.
3. Remove all escalators and replace with fixed stairs, new elevators and identify the resulting modifications required for that work.

In terms of cost, the first scenario with a projected cost of 2.7 million dollars is the costliest. It has the advantage of a quicker completion schedule over the second scenario (15 months to completion). The second scenario will cost 2.4 million dollars and require 22 months to complete. The report continues that the third scenario, replacement of the escalators with fixed staircase is also a viable alternative. The stairs themselves will meet the current trip demand based on classes and meeting times in the building by allowing 110 persons per minute. Two new elevators could be added to buffer against a failure of the existing elevators in the building and augment the overall potential for the projected trips by an additional 40 persons per minute. Mr. Eapen explained that traffic patterns do not indicate the need for the additional elevators. This third scenario has a similar completion time to scenario one of 15 months and, without the additional elevators, is the most economical alternative at a projected construction cost of \$800,000. With the fixed stair replacement, the College would also realize

an approximate \$100,000 a year ongoing savings by eliminating the maintenance contract on the escalators.

Mr. Eapen informed the Committee that staff will proceed with the development of plans and specifications as outlined in scenario three (fixed stairs) as part of the consultant's recommendation for vertical transportation in the West Building.

(4) Recommendations to the 2015-16 College Budget (Information Item):

Mr. White informed Committee members that staff had been asked to provide a high level overview of the budget in April, prior to receiving a more detailed budget in May. In response to questions concerning the College's budget presentation to City Council on April 22, 2015, Dr. Generals noted that it went well with significant discussions centered around dual enrollment and workforce development.

Dr. Generals discussed the highlights of the FY 2015-16 Budget which are contained in Attachment E. Staff informed the Committee that 29 employees had selected the retirement incentive program including 21 faculty (21% of eligible). Dr. Generals next discussed the various budget initiatives also contained in Attachment E. He noted that he used the opportunity at the City Council budget hearing to discuss the importance of the roles of the Vice President for Workforce and Economic Innovation and Vice President for Strategic Initiatives and Chief of Staff. Dr. Generals provided an update on the five full-time advisor positions. Committee members and staff discussed other aspects of advising.

Mr. Eapen informed the Committee members that the College terminated the contract with Francis Cauffman, the facility master plan architectural firm due to unsatisfactory performance. WRT, who was ranked after Francis Cauffman during the RFP process, will be considered as the replacement firm.

Mr. White asked Committee members if they were satisfied with the presentation and if there were other initiatives that should be incorporated into the FY 15-16 budget. All affirmed their satisfaction. Ms. Sparandara asked if the funds designated for Strategic Initiatives were limited to faculty ideas. Dr. Generals replied that funds would be available for any initiatives that led to "student success."

Mr. Eapen noted that the FY 14-15 budget will be balanced and that staff is applying unanticipated savings in healthcare costs to pay off capital leases and purchase small dollar-volume capital items that are essential to operations. He stated that the FY 15-16 budget will be balanced. In response to a question concerning the projected 1% increase in enrollments, Dr. Generals stated that staff were comfortable with this projection. CCP did not experience the decrease in enrollments during the last two years as other Pennsylvania community colleges endured. Mr. Eapen informed the Committee that CCP is the only Pennsylvania community college, on record, that is not increasing tuition or fees for FY 15-16.

In response to a question from Mr. Bergheiser, Dr. Generals stated the FY 15-16 budget initiatives are primary and there is much more to do over time. He noted the importance of enhancing distance education programs, recruiting international students, establishing small

educational sites throughout neighborhood and blending language skill workshops with workforce development efforts, among others.

A discussion ensued concerning the need for the College to develop strategic business relationships. Dr. General noted that, at this time, the College does not have the facilities or staff for apprenticeship-type programs. He stated that this is an area of focus for the new Vice President for Workforce and Economic Innovation who will be dealing with building relationships and the required infrastructure. Dr. General described the excellent facilities that Camden County College maintains and expressed that the partnership with Ben Franklin High School is an important first step for the College.

(5) Review of Grant Budget Report (Information Item):

Mr. Eapen discussed the details contained in the Grant Budget Report. It shows the activities undertaken by the staff of the Office of Institutional Advancement along with the cost of the activities. Staff time is split between advancement and foundation activities as identified in the organizational chart. The report includes new and continuing grants, the purpose of grants, administrative support and indirect costs received from the grant and the number of employees funded. The Foundation assets, as well as the annual scholarships awarded are also part of the report. Please refer to documents in Attachment F. Staff provided an overview of the report and its annual fiscal impact.

(6) Post-Issuance Compliance Policy (Action Item):

Staff informed the Committee that the President be authorized to approve the Post-Issuance Compliance Policy. Please refer to Attachment G. The purpose of this Post-Issuance Compliance Policy is to establish policies and procedures in connection with tax-exempt Bonds (the "Bonds") issued on behalf of Community College of Philadelphia (the "College") to maximize the likelihood that all applicable post-issuance requirements of federal income tax law needed to preserve the tax-exempt status of the Bonds are met. The Committee approved the action subject to the review of the policy from Mr. Anthony Simonetta, Chair of the Audit Committee. The Committee also approved this action item to be ratified by the Board of Trustees at its May 7, 2015 meeting.

(7) Executive Session

Staff updated the Committee on litigation.

(8) Next Meeting:

The next meeting date of the Committee is scheduled for Wednesday, May 20, 2015 at 9:00 A.M. in the College's Isadore A. Shrager Boardroom, M2-1. At that time, the proposed 2015-16 College Budget will be presented to the Committee.

JE/lm

Attachments

BAC\BUSINESS AFFAIRS COMMITTEE MEETING MINTUES APRIL 27, 2015

ATTACHMENT A
PSECU GUARANTEED REVENUE PROPOSAL

Community College of Philadelphia
RFP #9874
ATM & BANKING SERVICES
COST PROPOSAL

Listed below is PSECU's Cost Proposal response for RFP #9874 from the Community College of Philadelphia. We welcome the opportunity to offer our financial services which we feel will provide a superior value to your students, faculty and staff.

Total Cost to the Community College of Philadelphia

PSECU shall construct and install the Financial Education Center at no additional costs to Community College of Philadelphia. PSECU will be responsible for the construction and renovation of the center space and installation and on-going maintenance and charges associated with conduit, electrical, computer, telephone and other data and phone lines which serve the Financial Education Center and the ATMs, as well as any and all other facilities, equipment or furniture which may be necessary or appropriate for the installation, operation and maintenance of the center.

While there are no direct program costs to the College, the following electrical service costs will be provided by the College in support of program delivery:

- Utilities for the operation of PSECU's Financial Education Center and the on-campus ATMs
- Alternating current (A/C) power to approved ATM locations

PSECU will work with the College to co-market our products and services on campus including insertion of appropriate marketing materials into mailings to the campus community. These materials are prepared and provided by PSECU at its sole cost and expense.

Cost to the Consumer

PSECU believes a member should not pay to use their account. Therefore, members appreciate our low- or no-fee philosophy. College students, faculty and staff will incur little or no costs related to the products and services associated with their PSECU account. As part of our relationship with CCP, PSECU will deposit the initial \$5 minimum Share 1 (Regular Savings Account) balance requirement for membership into each new CCP member account. **In addition, PSECU has committed to charging no ATM surcharges for either members or non-members at any CCP Campus ATM.**

Please refer to PSECU's current fee schedule on page 5 for additional fee information.

REVISED

Guaranteed Revenue to Community College of Philadelphia

PSECU's revenue offer below is not contingent on goals or number of accounts opened. The revenue commitment made in this proposal is guaranteed to the College.

Total Guaranteed Revenue to Community College of Philadelphia over five (5) years is \$328,077.

The breakdown on a yearly basis is shown in the chart below.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Signing Bonus	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$62,500
Scholarship	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Unrestricted Donation/ Student Services	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$200,000
Rent/Utilities Annual Payment	\$7,875	\$7,875	\$7,875	\$8,269	\$8,683	\$40,577
	\$65,375	\$65,375	\$65,375	\$65,769	\$66,183	\$328,077

Per ADDENDUM No.I dated 2/27/2015, PSECU agrees to compensate CCP annually \$22.50 per square foot (includes utilities) as the prorated cost for occupied space and utility usage for the Financial Education Center. Having been informed at the site visit that the approximate size of the available space is 350 square feet, we approximate this cost to be \$7,875 per year. Payment structure will be negotiated after award of the final contract.

In addition, PSECU will provide surcharge-free ATMs at all locations mutually agreed upon by the College and PSECU. Based on the ATM transaction volumes provided in Addendum No. 1 and the average surcharge incurred by our members of \$2.44, we estimate this provision to be valued at approximately \$788,852 for the life of the contract. PSECU believes this will contribute to a significant reduction in cost for your campus community to use our ATMs.

Community College of Philadelphia and PSECU Intern Incentive Schedule – Additional Revenue Opportunity

The following incentives are payable to both CCP and to student interns for membership and any of the listed services set up within one year of the member joining PSECU through the Financial Education Center at CCP. Incentive payments will be made no later than the 25th of the month following membership and/or service set up.

Financial Education Center Intern Incentives are payable to the intern during their term of employment and are made as part of the normal PSECU payroll process. No incentive will be paid to student interns later than 60 days after employment at the Financial Education Center has ended.

PSECU Service	CCP Incentive	PSECU Intern Incentive
New Account (Student/Family Member)	\$5.00	\$2.00
New Account (Faculty/Staff)	\$20.00	\$2.00
Checking Service	\$5.00	\$2.00
Check Card	\$5.00	\$2.00
Visa®	\$5.00	\$2.00
Auto Loan	\$10.00	\$5.00
Real Estate Equity Loan	\$20.00	\$10.00

Value of the PSECU On-Campus Intern Program

PSECU estimates the value of the PSECU on-campus intern program to be \$200,000 in salary and incentives over the 5-year term of the contract.

Student Benefits

The opportunities available on the CCP campus in the PSECU student-staffed Financial Education Center will be a unique internship program for the College to offer.

Educational Benefit

Employment at the PSECU on-campus center offers educational, hands-on experience and challenges associated with marketing the products and services of a \$4.4 billion financial institution. They include developing marketing strategies and plans, educating members about our self-service products and resolving member problems. All experience gained during this time enhances the student's resume through skills and knowledge development.

Financial Benefit

Financial considerations for the student include paid salary and incentives earned while providing flexible schedule that recognizes the importance of their total educational experience.

Internship Mission:

To promote PSECU membership in the Financial Education Center on campus; to educate CCP students, faculty and staff about PSECU services; to demonstrate how to use automated delivery systems; and, to assist in the application process for PSECU membership or services.

Duties and Responsibilities:

- Promote credit union services and products
- Meet established monthly membership and service goals
- Educate membership on automated services
- Cross-sell credit union membership and services to CCP enrollees
- Direct membership to the on-campus ATM, online banking or phone bank for financial transactions and inquiries
- Direct membership to the PSECU website
- Assist & review all membership applications for completeness
- Organize and present group presentations
- Display professionalism
- Dress in appropriate attire
- Perform other duties as assigned

FEE SCHEDULE

Type	Fee
Service Charges	
Stop-payment Fee	\$10 per check
Stop payment fee for a series (two or more)	\$15
Non-sufficient funds fee	\$30
Returned deposit fee	\$5 per item
Copy of cleared check/canceled check*	\$1
PIN (Personal Identification Number) mailed to you (if requested more than two times in a fixed month period)	\$1
Account paper statement copy (the most recent quarterly Statement or last two monthly statements are free)*	\$5 per account
Dormant Accounts – An account is considered dormant if there has been no activity or member-initiated correspondence for at least one year. If an account has \$2 or less, the total amount remaining will be charged and the account will be closed. To avoid the fee, members can simply make a deposit/withdrawal or contact PSECU.	\$2 per month
Address Change – PSECU will assess this service charge if you move and fail to tell us your new address for the entire previous calendar year.	\$10
ATMs	
All point-of-sale transactions	Free
Deposits and withdrawals	Free, Unlimited
Withdrawals under \$20	Free
Balance inquiries	Free
ATM deposit adjustment charge (e.g. entry errors, math errors, Deposit incorrect endorsement, etc.)	\$4
PSECU Visa®	
Late fee	\$20
Wire Transfers	
Outgoing from PSECU to another financial institution (domestic)	\$10
Incoming sent to PSECU from another financial institution	Free

*Copies of cleared checks and paper statements are available online through PSECU's online banking and mobile banking programs at **no cost** - The fees described above only apply if PSECU prints and mails the requested documents.

ATTACHMENT B

**EVALUATION AND RECOMMENDATION OF UNDERWRITERS –
SERIES OF 2015 BONDS
COMMUNITY COLLEGE OF PHILADELPHIA AND
PUBLIC FINANCIAL MANAGEMENT, INC. (PFM)**



The PFM Group
Financial & Investment Advisors

One Keystone Plaza
Suite 300
North Front & Market Streets
Harrisburg, PA 17101-2044

717-232-2723
717-232-8610 fax
www.pfm.com

April 22, 2015

MEMORANDUM

TO: Business Affairs Committee
Community College of Philadelphia

CC: Jacob Eapen, *Vice President for Business and Finance*
Jim Spiewak, *Assistant Vice President, Budgets & Financial Services*
Todd Murphy, *Controller*

FROM: Jamie Doyle, *Managing Director*
Chris Bamber, CFA, *Senior Managing Consultant*
Public Financial Management, Inc.

SUBJECT: Evaluation & Recommendation of Underwriters – Series of 2015 Bonds

The purpose of this memo is to discuss the evaluation and recommendation of underwriter for the upcoming issuance of the State Public School Building Authority College Revenue Bonds (Community College of Philadelphia Project) Series of 2015 (the “2015 Bonds”), the proceeds of which will be used towards certain capital projects of the College as well as advance refunding a portion of the College’s existing debt.

In connection with this issuance with the 2015 Bonds, PFM and the College administration developed and distributed a Request for Proposal for underwriters. The recipients of this RFP included several local and national underwriters that have had prior experience with the College as well as experience in Pennsylvania, higher education and or community college bond transactions. The list of underwriters included Citigroup Global Markets, Janney Montgomery Scott, PNC Capital Markets, RBC Capital Markets and Wells Fargo Securities.

The contents of the RFP included questions regarding the underwriter’s firm background, experience with Pennsylvania, Philadelphia, and higher education bond issuance, proposed underwriter’s discount, as well as indications on proposed pricing of the different underwriting firms.

The results of this RFP are summarized in the attached summary. After careful discussion and consideration of the different underwriters responses with the College’s administration regarding firm background, proposed pricing and most importantly higher education and Pennsylvania related experience, the decision was made to focus on the proposals of RBC Capital Markets and Janney Montgomery Scott. A further examination of the proposed pricing indications of both firms indicated that RBC Capital Markets had a slightly stronger view of the market and a deeper experience of Pennsylvania and higher education (specifically community college) bond issuances.

Based on the above information, it was decided to name RBC Capital Markets as the Senior Managing Underwriter for the 2015 Bonds and to have Janney Montgomery Scott as a Co-Managing Underwriter. A part of Janney Montgomery Scott’s RFP response included a joint proposal with a local MBE firm Quoin Capital, which is located in Philadelphia. After consideration of Quoin Capital’s experience, it was decided to also name Quoin Capital as a second Co-Managing Underwriter.

Public Financial Management, Inc. is excited to serve the College as independent financial advisor on its upcoming issuance of the 2015 Bonds. The selection of the underwriting team of RBC Capital Markets, Janney Montgomery Scott and Quoin Capital is an important step in the upcoming issuance of the 2015 Bonds. It is expected that the 2015 Bonds will be priced during the last week of April and settle approximately in the middle of May.

ATTACHMENT C

UNDERWRITER RFP SUMMARY SERIES A, B & C OF 2015 BONDS

**Community College of Philadelphia
Underwriter RFP Summary
Series A, B & C of 2015 Bonds**

FIRM BACKGROUND

	1	2	3	4	5
	<i>Citigroup Global Markets</i>	<i>Janney Montgomery Scott</i>	<i>PNC Capital Markets</i>	<i>RBC Capital Markets</i>	<i>Wells Fargo Securities</i>
Lead Contact	Chris McNichol	JB Kelly	Nick Tripician	Paul Clancy	Julius Coursey, CFA
Location	Philadelphia	Philadelphia	Philadelphia	Philadelphia	Philadelphia
Capital position	SEE INDIVIDUAL RFP RESPONSES FOR MORE DETAILED DISCUSSION				
Minority participation	Willing to consider MBE co-manager	Offered a joint proposal with Quoin Capital, which is a registered MBE firm with headquarters in Philadelphia	Willing to consider MBE co-manager	Looks forward to working with any minority firm assigned by the College	History of working with MBE firms. Would encourage inclusion of MBE co-managers

EXPERIENCE

	6	7	8	9	10
	<i>Citigroup Global Markets</i>	<i>Janney Montgomery Scott</i>	<i>PNC Capital Markets</i>	<i>RBC Capital Markets</i>	<i>Wells Fargo Securities</i>
National 2014 ranking	243 issues; \$22.5 billion; ranked 3rd by volume	197 issues; \$2.54 billion; ranked 15th by number	Negotiated 100 issues; \$2.96 billion; ranked 16th by volume	Negotiated 532 issues; \$18.98 billion; ranked 2nd by number	230 issues; \$21.27 billion; ranked 5th by volume
Pennsylvania 2014 ranking	3 issues; \$732 million; ranked 3rd by volume	106 issues; \$1.04 billion; ranked 2nd by number	Negotiated 63 issues; \$1.54 billion; ranked 2nd by volume	Negotiated 114 issues; \$1.96 billion; ranked 1st by volume	2 issues; \$311 million; ranked 10th by volume
Pennsylvania experience	\$14.4 billion since 2005	\$12.9 billion since 2010	List of PA issues since 2009 included in Appendix	More than \$10.7 billion in PA since 2010	50 issues totaling over \$8 billion since 2012
Philadelphia experience	\$14.4 billion since 2005		\$6.6 billion since 2009	\$2.0 billion since 2010	Named as senior manager for Philadelphia's upcoming
Community College experience	\$21.1 billion in higher education since 2005. See RFP for list of sample issuances	Leading underwriter in PA community colleges (6 issues; \$114.5 million since 2011)	\$9 billion or 149 issues of higher education over past 5 years. Including Bucks CCC	#1 higher education senior education manager since March 2012 with 160 issues totaling \$6.87 billion	Ranked 2nd for 2014 in higher education with 25 issues totaling \$2.07 billion
SPSBA experience	Co-managed State Pub QSCB and QZAB issuance for PA school districts	19 issues totaling \$946.5 million since 2010	Philadelphia CC experience plus \$80 million SPSBA with Philadelphia SD	23 issues totaling \$1.1 billion since 2008 including many PA community colleges	Senior managed Allegheny CC and Philadelphia SD through SPSBA
References	Temple University The College of New Jersey City of Philadelphia	Harrisburg Area CC Chestnut Hill College Mount Saint Mary College Tompkins Cortland CC	Misericordia University Bucks County CC Chester County	Delaware County CC Northampton CC Lehigh Carbon CC	City of Philadelphia Drexel University Delaware State University

UNDERWRITER'S DISCOUNT

	11	12	13	14	15
	<i>Citigroup Global Markets</i>	<i>Janney Montgomery Scott</i>	<i>PNC Capital Markets</i>	<i>RBC Capital Markets</i>	<i>Wells Fargo Securities</i>
Series A	\$3.004	\$4.940	\$2.750	\$2.100	\$2.634
Series B	\$3.075	\$4.710	\$2.750	\$2.100	\$2.819
Series C (Taxable)	\$4.087	\$4.760	\$2.750	\$2.100	\$3.054
Overall Average	\$3.055	\$4.910	\$2.750	\$2.100	\$2.669

PROPOSED CALL FEATURE

	16	17	18	19	20
	<i>Citigroup Global Markets</i>	<i>Janney Montgomery Scott</i>	<i>PNC Capital Markets</i>	<i>RBC Capital Markets</i>	<i>Wells Fargo Securities</i>
Call feature discussion	8 year call can be completed but comes with a reduction of savings in refunding	Recommends a standard 10 year call	8 year call can be completed but comes with a reduction of savings in refunding	Recommends a 8 year call feature	8 year call feature can be completed but comes with approximately 5-10 bps of yield penalty

USE OF BOND INSURANCE

	21	22	23	24	25
	<i>Citigroup Global Markets</i>	<i>Janney Montgomery Scott</i>	<i>PNC Capital Markets</i>	<i>RBC Capital Markets</i>	<i>Wells Fargo Securities</i>
Use of bond insurance	No	Yes	Yes	Yes	Yes

**Community College of Philadelphia
Underwriter RFP Summary
Series A, B & C of 2015 Bonds**

UNDERWRITER'S COUNSEL

	26	27	28	29	30
	Citigroup Global Markets	Janney Montgomery Scott	PNC Capital Markets	RBC Capital Markets	Wells Fargo Securities
Needed	Yes	Yes	Yes	Yes	Yes
Not to Exceed Cost	\$20,000	\$50,000 (approx.)	\$20,000	\$25,000	\$30,000-\$40,000

REFUNDING ANALYSIS

	31	32	33	34	35
	Citigroup Global Markets	Janney Montgomery Scott	PNC Capital Markets	RBC Capital Markets	Wells Fargo Securities
PV Savings	\$3,226,389	\$3,287,108	\$3,277,924	\$2,944,554	\$2,650,119
As a %	7.568%	7.327%	7.690%	6.500%	6.220%
Notes	Provides a maturity by maturity analysis to determine refunding efficiency	Considers Open Market Securities and refunds non-callable bonds to receive savings up front	Considers both an upfront and level savings structure	Assumes 8 year call feature, which reduces PV savings.	Assumes 8 year call feature, which reduces PV savings.

Note: Savings analyses are per RFP responses. Actual refunding savings subject to desired savings structure of the College and market conditions at the time of pricing.

ESTIMATED TRUE INTEREST COST

	36	37	38	39	40
	Citigroup Global Markets	Janney Montgomery Scott	PNC Capital Markets	RBC Capital Markets	Wells Fargo Securities
Overall True Interest Cost	2.636107% *	2.697306%	2.669387%	2.737394% *	2.680365% *
Assumed Call Feature	9 years *	10 years	10 years	8 years *	8 years *

Note: True Interest Cost, or "TIC", is an all-in yield commonly used in public finance. It not only includes the proposed interest rates, but also the Underwriter's proposed commission (underwriter's discount), and the use of bond insurance. It should be noted that the interest rates proposed are indications of where each underwriter would estimate that the College's bonds would price, but would be subject to final pricing and market conditions at the time of pricing.

* The TICs are calculated using the interest rate indications in the RFP as well as the proposed call feature by the Underwriter. Assuming all else equal, for TIC calculation purposes an 8 year call feature will produce a higher TIC than a 10 year call feature due to the additional "yield to maturity kick", but does not capture the qualitative benefit of having a shorter call feature.

OTHER INFORMATION

	41	42	43	44	45
	Citigroup Global Markets	Janney Montgomery Scott	PNC Capital Markets	RBC Capital Markets	Wells Fargo Securities
Other information	See RFP for discussion on distribution capabilities and other aspects of Citi's underwriting and distribution process	Discussion about community college security structure	Willing to conduct continuing disclosure research and offers details on PNC's technical capabilities	Advanced knowledge of PA community college security structure	One of the top employers in the Commonwealth. Discusses distribution capabilities

ATTACHMENT D
UNDERWRITER RFP SUMMARY
SERIES A, B & C OF 2015 BONDS

- **10 Year Call Feature**
- **8 Year Call Feature**

Community College of Philadelphia Underwriter RFP Summary Series A, B & C of 2015 Bonds

10 YEAR CALL FEATURE

	1	2
	<i>Janney Montgomery Scott</i>	<i>RBC Capital Markets</i>
Overall True Interest Cost ^[1]	2.697306%	2.537983%
Assumed Call Feature	10 years	10 years
PV Savings ^[2]	\$3,147,665	\$3,759,998
As a %	7.033%	8.299%

8 YEAR CALL FEATURE

	3	4
	<i>Janney Montgomery Scott</i>	<i>RBC Capital Markets</i>
Overall True Interest Cost ^[1]	2.833030%	2.737394%
Assumed Call Feature	8 years	8 years
PV Savings ^[2]	\$2,571,938	\$2,910,001
As a %	5.820%	6.537%

^[1] True Interest Cost, or "TIC", is an all-in yield commonly used in public finance. It not only includes the proposed interest rates, but also the Underwriter's proposed commission (underwriter's discount), and the use of bond insurance. It should be noted that the interest rates proposed are indications of where each underwriter would estimate that the College's bonds would price, but would be subject to final pricing and market conditions at the time of pricing.

^[2] Savings are calculated by PFM using the proposed interest rates in each of the different RFP responses. Assumes that refunding is structured so that savings are realized as upfront as possible by partially refunding some non-callable maturities in the 2008 Bonds.

ATTACHMENT E

- **FY 15-16 Budget Highlights**
- **FY 15-16 Budget Initiatives**

FY 15-16 Budget Highlights

- No Increase to Tuition or Fees
- Balanced Budget
- Enrollment growth of 1%
- Mayor's budget includes \$3.4 million including one-time appropriation of \$1.4 million for capital
- Governor's budget includes \$15 million for community colleges; CCP's share is \$1.98 million
- Advance refunding of Series 2008 bond issue will generate \$2.5 - \$3 million which can be used only for capital.
- Savings from Retirement Incentive Program.

FY 15-16 Budget Initiatives

- Consolidate Academic and Student Affairs under a Vice President of Academic and Student Success. The reorganization is based on the needs of our students and the need for organizational effectiveness.
- Create a Vice President for Strategic Initiatives and Chief of Staff. An important reason for reorganizing has to do with placing a strategic—and high level focus—on new initiatives.
- Create a Vice President for Workforce and Economic Innovation. The College will significantly expand the form and the function of our workforce development and continuing education programs.
- Five full-time Advisors
- Civitas - data analytics tool
- Starfish Early Alert System
- Completion of server virtualization and storage solution, enhanced reporting tool
- 50th Anniversary Scholarships
- Biology Labs renovations, Smart classrooms, vertical transportation in West Building
- Launch a Comprehensive Campaign by Institutional Advancement
- Strategic Initiatives Budgeted at \$250,000.
- Facilities Master Plan

ESTIMATED FINANCIAL PROJECTION

	<u>FY 14-15</u>	<u>FY 15-16</u>	<u>FY 16-17</u>	<u>FY 17-18</u>
<u>FTE Enrollments</u>				
FTEs - Credit	14,853	15,047	15,272	15,572
Credit Hours		368,643	374,043	381,243
% Increase in Credit Hours		1.0%	1.5%	1.9%
FTEs - Noncredit	509	825	850	850
Tuition Credit Hour Rate	\$153	\$153	\$153	\$153
<u>REVENUES</u>				
State Revenues	\$28,641,805	\$28,641,805	\$28,641,805	\$28,641,805
City Revenues	20,926,394	21,257,263	21,455,459	21,755,079
Student Revenues	75,752,180	76,748,245	77,730,145	79,039,449
Investment Earnings	492,000	500,000	500,000	500,000
Other Revenues	1,222,000	1,234,900	1,248,400	1,262,600
TOTAL REVENUES	<u>\$127,034,379</u>	<u>\$128,382,213</u>	<u>\$129,575,809</u>	<u>\$131,198,933</u>
<u>EXPENSES</u>				
Full Time Salaries	\$54,905,820	\$55,234,048	\$56,026,900	\$56,026,900
Other Salaries	17,221,114	20,385,567	20,843,100	21,036,600
Fringe Benefits - Medical	21,635,100	23,238,628	25,446,300	27,863,700
Fringe Benefits - All Others	11,054,500	11,610,288	11,737,373	11,744,773
Other Expenses	21,320,535	21,814,712	21,232,700	21,750,500
Retirement Incentive	659,000			
TOTAL EXPENSES	<u>\$126,796,069</u>	<u>\$132,283,242</u>	<u>\$135,286,373</u>	<u>\$138,422,473</u>
SURPLUS (SHORTFALL)	<u>\$238,310</u>	<u>(\$3,901,029)</u>	<u>(\$5,710,564)</u>	<u>(\$7,223,540)</u>

STRATEGIES FOR BALANCING OPERATING BUDGET

	<u>FY 15-16</u>	<u>FY 16-17</u>	<u>FY 17-18</u>
SHORTFALL	(\$3,901,029)	(\$5,710,564)	(\$7,223,540)
Additional Appropriation from City	3,400,000	2,000,000	2,000,000
Additional Appropriation applied to Capital	(1,400,000)	use bond savings	use bond saving:
Additional Appropriation from State	1,980,000	1,980,000	1,980,000
Early Retirement Incentive Program (based upon 20% participation)			
TOTAL	3,980,000	3,980,000	3,980,000
Surplus (Shortfall)	78,971	(1,730,564)	(3,243,540)

Additional Revenue Strategies

Increase in Noncredit & Workforce Development Programs

Increase in International Students

Increase in Distance Education Students

Other Enrollment Growth (winter session, etc.)

Increase in Foundation Scholarships to promote enrollment growth

ATTACHMENT F

DOCUMENTS REGARDING REVIEW OF GRANT BUDGET REPORT

COMMUNITY COLLEGE OF PHILADELPHIA
Foundation and Office of Institutional Advancement
Operating Expenses and Fundraising Revenue FY'15

OPERATING EXPENSES

<u>Institutional Advancement</u>	Activity Based Split - IA	Activity Based Split - Fnd.	Annual FY'15
Salaries (Staff of 14)	\$ 637,310	\$ 454,627	\$ 1,091,937
Fringes (40%)	254,924	181,851	436,775
Materials/Services/Other	152,000	32,000	184,000
Total	<u>\$ 1,044,234</u>	<u>\$ 668,478</u>	<u>\$ 1,712,712</u>
Foundation			
Salaries (stipends for one staff)	\$ -	\$ 6,000	\$ 6,000
Total	<u>\$ -</u>	<u>\$ 6,000</u>	<u>\$ 6,000</u>
Grand Total IA and Foundation:	<u>\$ 1,044,234</u>	<u>\$ 674,478</u>	<u>\$ 1,718,712</u>

GRANT REVENUE TO COLLEGE

<u>Grants held by College</u>	Number of Grants	Grant\$ FY'15	College Administrative Support FY'15	College Indirect Cost FY'15
New Grants Awarded - (0 FTEs)	5	\$ 656,340	\$ 28,857	\$ 47,112
Continuing Grants - (Prior Award - 65 FTEs)	16	6,294,421	437,448	189,111
Total	<u>21</u>	<u>\$ 6,950,761</u>	<u>\$ 466,305</u>	<u>\$ 236,223</u>
Grants held by Foundation				
New Grants Awarded - (0.5 FTEs)	4	\$ 111,398	\$ -	\$ -
Continuing Grants - (Prior Award - 10.5 FTEs)	7	1,565,708	55,556	112,891
Total	<u>11</u>	<u>\$ 1,677,106</u>	<u>\$ 55,556</u>	<u>\$ 112,891</u>
Summary - Grants				
Total New Grants Revenue	9	\$ 767,738	\$ 28,857	\$ 47,112
Total Continuing Grants Revenue	23	7,860,129	493,004	302,002
Grand Total All Grants	<u>32</u>	<u>\$ 8,627,867</u>	<u>\$ 521,861</u>	<u>\$ 349,114</u>

OTHER FUNDS AND ASSETS

<u>Funds Transferred To The College</u>	Number of Funds	YTD 3/31/2015	Projected 4/1 - 6/30/15	Projected Total
Endowments - Scholarships, faculty chair, etc.	71	\$ 117,339	\$ 182,661	\$ 300,000
Restricted - Scholarships and Student Aid	75	194,773	30,227	225,000
Restricted - Capital, Comprehensive Campaign	4	675	199,325	200,000
Unrestricted - Support to College	3	38,873	100,000	138,873
Restricted - Other	31	56,262	143,738	200,000
Total	<u>184</u>	<u>\$ 407,922</u>	<u>\$ 655,951</u>	<u>\$ 1,063,873</u>

Assets Held By Foundation (non-grant)

	FY14 - 6/30/14	YTD 2/28/15
Endowment	\$ 8,415,537	\$ 8,204,491
Non-Endowment	\$ 1,468,828	\$ 1,149,994
Total	<u>\$ 9,884,365</u>	<u>\$ 9,354,485</u>

Fiscal Year Summary

	YTD 3/31/15	Total YE FY15
College Support Current Year	\$ 1,278,897	\$ 1,934,848
Grant Program Support - Less: College Support and Indirect Cost		<u>\$ 7,756,892</u>
Total		<u>\$ 9,691,740</u>

Notes:

- * 'Administrative Support' refers to Grant funds used to offset Administrative College Salaries
- * 'Indirect Cost' refers to the amount Grant funds reimburse general Administrative and Overhead College expenses
- * The Foundation categories 'Unrestricted' and 'Restricted - Other' consist of unrestricted funds, event revenue and other unrestricted donations
- * Foundation 'Support to College' refers to yearly amount given to the College to offset operating costs, and support of Foundation mini- and micro-grants
- * Institutional Advancement holds all Federal, State and Local governmental grants. The Foundation holds all private grants.
- * Federal and State grants provide a fringe benefit rate of 30%. This differs materially from the College actual rate (42-45%).
- * 'Assets Held By Foundation' trails a reporting month and is as of 2/28/15
- * 'College Support Current Year' is calculated using current year total 'Other Funds' support as well as current year Administrative and Indirect totals
- This total does not include grant award funds used for programmatic support.
- * Salary Expenses are all budgeted within IA. The splits are based on percentages of estimated activity between IA and Foundation at the employee level

COMMUNITY COLLEGE OF PHILADELPHIA
Office of Institutional Advancement / College Foundation

Functional Responsibilities

- **Strategic Leadership for Advancement of the College**

Advance the President's vision and support the overall strategic direction of the College as a member of the President's Cabinet and by serving as the lead strategist for garnering philanthropic support, working to build a culture of philanthropy that supports the College's strategic initiatives.

- Advise senior leadership on philanthropic issues and grants
- Represent the College at public, civic and philanthropic events and in the media, generating external support and recognition and expanding the network of donors and partners
- Provide visionary leadership in building, maintaining, and strengthening relationships between and among the College's internal departments/divisions and critical funding sources including individuals, corporations, and foundations.
- Facilitate internal communication to effectively position the College with all critical stakeholders in capital and program resource development efforts.
- Develop and maintain positive relationships with the College's various boards, key executive staff, and volunteer leaders in support of the College's fundraising efforts.
- Work with community groups and external agencies to build relationships and enhance the image of the College/Foundation, as it relates to partnering in resource development efforts.

- **Fundraising**

Strengthen and broaden the fundraising scope of the College through the development of new sources of revenue, enhancements to annual fund and planned giving, and implementation of targeted efforts to raise unrestricted dollars and funds for specific initiatives, e.g. 50th Anniversary Scholarship fund, discretionary scholarship endowment fund, etc.

Direct fundraising strategies include: annual fund; individual, major and planned gifts; corporate and foundation gifts and grants; public grants; special events; and a comprehensive campaign.

Support functions for fundraising include: donor identification, cultivation and stewardship; development communications (print, social media, etc.); database management and data analytics; prospect research and development; and compliance.

- **Foundation Management**

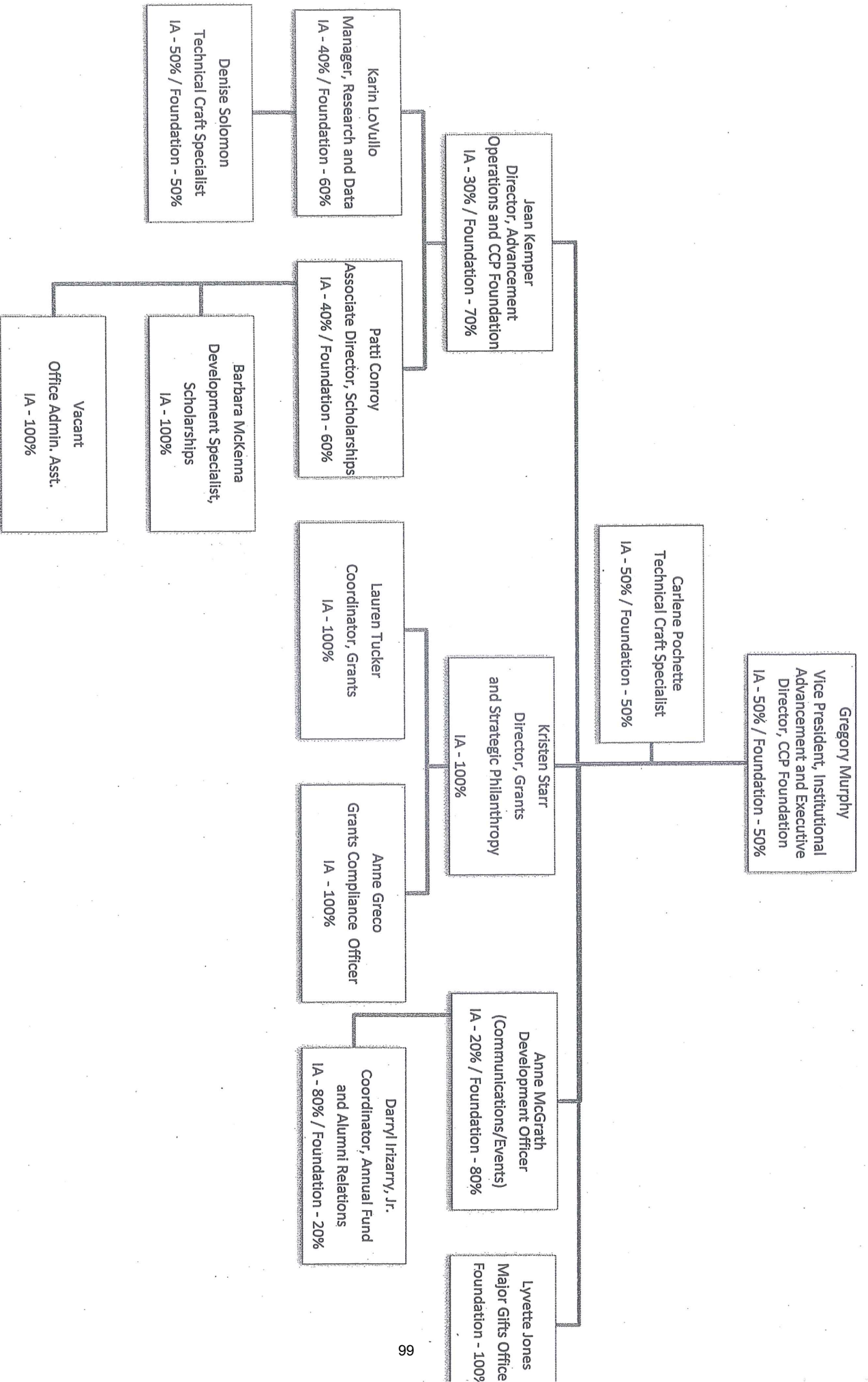
- Increase the effectiveness of the Foundation and its board members as fundraisers.
- Manage the assets of the Foundation, including relationship with OCIO, to ensure fiscal responsibility and compliance.
- Ensure scrupulous legal compliance of the Foundation.
- Manage an 18-30 member Foundation Board of Directors.
- Serve on and staff all Foundation committees (Executive, Finance and Investment, Nominating, etc.).

- **Scholarship Development and Management**

- Build existing scholarship funds and develop new scholarships.
- Ensure donor intent is met in the selection, award and disbursement of scholarships.

- **Alumni Relations**

- Implement an alumni relations program, including a robust schedule of events, discount programs and engagement activities, to increase engagement of alumni and support fundraising.
- Cultivate additional fundraising dollars from alumni, an untapped natural constituency.



NOTES:

- Indicated for each staff member is the estimated amount of time spent on Institutional Advancement and/or College Foundation activities.
- Grant staff are designated 100% to Institutional Advancement as all dollars raised through grants are revenue to the College.

PROJECT TITLE	PURPOSE	AWARD AMOUNT	STAFF	SALARY AMOUNT	OPERATING BUDGET RELIEF	FISCAL PERIOD	SOURCE OF FUNDS	FUNDING CLASSIFICATION	FINANCE MANAGER PROJECT DIRECTOR	INDIRECT COST
College										
TAACCCT-TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE & CAREER TRAINING	Collaboration of 14 community colleges to bring workforce training and curriculum development systems to scale in advanced manufacturing, energy, and healthcare industries. Outcomes: Over life of grant at the College, 242 individuals enrolled in training, 189 completed and 81 entered employment, meeting the initial grant goals. Statewide, 3,807 individuals have enrolled, 2,459 completed and 1,690 have been placed. Training equipment purchased and installed.	LOCAL \$ 1,570,000.00	4 full-time 1 classified 8 part-time 2 extended 2 stipend Fringe Benefits	\$ 229,276.00 \$ 30,131.00 \$ 101,452.00 \$ 2,548.00 \$ 2,000.00 \$ 76,240.00	NA	10/01/14-09/30/15	Dept of Labor	Direct Federal	Waverly Coleman	
TRIO STUDENT SUPPORT SERVICES YEAR 5	Serves 225 students annually through support services that improve persistence and education outcomes for low-income students. This is College's 4th consecutive 5-year TRIO SSS grant. Outcomes: Compared to comparable non-participating students, year-to-year retention is 10% higher, students in good academic standing 15% higher and almost 100% of participants transfer.	\$ 257,087.00	2 full-time 2 part-time 1 classified Fringe Benefits	\$ 112,953.00 \$ 5,600.00 \$ 41,964.00 \$ 46,748.00	NA	09/01/14-08/31/15	US Dept of Education	Direct Federal	Joan Bush Marline Paramour	\$ 11,513.00
TRIO UPWARD BOUND YEAR 3	Serves 66 students from four persistently low-achieving high schools to provide academic skills and motivation necessary for persistence in secondary and postsecondary education. This is the College's fourth consecutive five-year TRIO Upward Bound grant. Outcomes: In 2013-14, 80% of students had GPAs above 2.5, 95% retained or graduated, 73% of eligible students entered postsecondary education.	\$ 293,163.00	2 full-time 5 part-time 1 classified 1 student 4 tutors Fringe Benefits	\$ 95,432.00 \$ 19,345.00 \$ 36,000.00 \$ 1,500.00 \$ 14,700.00 \$ 40,875.00	NA	9/1/14-8/31/15	US Dept of Education	Direct Federal	David Thomas Aimee Contarino	\$ 19,179.00
AMP PHASE V, YEAR 1	Subcontracted through Drexel, the AMP program supports first-year STEM students through mentoring and scholarship support and reaches over 1,000 through speakers and broader activities. Outcomes: Direct financial and mentoring support provided for 100 STEM students per year.	\$ 22,172.00	1 extended time Fringe Benefits	\$ 5,192.00 \$ 221.00	NA	08/01/14-07/31/15	National Science Foundation	Federal through Drexel	Mary Ann Celenza Linda Powell	NA
EISENHOWER COMMUNITY COLLEGE FELLOWSHIP	Supports students who are interested in the field of transportation; fellows must complete a transportation-related research project. Outcomes: 3 students supported with \$5,000 each in 2014-15. 27 total since fellowship began at College.	\$ 15,000.00	NA	NA	NA	09/01/14-09/01/15	US Dept of Transportation	Federal Highway Administration	Marion McGorry Richard Saxton	NA

PROJECT TITLE	PURPOSE	AWARD AMOUNT	STAFF	SALARY AMOUNT	OPERATING BUDGET RELIEF	FISCAL PERIOD	SOURCE OF FUNDS	FUNDING CLASSIFICATION	FINANCE MANAGER PROJECT DIRECTOR	INDIRECT COST
PREDOMINANTLY BLACK INSTITUTIONS FORMULA GRANT	Supports ongoing efforts to increase enrollment, academic success, retention and graduation rates, with a focus on underserved students and those most at-risk of not completing a degree. Specifically supports veterans, ex-offenders, developmental students and those identified as at-risk through early alert system, as well as technology improvements. Outcomes: In 2013-14: 3,025 contacts with veterans; 23 incarcerated individuals earned college credit; reading and writing workshops for developmental students increased placement scores of 50% and 75% of participants, respectively, while 67% placed higher in a placement re-test pilot; 20 students participated in science summer bridge program. Current year also supports purchase and installation of Smart classrooms.	\$ 414,484.00	2 full-time 4 extended time 6 stipends 14 students 2 learning lab Fringe Benefits	\$ 94,092.00 \$ 26,467.00 \$ 7,200.00 \$ 31,898.00 \$ 31,816.00	\$ \$ \$ \$ \$ 1,344.00 \$ 66.00	10/01/14-09/30/15	US Dept of Education	Direct Federal	Sam Hirsch Sam Hirsch	NA
PBI- CENTER FOR MALE ENGAGEMENT	Supports the Center for Male Engagement, which provides intensive and intrusive supports targeted to first-time-in-college African-American males with the goal of increasing persistence and success. Outcomes: As of fall 2014, 807 students served with 269 in summer bridge program since CME began; 38 graduated, 161 transferred. Persistence rates consistently higher than non-participating African-American males.	\$ 569,400.00	6 full-time 1 classified 2 part-time 3 students 8 learning lab Fringe Benefits	\$ 283,738.00 \$ 26,530.00 \$ 8,400.00 \$ 2,808.00 \$ 95,719.00	\$ \$ \$ \$ \$ 28,149.00 \$ 1,197.00	10/01/14-09/30/15	US Dept of Education	Direct Federal	Sam Hirsch Donavan McCargo	\$ 42,178.00
LOCAL PLAN 2014-2015	Support the 7,000+ students in Career and Technical Education (CTE) programs through faculty support, learning lab support, support for individuals with disabilities, increased connections to employers and significant equipment and supplies purchases necessary for technical education Outcomes: Exceeded State performance levels in technical skill attainment (77%), student retention/transfer (82%), and participation and completion among nontraditional populations. Met expectations in credential attainment (76%)	\$ 1,263,971.00	Disabilities Asst PT Learning Lab LL SPECIALIST 45% LL SPECIALIST 30% LL SPECIALIST 40% LL SPECIALIST 50% LL SPECIALIST 40% Disabilities Fringe Benefits	16,757.00 80,000.00 40,829.00 21,932.00 32,846.00 30,808.00 26,104.00 45,000.00 68,179.00		07/01/14-06/30/15	Commonwealth of PA	Federal via State	Sharon Thompson Eloise Hall	\$ 12,971.00
RAISING INTEREST IN STEM (RISE) YEAR 2	Provide support to STEM students at three levels: developmental, pre-majors in 100-level science and math courses, and students in upper level STEM courses, with ultimate goal of making long-term improvements in STEM education. Outcomes: In first year, additional tutoring provided in STEM areas (physics and engineering), 83 students received book stipends, faculty development workshops for all STEM areas, 6 students participated in summer research experience at Drexel.	\$ 220,090.00	6 extended time 1 part-time 13 stipends 3 students 4 tutors 8 grad students 4 learning lab Fringe Benefits	\$ 8,983.00 \$ 23,479.00 \$ 4,000.00 \$ 2,250.00 \$ 32,120.00 \$ 3,447.00	\$ 10,267.00 \$ 5,150.00 \$ 11,588.00 \$ 4,134.00	10/01/14-09/30/15	US Dept of Education	Direct Federal	Mary Ann Celenza Linda Powell	\$ 11,513.00
RE-ENTRY SUPPORT PROJECT YEAR 2	Support the Re-entry Support Program by expanding educational services to incarcerated individuals and supporting the transition from jail to higher education through individualized planning and support as well as workshops and group development. Outcomes: Campus-based program has served 47 students; retention rate is 60% and recidivism rate is 15%.	\$ 124,611.00	1 full-time 2 extended time 1 part-time Fringe Benefits	\$ 52,846.00 \$ 20,524.00 \$ 21,216.00 \$ 16,685.00	NA	10/01/14-09/30/15	PA Commission on Crime & Delinquency	Federal Pass Through Dept. of Justice JAG	Sharon Thompson Kathy Smith	\$ 8,000.00

PROJECT TITLE	PURPOSE	AWARD AMOUNT	STAFF	SALARY AMOUNT	OPERATING BUDGET RELIEF	FISCAL PERIOD	SOURCE OF FUNDS	FUNDING CLASSIFICATION	FINANCE MANAGER PROJECT DIRECTOR	INDIRECT COST
MOLECULAR RESEARCH	Supports the purchase of equipment for research in molecular genetics, which may be used to expand curricular offerings and provide opportunities for student and faculty research. Outcomes: Equipment purchased and installed.	\$ 286,598.00	NA	NA	NA	04/04/14-06/30/15	US Army	Federal Pass Through Dept. of Defense	Linda Powell Dom Salerno	NA
ATE BIOMEDICAL EQUIPMENT TECH YEAR 1	Funds support the development of two stackable proficiency certificates within the Applied Sciences and Engineering Technology degree that will prepare students for employment as biomedical equipment technicians and/or transfer to four-year institutions. Outcomes: Initial courses developed and approved; students currently being recruited to begin in Fall 2015.	\$ 216,072.00	3 extended time Fringe Benefits	\$ 42,203.00 \$ 9,562.00	NA	09/01/14-08/31/15	National Science Foundation	Direct Federal	Mary Ann Celenza Randy Libros	\$ 24,900.00
NEH BRIDGING CULTURES PROJECT YEAR 1	This faculty and curriculum development project will enable junior faculty teaching courses in the humanities to explore the mechanisms of negotiation of cultural difference through exploration of South Asia, and to develop related materials to be infused into courses. Outcomes: 8 junior faculty participating in year-long activities; all are working on course modules focused on South Asia.	\$ 58,940.00	2 extended time 10 stipends Fringe Benefits	\$ 22,428.00 \$ 5,600.00 \$ 1,191.00	NA	09/01/14-08/31/15	National Endowment for the Humanities Division of Education Programs	Federal pass through National Endowment of the Humanities	Sharon Thompson Lakshmi Gudipati	\$ 15,526.00
UNDERGRADUATE INTERNATIONAL STUDIES	This project will enhance the international studies, foreign language and study abroad programs at the College through a sustainable capacity-building approach, focusing on faculty development, enhanced curricula and study abroad opportunities in Japan and Tanzania. Outcomes: 550 students attended first World Cultures and Languages Day; significant progress made on developing course modules, co-curricular activities and courses as proposed; 8 students and 6 faculty selected for Japan trip that will pilot new study abroad model.	\$ 90,305.00	5 extended time 1 stipend 1 extended time Fringe Benefits	\$ 23,097.00 \$ 1,000.00 \$ 22,198.00 \$ 1,173.00		10/01/14-09/30/15	US Dept of Education	Direct Federal	Sharon Thompson Fay Beauchamp	\$ 6,689.00
KEYS PROGRAM 14-15	Support the provision of higher education services to individuals receiving TANF and/or SNAP benefits by providing the necessary services and supports to improve persistence and graduation. Outcomes: In 2013-14, support provided to 1,311 students. Outcomes include 55% retention and 33% placed in unsubsidized employment.	\$ 434,009.00	6 full-time 1 classified 4 students	\$ 275,711.00 \$ 20,150.00 \$ 7,800.00	NA	07/01/14-06/30/15	PA Dept of Public Welfare	State	David Thomas Tamika Jordan	NA

PROJECT TITLE	PURPOSE	AWARD AMOUNT	STAFF	SALARY AMOUNT	OPERATING BUDGET RELIEF	FISCAL PERIOD	SOURCE OF FUNDS	FUNDING CLASSIFICATION	FINANCE MANAGER PROJECT DIRECTOR	INDIRECT COST
GATEWAY TO COLLEGE YEAR 2	To help 16-22 year old students that have left high school without earning a diploma return to education and gain a high school diploma issued by the School District while earning college credits.	\$ 770,000.00	6 full-time 1 classified 4 part-time Fringe Benefits	\$ 295,120.00 \$ 34,437.00 \$ 7,500.00 \$ 146,857.00	NA	07/01/14-06/30/15	School District of Philadelphia	Federal through City	David Thomas Timeka Ford-Smith	77,000.00
	Outcomes: 100 students enrolled annually, exceeded School District benchmarks for attendance and graduation and met retention benchmark.									
MASTERY EARLY COLLEGE PARTNERSHIP PROGRAM YEAR 3	To assist high school seniors at Mastery Charter Schools enroll in sections of appropriate developmental and/or college-level courses under the dual enrollment program.	\$ 103,247.00	3 part-time 1 classified Fringe Benefits	\$ 3,639.00 \$ 3,210.00 \$ 3,397.00		07/01/14-06/30/15	Master Charter Schools	Private	David Thomas	\$ 6,754.00
	Outcomes: Average of 30 students enroll in 3 courses per semester; over 85% successfully earn credit (A,B,C or Pass).									
SINGLE STOP SITE YEAR 3	Single Stop supports low-income students in accessing an array of government benefits and connects them with tax preparation, legal assistance, financial counseling and health care enrollment to enable them to remain in school and complete their education.	\$ 149,687.00	2 full-time Fringe Benefits	\$ 65,139.00 \$ 22,199.00	NA	04/01/15-03/31/16	Single Stop USA, Inc	Private	Sam Hirsch	NA
	Outcomes: In first 18 months, over 2,100 individuals screened for benefits and \$3,225,600 in cash and non-cash benefits received by students. Over \$800,000 in tax refunds for 2014 tax season. Financial counseling to 460 students, legal assistance to 120 and healthcare enrollment for 800.									
STUDENT-FACULTY INTERNATIONAL	To support 2 study abroad trips for 6 faculty and 9 students per trip.	\$ 37,500.00	10 stipends	\$ 4,200.00	NA	07/01/14-06/30/15	Ambrose Monell Foundation	Private	Sharon Thompson Fay Beauchamp	NA
	Outcomes: Study tours scheduled for May 2015.									
MINDFUL LEARNING, MINDFUL TEACHING YEAR 1	To promote programs taking place on campus to expand the use of contemplative methods and practices within and outside of the classroom.	\$ 4,425.00	3 extended time Fringe Benefits	\$ 3,816.00 \$ 186.00	NA	07/12/14-05/31/15	Center for Contemplative Mind in Society	Private	Sharon Thompson Kathy Abrams	NA
	Outcomes: Multiple programs offered through Center on Teaching and Learning.									

PROJECT TITLE	PURPOSE	AWARD AMOUNT	STAFF	SALARY AMOUNT	OPERATING BUDGET RELIEF	FISCAL PERIOD	SOURCE OF FUNDS	FUNDING CLASSIFICATION	FINANCE MANAGER PROJECT DIRECTOR	INDIRECT COST
19130 ZIP CODE	Continue support for health promotion/disease prevention services to vulnerable populations in the 19130 zip code, and continue collecting and evaluating data using a tool developed by the College. Outcomes: Health promotion/disease prevention services provided by all second year nursing students to approx. 6,000 community members annually.	\$ 50,000.00	1 full-time 1 full-time Fringe Benefits	\$ 24,548.00 \$ 10,457.00	\$ 2,000.00 \$ 852.00	01/01/15-12/31/15	Independence Foundation	Private	Barbara McLaughlin Andrea Mengel	NA
Total College		\$ 6,950,761.00		\$ 2,680,769.00	\$ 466,305.00					\$ 236,223.00
Foundation										
WANAMAKER SCHOLARS PROGRAM	To provide instruction and certification for various programs, such as Nurse Aide, Pharmacy Technician, Emissions Inspector, Personal Trainer, and Clinical Medical Assistant. Outcomes: In 2013-14, 82 students completed training.	\$ 109,763.00	8 Part-Time Fringe Benefits	\$ 24,824.00 \$ 1,241.00	NA	9/30/15 - 9/30/16	Wanamaker Institute of Industries	Private	Jean Kemper Vida Wright	NA
INTEGRATING GERIATRICS INTO NURSING EDUCATION	Continue evaluation of the Advancing Care Excellence for Seniors national dissemination of strategies for incorporating gerontology in nursing Outcomes: Since 2011, 28 workshops held in 24 states for over 2,000 nursing faculty. Evaluation of impact is ongoing.	\$ 19,202.00	2 Part-Time 2 stipends Fringe Benefits	\$ 7,862.00 \$ 2,000.00 \$ 3,910.00	NA	7/1/14 - 6/30/15	Hearst Foundation Subcontracted through National League for Nursing	Private	Barbara McLaughlin Andrea Mengel	\$ 3,710.00
LINDBACK DISTINGUISHED TEACHING AWARD	Award one teacher the Lindback Distinguished Teaching Award. Outcomes: 2014-15 award made to Richard Frei.	\$ 4,000.00	1 stipend	\$ 4,000.00	NA	9/6/14 - 8/22/15	Mary F. Lindback Foundation	Private	Jean Kemper	NA
DENTAL CLINIC REFURBISHMENT GRANT	Refurbish equipment in the dental hygiene clinic. Outcomes: New equipment purchased and installed.	\$ 26,423.00	NA	NA	NA	12/1/13 - 6/30/15	Delta Dental	Private	Mary Anne Celenza Theresa Grady	NA
10,000 SMALL BUSINESSES YEAR 3	Intensive business and management education program for underserved entrepreneurs that supports business growth, enhancing job creation and stimulating the local economy. Outcomes: Enrolled 137 business owners in five cohorts, graduating 99%.	UNDISCLOSED	6 Full-Time 9 Part-Time 3 Students 1 Classified 5 Housekeeping Fringe Benefits	\$ 519,268.00 \$ 68,443.00 \$ 11,200.00 \$ 42,054.00 \$ 249,637.00	\$ 43,796.00 \$ 11,760.00	2/1/14 - 3/31/15	Goldman Sachs Foundation	Private	Margaret Bradley Angelica Aguirre	\$ 106,863.00
17TH STREET GREENING PROJECT	Funding to landscape 17th Street property of the College Outcomes: Landscape to be installed May 2015.	\$ 24,975.00	NA	NA	NA	3/28/14 - 3/28/16	McLean Contributionship	Private	Jim Spiewak Gary Bixby	NA
2014-2015 CONVEYOR BELT PROGRAM	Provide support to students in alternative high schools to access dual enrollment opportunities otherwise unavailable to them. Outcomes: Enrolled approx. 5 alternative high school students per semester in college courses.	\$ 25,500.00	1 Part-Time Fringe Benefits	\$ 6,000.00 \$ 255.00	NA	5/15/14 - 5/14/15	Bank of America Foundation	Private	Dave Thomas Michelle Williams	\$ 2,318.00

PROJECT TITLE	PURPOSE	AWARD AMOUNT	STAFF	SALARY AMOUNT	OPERATING BUDGET RELIEF	FISCAL PERIOD	SOURCE OF FUNDS	FUNDING CLASSIFICATION	FINANCE MANAGER PROJECT DIRECTOR	INDIRECT COST
PINCUS HOMELESS STUDENT SUPPORT PROJECT	Help homeless students attending the College with clothing, food and transportation. Outcomes: Support 20 homeless/near homeless students in spring 2015/fall 2016.	\$ 10,000.00	NA	NA	NA	1/1/15 - 12/31/15	Pincus Family Foundation	Private	Donavan McCargo	NA
IBC NURSES FOR TOMORROW SCHOLARSHIP	Give scholarships to nursing students. Outcomes: 17 students received scholarships.	\$ 8,647.00	NA	NA	NA	6/6/14- 5/31/15	Independence Blue Cross	Private	Barbara McLaughlin Claudia Curry	NA
JOIN WIN-WIN CHALLENGE PLANNING GRANT	Enhance the College's workforce engagement through support of the new VP for Workforce Development and Economic Innovation, with an initial focus on advanced manufacturing. Outcomes: Position search in progress.	\$ 50,000.00	1 Part-Time Fringe Benefits	\$ 28,051.00 \$ 11,949.00	NA	1/1/15 - 12/31/15	United Way of Greater Philadelphia and Southern New Jersey	Private	Jean Kemper	NA
SKILLS FOR AMERICA'S FUTURE PROGRAM	Scholarships for students who participated in Gap's workforce training program through the College's LEADS program. Outcomes: 2 students received scholarships.	\$ 1,500.00	NA	NA	NA	2/18/15 - 2/18/16	Gap Inc	Private	Patti Conroy Donavan McCargo	NA
Total Foundation		\$ 1,677,106.00		\$ 980,694.00	\$ 55,556.00					\$ 112,891.00
Total College and Foundation		\$ 8,627,867.00		\$ 3,661,463.00	\$ 521,861.00					\$ 349,114.00

ATTACHMENT G
POST ISSUANCE COMPLIANCE POLICY

POST ISSUANCE COMPLIANCE POLICY

The purpose of this Post-Issuance Compliance Policy is to establish policies and procedures in connection with tax-exempt Bonds (the "Bonds") issued on behalf of Community College of Philadelphia (the "College") to maximize the likelihood that all applicable post-issuance requirements of federal income tax law needed to preserve the tax-exempt status of the Bonds are met. The College reserves the right to use its discretion as necessary and appropriate to make exceptions or request additional provisions as circumstances warrant. The College also reserves the right to change these policies and procedures as deemed necessary.

General

The College now identifies post-issuance tax compliance procedures for all Bonds issued on its behalf.

Post-Issuance Compliance Requirements

External Advisors / Documentation

The College shall consult with bond counsel and other legal counsel and advisors, as needed, throughout the Bond issuance process to identify requirements and to establish procedures necessary or appropriate so that the Bonds will continue to qualify for tax-exempt status. The College also shall consult with bond counsel and other legal counsel and advisors, as needed, following issuance of the Bonds to ensure that all applicable post-issuance requirements in fact are met. This shall include, without limitation, consultation in connection with any potential changes in use of Bond-financed or refinanced assets.

The College shall be responsible to determine (or obtain expert advice to determine) whether arbitrage rebate calculations have to be made for the Bond issue. If it is determined that such calculations are or are likely to be required, the College shall engage expert advisors (each a "Rebate Service Provider") to assist in the calculation of arbitrage rebate payable in respect of the investment of Bond proceeds, or else shall ensure that it has adequate financial, accounting, and legal resources of its own to make such calculations. The College shall make any rebate payments required on a timely basis.

Unless otherwise provided by the indenture relating to the Bonds, unexpended Bond proceeds shall be held by a trustee or other financial institution, and the investment of Bond proceeds shall be managed by the College. The College shall prepare (or cause the trustee or other financial institution to prepare) regular, periodic statements regarding the investments and transactions involving Bond proceeds and such statements shall be delivered to the Bond issuer if it so requests.

Arbitrage Rebate and Yield

The Assistant Vice President, Budgets & Financial Services, shall be responsible for overseeing compliance with arbitrage rebate requirements under federal tax regulations:

- 1) If at the time of Bond issuance, based on reasonable expectations set forth in the Tax Certificate relating to the Bonds, it appears likely that the Bond issue will qualify for an exemption from the rebate requirement, the College may defer taking any of the actions set forth in the subsection (2). Not later than the time of completion of construction or acquisition of the Project, and depletion of all funds from the Project Fund, the College shall make a determination if expenditure of the Bond proceeds qualified for exemption from the rebate requirements based on spending within a 6 month or 18 month period after issuance. If rebate exemption is determined to be applicable, the College shall prepare and keep in the permanent records of the Bond issue a memorandum evidencing this conclusion together with records of expenditure to support such conclusion. If the transaction does not qualify for rebate exemption, the College shall initiate the steps set forth in (2) below.
- 2) If at the time of Bond issuance it appears likely that arbitrage rebate calculations will be required, or upon determination that calculations are required pursuant to (1) above, the College shall:
 - engage the services of a Rebate Service Provider and, prior to each rebate calculation date, cause the trustee or other financial institution investing Bond proceeds to deliver periodic statements concerning the investment of Bond proceeds to the Rebate Service Provider;
 - provide to the Rebate Service Provider additional documents and information reasonably requested by the Rebate Service Provider;
 - monitor efforts of the Rebate Service Provider;
 - assure payment of required rebate amounts, if any, no later than 60 days after each 5-year anniversary of the issue date of the Bonds, and no later than 60 days after the last Bond of each issue is redeemed;
 - during the construction period of each capital project financed in whole or in part by Bonds, monitor the investment and expenditure of Bond proceeds and consult with the Rebate Service Provider to determine compliance with any applicable exceptions from the arbitrage rebate requirements during each 6-month spending period up to 6 months or 18 months, as applicable, following the issue date of the Bonds; and
 - retain copies of all arbitrage reports and trustee statements as described below under "Record Keeping Requirements" and, upon request, provide such copies to the Bond issuer.

In lieu of engaging an outside Rebate Service Provider, the College may make a determination that it has sufficient capabilities using its own personnel, supported by its regular accounting and legal advisers, to be able to make the required rebate calculations. Such determination shall be evidenced in writing with specific reference to the personnel and advisers to carry out the calculations, and such written determination shall be maintained in the records of the Bond transaction.

Use of Bond Proceeds and Bond-Financed or Refinanced Assets:

The Assistant Vice President, Budgets & Financial Services shall be responsible for:

- monitoring the use of Bond proceeds (including investment earnings and including reimbursement of expenditures made before Bond issuance) and the use of Bond-financed or refinanced assets (e.g., facilities, furnishings, or equipment) throughout the term of the Bonds to ensure compliance with covenants and restrictions set forth in the Tax Certificate relating to the Bonds;
- maintaining records identifying the assets or portion of assets that are financed or refinanced with proceeds of each issue of Bonds (including investment earnings and including reimbursement of expenditures made before Bond issuance), including a final allocation of Bond proceeds as described below under "Record Keeping Requirements";
- consulting with bond counsel and other legal counsel and advisers in the review of any change in use of Bond-financed or refinanced assets to ensure compliance with all covenants and restrictions set forth in the Tax Certificate relating to the Bonds;
- conferring at least annually with personnel responsible for Bond-financed or refinanced assets to identify and discuss any existing or planned use of Bond-financed or refinanced assets, to ensure that those uses are consistent with all covenants and restrictions set forth in the Tax Certificate relating to the Bonds;
- consulting with bond counsel and other legal counsel and advisers in the review of any use of any Bond-financed facilities by any party other than the College;
- consulting with bond counsel and other legal counsel and advisers in the review of any management contract where any part of the operations of the College (e.g., cafeteria, bookstore) is managed by an entity that is not exempt from Federal taxation;
- to the extent that the College discovers that any applicable tax restrictions regarding use of Bond proceeds and Bond-financed or refinanced assets will or may be violated, consulting promptly with bond counsel and other legal counsel and advisers to determine a course of action to remediate all nonqualified Bonds, if such counsel advises that a remedial action is necessary;

- to the extent that Bond proceeds were used to acquire an existing building, confirming that qualified rehabilitation expenditures in an amount equal to at least 15% of the amount of such proceeds were made no later than 24 months after the later of (1) the date of issuance of the Bonds, or (2) the date of acquisition of the building; and
- confirming that less than 25% of Bond proceeds were used to acquire land.

All relevant records and contracts shall be maintained as described below.

Record Keeping Requirement

The Assistant Vice President, Budgets & Financial Services shall be responsible for maintaining the following documents for the term of each issue of Bonds (including refunding Bonds, if any) plus at least three years:

- a copy of the Bond closing transcript(s) and other relevant documentation delivered to the College at or in connection with closing of the issue of Bonds;
- a copy of all material documents relating to capital expenditures financed or refinanced by Bond proceeds, including (without limitation) construction contracts, purchase orders, invoices, trustee requisitions, and payment records, as well as documents relating to costs reimbursed with Bond proceeds and records identifying the assets or portion of assets that are financed or refinanced with Bond proceeds, including a final allocation of Bond proceed; and
- a copy of all records of investments, investment agreements, arbitrage reports and underlying documents, including trustee statements, in connection with any investment agreements, and copies of all bidding documents, if any.