Community College of Philadelphia

The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES
Thursday, February 5, 2015 - 3:00 p.m.
Isadore A. Shrager Boardroom

Table of Contents

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Community College
***of* Philadelphia**

The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES
AGENDA
Thursday, February 5, 2015 – 3:00 p.m.
Isadore A. Shrager Boardroom, M2-1

(1)   Executive Session

(2)   Consent Agenda

    (a) Proceedings and Minutes of Decisions and Resolutions
        Meeting of November 6, 2014
    (b) Gifts and Grants
    (c) Recommendation for Contract Cleaning
    (d) Recommendation for Security Contract
    (e) Elevator/Escalator RFP
    (f) Inducement Resolution for Potential Bond Financing for the Biology Lab
          Renewal Project and for the Renewal or Replacement of the Three
              Sets of Escalators in the West Building
    (g) Civitas Learning
    (h) Extension of Lease for 1500 Spring Garden Street

(3)   Report of the Chair

(4)   Foundation Report

(5)   Report of the President

(6)   New Business

(7)   Next Meeting: Thursday, April 2, 2015 – 3:00 p.m.
                          Isadore A. Shrager Boardroom, M2-1

Future Committee Meetings:

    Student Outcomes: Thursday, February 5, 2015
                                  1:30 p.m. – M2-34

    Business Affairs: Wednesday, March 18, 2015
                                  9:00 a.m. – Isadore A. Shrager Boardroom, M2-1

<u>Upcoming Events</u>

ACCT National Legislative Summit   February 9-12, 2015
                                                    Marriott Wardman Park Hotel
       2660 Woodley Road
       Washington, DC

Spring Break –   March 2 – March 8, 2015
 College Closed

Pathways Magazine Breakfast   Friday, April 10, 2015
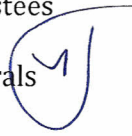   8:00 a.m.
       Center for Business and Industry, C2-5

Lobby Day   Tuesday, April 14, 2015
       Capitol Building - Harrisburg

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Community College of Philadelphia

1700 Spring Garden Street
Philadelphia, PA 19130-3991
215.751.8000 **www.ccp.edu**

50 YEARS

Office of the President

TO: Board of Trustees

FROM: Donald Generals
           President

DATE: February 5, 2015

SUBJECT: 2015 Important Dates

The following is a list of important activities to which you are invited:

Event	**Date**	**Time/Location**	**Board Representative**
Pathways Magazine Breakfast	Friday, April 10, 2015	8:00 a.m. Center for Business and Industry (CBI) Room - C2-5	
Lobby Day	Tuesday, April 14, 2015	8:00 a.m. – 4:00 p.m. Harrisburg, PA	
Retirees Reception	Thursday, April 16, 2015 **Board representation needed**	4:00 p.m. Isadore A. Shrager Boardroom, M2-1	
College Honors Tea	Wednesday, April 29, 2015 **Board representation needed**	4:00 p.m. – Mint Building Rotunda	
Nurses Pinning	Thursday, April 30, 2015	9:00 a.m. – Gymnasium	
Academic Awards & Reception	Thursday, April 30, 2015 **Board representation needed**	6:00 p.m. – Bonnell Large Auditorium	
Inauguration	Friday, May 1, 2015 **Board representation needed**	8:30 a.m. – 1 p.m. –Congregation Rodeph Shalom	
Post-Inauguration Celebration	Friday, May 1, 2015	1:00 p.m. – 3 p.m. – 17th Street Garage Roof Top	
Commencement	Saturday, May 2, 2015	10:00 a.m. – Temple's Liacouras Center	
Classified/Confidential	Wednesday, May 6, 2015 **Board representation needed**	12:00 p.m. – 2:000 p.m. – Great Hall, S2-19	

The Path to Possibilities™

COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, November 6, 2014 – 3:00 p.m.

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Mr. Edwards, Ms. Hernández Vélez,
             Ms. Holland, Mr. Lassiter, Dr. Rényi, Representative Roebuck, Ms. Sparandara,
             Mr. White, Dr. Generals, Dr. Gay, Ms. Bauer, Ms. Brown-Sow, Ms. DiGregorio,
             Ms. Garfinkle Weitz, Ms. Garrity-Benjamin, Dr. Hirsch, Mr. Murphy, and Mr.
             Spiewak

(1)   Consent Agenda

        Mr. Bergheiser asked for approval of the Consent Agenda:

        (a) Proceedings and Minutes of Decisions and Resolutions
                Meeting of October 2, 2014
        (b) Gifts and Grants
        (c) Computer Information Technology AAS Degree Program Audit
                and Audit of Network and Systems Administration
        (d) Security Consulting Firm RFP

(2)   Report of the Chair

(2a)   Association of Community College Trustees
        Annual Congress, October 22-25, 2014, Chicago, Illinois

        Mr. Bergheiser reported that the Association of Community College Trustees Annual
Congress took place on October 22-25, 2014 in Chicago. Dr. Generals, Representative Roebuck,
Dr. Rényi, and Mr. White attended the meeting.

        At the request of Mr. Bergheiser, Mr. White stated that he had attended a pre-conference
workshop which discussed Board leadership and the Board's relationship with legal counsel.
Mr. White also reported that he had been elected chair of ACCT's Nominating Committee.

        Representative Roebuck indicated that he had greatly benefited from the very substantive
workshops at the meeting specifically the session on student achievement.

        Dr. Rényi stated that she had found the meeting to be very helpful. She stated that she
had shared the notes from the Congress with members of the Board.

        Dr. Generals circulated a copy of the August 2014 publication *Governance for a New Era*
from the American Council of Trustees and Alumni. The publication addresses higher education
governance and the role of trustees.

(2b)   2015 Community College National Legislative Summit
       February 9-12, 2015, Washington, DC

Mr. Bergheiser reported that the Community College National Legislative Summit is scheduled for February 9-12, 2015 at the Wardman Park Hotel in Washington, DC. The Summit is an opportunity for presidents and trustees to advocate on behalf of the community colleges at the national level. Additionally, attendees will have an opportunity to meet with legislative members from the Philadelphia area. Mr. Bergheiser stated that members of the Board who are interested in attending may contact the President's Office for meeting arrangements.

(2c)   Board Development

Mr. Bergheiser stated that he had appointed a small ad hoc group of Board members namely Mr. White, Dr. Rényi, Ms. Holland, and Ms. Tsai to work and develop targets and goals for the first year. He stated that their report/recommendations will be presented to the full Board. Mr. Bergheiser stated that the recommendations will be goals for the president and for the Board strategic plan discussions.

(2d)   Pathways Breakfast

Mr. Bergheiser reported that the Pathways Breakfast took place on October 21, 2014. He stated that the breakfast was a very special event as Dr. Generals was featured on the cover of the fall 2014 issue. Mr. Bergheiser thanked Ms. Holland, Ms. Tsai, and Representative Roebuck for attending the event.

(3)   Report of the Student Outcomes Committee of the Board
       Meeting of November 6, 2014

Ms. Holland reported that the Committee met immediately prior to the Board meeting. The Committee discussed the Justice Certificate Program; reviewed an update on Middle States and how staff are working through an action plan to complete the Monitoring Report which is due March 2015; and discussed new initiatives and reviewed data projections.

 (4)   Foundation Report

Mr. Murphy reported that the College had received the following gifts and grants:

- $22,000 from the National Science Foundation for the Alliance for Minority Participation grant;

- $90,000 from the U.S. Department of Education for year one of a two-year Undergraduate Studies and Foreign Language grant; and

- $62,500 from Mr. Hayward Bell, an alumnus of the first graduating class of the College. This is his third major gift to create scholarship endowments.

Mr. Murphy reported that the College will not be receiving any monies through TAACCCT IV. He stated that this was a strong grant request for $1.5 million, one that would have enhanced the College's training capacity. Unfortunately, the lead institution on the grant submitted an incomplete application.

Mr. Murphy stated that when the Foundation was established in 1990, it was classified as both a 501 (a) (3) and as a 509 (a) (3), meaning the Foundation was both a non-profit organization and a supporting organization. Mr. Murphy stated that in 2007 because of changes made by the Pension Protection Act of 2006 that made it impossible for supporting organizations to accept IRA and pension rollovers, the Foundation requested to have an IRS reclassification as a publicly supported organization as described in section 509 (a) (1). The IRS granted the change and the Foundation became a publicly supported organization in 2007. Mr. Murphy stated that at the time of this change, the Foundation probably should have produced a memorandum of understanding outlining the relationship between the College and the Foundation.

Mr. Murphy stated that he was proposing the beginning of a collaborative process to develop an MOU between the College and the Foundation that will clarify the relationship and outline respective responsibilities. He stated that he will begin the process by creating a draft of an MOU that defines the relationship as it presently exists, look to see if immediate changes are needed, and finally create a plan for what the relationship should look like in the future.

Mr. Murphy reported that the College held an alumni event on October 29, 2014. He stated that the College has hired a new coordinator for alumni relations who has created a plan to generate a more vibrant and exciting alumni at the College. Mr. Murphy stated that the event was very successful and well attended.

(5)   Report of the President

Dr. Generals stated that he had provided an update of his meetings/activities during the month of October in the Board folder. He highlighted the following activities from the report:

- The Pathways Breakfast on October 21, 2014. Dr. Generals thanked members of the Board for attending the Breakfast as well as the joint reception of the Board of Trustees and Foundation Board on October 2, 2014;

- The Economy League of Greater Philadelphia Leadership Exchange on October 5-8, 2014 in Boston, MA. Dr. Generals stated that he, Mr. Bergheiser, Ms. Holland, and Dr. Williams, educational services director for the Goldman Sachs *10,000 Small* Businesses program, had attended the meeting. Dr. Generals stated that he found the Exchange to be very helpful as Boston and Philadelphia are quite similar cities;

- The Pennsylvania Commission for Community Colleges Southeast Regional Meeting is scheduled to take place on Tuesday, November 18, 2014 at Bucks

County Community College. The meeting will begin with dinner at 5:30 p.m. and should conclude by 8:30 p.m. Ms. Holland, Ms. Tsai, and I will be attending the meeting; and

- Dr. Generals informed the Board that the College will be opened on Saturdays and that the College will hold a winter session from December 15, 2014 through January 9, 2015.

At the request of Dr. Generals, Ms. Brown-Sow reported that the College Division of Marketing and Government Relations and Multimedia Services received the following seven awards at the National Council of Marketing and Public Relations regional conference held October 12-14, 2014:

- A Gold award in the category of Nifty and Thrifty for the note cards that were created for the John F. Kennedy Day of Remembrance and Gilroy Roberts: Mastering the Craft exhibit opening event;

- Two Silver awards in the category of e-card for the College's 2013 Holiday Card celebrating the spirit of the season through spoken word and dance, and in the category of College Promotional Video for the Local TV Chef Competition featuring the College's Culinary Arts students on NBC-10;

- Two Bronze awards in the category of Postcard for the Admissions "Take the Next Step" enrollment postcard series and in the category of Foundation Report for the College Foundation's Fiscal Year 2013 Foundation Annual Report;

- A Silver award for PSA for Women Against Abuse video which was produced by the Multimedia Services Department; and

- A Bronze award in the category of College Video Program for the CCPTV program "Car Corner."

Members of the Board congratulated Ms. Brown-Sow and her division as well as the Multimedia Services department for the recognition.

(5a)   Middle States Assessment Presentation

At the request of Dr. Generals, Dr. Gay introduced Professor Deirdre Garrity-Benjamin, program coordinator of Geographic Information Systems (GIS) and a member of the Curriculum Assessment Team and SharePoint Implementation Team. Professor Garrity-Benjamin reviewed and discussed the SharePoint Repository for program learning outcomes.

On behalf on the Board, Dr. Generals thanked Professor Garrity-Benjamin for an excellent presentation.

(6)   <u>New Business</u>

No new business was discussed.

(7)   <u>Next Meeting</u>

Mr. Bergheiser stated that the next meeting of the Board of Trustees is scheduled for Thursday, February 5, 2015 at 3:00 p.m. in the Isadore A. Shrager Boardroom. Items that may need action will be handled through the Board Committee structure and ratified by the Board of Trustees at the February 2015 Board meeting.

The meeting adjourned at 4:00 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, November 6, 2014 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Mr. Edwards, Ms. Hernández Vélez, Ms. Holland, Mr. Lassiter, Dr. Rényi, Representative Roebuck, Ms. Sparandara, Mr. White, Dr. Generals, Dr. Gay, Ms. Bauer, Ms. Brown-Sow, Ms. DiGregorio, Ms. Garfinkle Weitz, Ms. Garrity-Benjamin, Dr. Hirsch, Mr. Murphy, and Mr. Spiewak

(1)   Consent Agenda

        The Board approved the following Consent Agenda:

        (a) Proceedings and Minutes of Decisions and Resolutions
                Meeting of October 2, 2014
        (b) Gifts and Grants
        (c) Computer Information Technology AAS Degree Program Audit
                and Audit of Network and Systems Administration
        (d) Security Consulting Firm RFP

(2)   Report of the Chair

(2a)   Association of Community College Trustees
        Annual Congress, October 22-25, 2014, Chicago, Illinois

        Dr. Generals, Representative Roebuck, Dr. Rényi, and Mr. White attended the Association of Community College Trustees Annual Congress held October 22-25, 2014 in Chicago.

(2b)   2015 Community College National Legislative Summit
        February 9-12, 2015, Washington, DC

        The Community College National Legislative Summit is scheduled for February 9-12, 2015 at the Wardman Park Hotel in Washington, DC.

(2c)   Board Development

        Mr. Bergheiser informed the Board regarding discussions underway by the ad hoc group of Board members regarding board development.

(2d)   Pathways Magazine Breakfast

The Pathways Magazine Breakfast took place on October 21, 2014. Dr. Generals was featured on the cover of the fall 2014 issue.

(3)   Report of the Student Outcomes Committee of the Board
Meeting of November 6, 2014

The Committee met prior to the Board meeting and discussed the Justice Certificate Program; reviewed an update on Middle States and how staff are working through an action plan to complete the Monitoring Report which is due March 2015; and discussed new initiatives and reviewed data projections.

(4)   Foundation Report

The Foundation received the following gifts and grants:

- $22,000 from the National Science Foundation for the Alliance for Minority Participation grant;

- $90,000 from the U.S. Department of Education for year one of a two-year Undergraduate Studies and Foreign Language grant; and

- $62,500 from Mr. Hayward Bell, an alumnus of the first graduating class of the College.

Mr. Murphy discussed the development of a Memorandum of Understanding (MOU) between the College and the Foundation to clarify the relationship and outline respective responsibilities.

(5)   Report of the President

A Board Update was included in the Board folder outlining meetings/events/activities in which Dr. Generals participated during the month of October.

The College Division of Marketing and Government Relations and Multimedia Services received seven awards at the National Council of Marketing and Public Relations regional conference held October 12-14, 2014.

(5a)   Middle States Assessment Presentation

Professor Deirdre Garrity-Benjamin, program coordinator of Geographic Information Systems (GIS) and a member of the Curriculum Assessment Team and SharePoint Implementation Team reviewed and discussed the SharePoint Repository for program learning outcomes.

(6)   <u>New Business</u>

No new business was discussed.

(7)   <u>Next Meeting</u>

The next meeting of the Board of Trustees is scheduled for Thursday, February 5, 2015 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 4:00 p.m.

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

Summary by Grant Type:

		Current Month	Fiscal Year-to-Date
Government/Public Grants			
	Federal		$1,942,654
	State		$1,697,980
	Local		
Private Grants			
	Corporation		
	Foundation	$69,000	$244,349
	Organization		$4,425
Other Grants			
	Grant Total	$69,000	$3,889,408

GIFTS
Summary by Gift Type:

Gifts to the Foundation	Amount	Purpose
American Food & Vending	$5,000	Scholarship
Pincus Family Foundation	$7,500	Scholarship Programs
Margaret T. Stephens	$5,059	Student Programs
Wanamaker Institute of Industries	$49,193	Scholarship

Gifts In-Kind	Amount	Purpose
Janet Fox	$500	Camera Equipment
Jane Jacobs	$1,127	Books
Seymour Mednick	$800	Photography Equipment
Salesforce.com Foundation	$15,000	Enterprise Licenses
Whole Food Markets	$200	Donation of apples for health expo.

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

Foundation Grants

The Independence Foundation has funded the 19130 Zip Code project for $50,000. This grant continues support for health promotion/disease prevention services to vulnerable populations in North Philadelphia and will evaluate the data collection tool for demographic and service data. Activities in support of this goal will build on the College's current and previous Independence Foundation grant-funded community-based care projects in the 19130 zip code which surrounds the College. The needs of vulnerable populations in this area are considerable and the focus will be delivery of health promotion/disease prevention services.

The Christian R. & Mary F. Lindback Foundation has funded the Lindback Distinguished Teaching Award grant for $4,000 for the 2014-2015 Academic year. This award is presented to a faculty member who has exemplified excellence and outstanding service to the teaching profession. This award has been presented to over 50 faculty members over the years.

The Pincus Family Foundation has funded the Homeless Student Support Project with a grant of $10,000. This grant will support several vital student success activities at the College. Grant funds will provide the final matching dollars needed for the Homeless Student Support Project over the next two years.

TD Charitable Foundation has funded the Single Stop grant for $5,000. This grant will support the operations of Single Stop at Community College of Philadelphia.

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES
Thursday, November 6, 2014
1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland

Present: Mr. Mark Edwards**,** Dr. Judith Gay, Dr. Donald Generals, Mr. Chad Dion
Lassiter, Dr. Samuel Hirsch, Dr. Judith Rényi, Dr. James Roebuck, Ms.
Lydia Hernandez Velez

Guests: Mr. Christopher DiCapua**,** Mr. John Moore, Dr. Sharon Thompson, Mr.
Thomas Quinn

(1)   Executive Session

None

(2)   Public Session

a) **Approval of Minutes of October 2, 2014 (Action Item)**

The minutes were accepted.

b) **Draft Audit Guidelines, 2014-2015 (Discussion)**

Mr. Moore asked the members of the Committee for suggestions to make the
audits better meet their needs. The following ideas were mentioned:
- Regional employment prospects for entry level positions
- Industry and job market projections
- Information on transferability across programs
- Stackable credential information
- Pipeline clarity
- Information on remediation
- Information on distance learning
- A cover sheet with details such as: number enrolled; full time/part time
  faculty mix; when it started; cost; degree information
- Information about whether the program has K-12 partners and who they are
- Professional development offerings
- Internships/labs
- Program capacity

There was also a discussion about the potential for working with Philadelphia
Works to secure information. The Committee was told that the College does
use EMSI for job market information. There was a discussion about
connecting the audits to the strategic plan. The Committee agreed that this
topic should be postponed while the Board re-thinks strategic planning moving
forward.   15

c) **Academic Audits**

   (1) International Studies (A.A.)
   Mr. Moore reviewed the highlights of the audit. Dr. Rényi stated that she was surprised at the number of languages that are taught at the College. Mr. Di Capua stated that there are six languages consistently taught (Spanish, Italian, French, Arabic, Chinese, and Japanese). Two languages (Hebrew and Swahili) are taught less frequently. In response to other questions, Mr. Di Capua informed the Committee of the following:
   - Students can test out of a language if they are proficient
   - Students can get up to six credits through the CLEP exam for Spanish and French
   - Language courses do reflect the humanities in general but there is a Spanish for Health Care course
   - The emphasis in language courses is an all-skills approach and particularly oral proficiency

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

   (2) Justice (A.A.S.) and Justice Academic Certificate

   Mr. Moore gave an overview of the Justice program, including that the faculty have both academic and community experience; the program is totally available online; and the program has tripled in size without adding more sections. Faculty are known for thoughtful program planning. There was a discussion about potential job openings versus completions, since the trends seem to be coming together. There was also a discussion of the requirement for law enforcement officers to have 60 college credits (or meet other criteria). This requirement may change the number of students who will need the 15 credits available for the police academy training.

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

d) **Middle States Update**

   Dr. Gay provided a brief update on progress on the Monitoring Report. A Monitoring Report Work Group has been created. Co-chairs are Dr. Gay and Ms. Abbey Wexler, Department Head for Psychology, Education and Human Services. The Work Group is reading historical documents related to Standard 14 and the current reports as well as Middle States materials. They will assist with the development of the report. Dr. Gay also mentioned that a faculty member will be demonstrating the SharePoint repository at the Board meeting. Dr. Generals reminded the Committee that the goal is to get off of warning.

e) Advanced Analytics Indicator Software Platform - Civitas Learning

Dr. Hirsch conducted a PowerPoint presentation on Civitas Learning. He then responded to the following questions:

- How will it help practice? This tool provides intelligence, predictive analytics that will help us better allocate resources and improve student success.
- Who will use it? Senior staff will have access in the initial stage.
- Who else in the area is using it? Montgomery County Community College just started using it.
- What is the timeline? It will take about six to nine months to build the model.
- What is the cost? The cost is $115,000 annually. There is a one time start-up fee. Training is included in the cost.

Dr. Generals added that prediction is the first step and then there has to be a redesign of practices.

f) Student Outcomes Dashboard – 2013-14 Preliminary Data
This agenda item was postponed.

g) Single Stop – First Year Outcomes
This agenda item was postponed.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, February 5, 2015 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of October 2, 2014
Academic Program Audit Guidelines 2014-15
International Studies Audit
Justice Audit
Civitas Learning Presentation
Single Stop First Year Summary

Summary of International Studies Audit

    The International Studies degree is a transfer program that prepares students for future study in a variety of fields. The curriculum is designed for students planning to transfer to baccalaureate programs with an international or global focus in such subjects as foreign language or literature, area studies, international relations and international studies. The courses required in the International Studies curriculum are designed to be transferable to other colleges and universities. The program, although relatively new, is growing; the students are performing well, and the affiliated faculty have secured outside financial resources to further develop the program. Program Student Learning Outcomes are being assessed; however, several of the SLOs are dependent on General Education Outcomes assessment. Recommendations focus on growing the program and reporting on results from a recently received DoE grant as well considering the program level SLOs effectiveness and viability.

Pertinent data included:
- The program has seen strong growth in the past five years (from 6 to 46 students).
- International Studies (IS) students are more likely to be college level and less likely to be part time.
- IS students are performing well academically; they are more likely to graduate, have slightly higher GPAs, are more likely to transfer, finish in fewer semester with fewer credits attempted than their peers.
- The program is up to date with program SLO assessment and has performed well on QVIs.

Recommendations for the program included:
1. Make a determination about the coherence of explicit curricular pathways in the program.
    The program has recently received funding to create a new introductory course and to pilot 'tracks' within the program that focus on regions of the world. The results of the pilot study should be shared at the end of the grant period.
2. Explore ways to increase program size through a program management plan.
    The program has shown good growth in the past few years; it will be important to continue this growth through effective program management. This would include developing ways to continue to recruit and retain additional students as well as identifying appropriate milestones and triggers to increase already high retention and graduation rates.
3. Further refine Program Student Learning Outcomes.
    Currently program SLOs rely, partially, on general education outcomes which are a residual from the time the program was a Liberal Arts option. Given the changes being piloted in the program, there may be opportunities to revise the SLOs to make them more specific to the learning taking place within the program.

Summary of Justice Audits (AAS and Academic Certificate)

Students of The Justice Program at Community College of Philadelphia can earn both an Associate's Degree and an Academic Certificate. This program has been through several iterations since it was first offered at CCP in 1971. It was designed in conjunction with justice leaders from the Philadelphia area. It provides essential knowledge and skills for people new to or already working in the justice field. The curriculum offers four concentrations: Police, Corrections, Parole/ Probation, Corporate/ Homeland Security. Each concentration is career oriented, focuses on a different area in the Justice field, and is designed to enable students to pursue their own professional interests. Program faculty are very engaged in both the life of the College, in their professional communities and within the City at large. Justice is preparing for its second full round of student learning outcomes assessment, which will examine the impacts of their closing the loop activities.

Pertinent data included:
- Justice enrollment has more than tripled in the past five years.
- The Associate Degree's graduation rate is triple that of the College average even though it is composed of a similar proportion of developmental students and college ready students.
- The Justice Program records a stronger proportion of students in good academic standing, higher program retention, and a lower dropout rate than the Division and College.
- Justice has a high level of efficiency in terms of the level which courses are filled. The Program can be taken either fully online or in the classroom.

Recommendations for the program included:
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. 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.
2. Clarify the role of the concentrations within the degree.
   There has been some student misunderstanding about whether students are required to complete the requirements for a concentration or if a concentration is a mandatory part of the program. Faculty indicate that the concentrations are simply pathways for students interested in particular employment opportunities.
3. Continue to develop the processes used to gather data on current students.
   The Justice Program currently administers surveys; however the Program must create a formalized, regular process for collecting information, analyzing results, and disseminating and using the findings. This is an important part of the process for assessing student learning outcomes.

MINUTES
Thursday, October 2, 2014
1:30 p.m. – Room M2-34

Presiding: Ms. Stacy Holland

Present: Dr. Judith Gay, Dr. Donald Generals, Dr. Samuel Hirsch, Ms. Mary
Horstmann, Dr. Judith Rényi

Guests: Ms. Joewanna Freeman**,** Dr. Marian McGorry, Mr. John Moore

(1)   Executive Session

None

(2)   Public Session

a) Approval of Minutes of September 4, 2014 (Action Item)

The minutes were accepted.

b) Enrollment Update (Information)

Dr. Hirsch stated that the College has not completed enrollment for the
semester, but currently enrollment of full-time students is down and enrollment
of part-time students is up. Headcount is up about .5% and FTE enrollment is
down about 1%. In comparison to most of the other Pennsylvania community
colleges, Community College of Philadelphia numbers have been steady for the
past few years. Dr. Hirsch will present trend information at a future meeting.
There was a discussion of factors related to enrollment trends. Factors
identified included: cost; increases in employment; the competitive college
environment.

Ms. Holland asked how dual enrollment is counted. Dr. Hirsch responded that
dual enrollment students are counted as part-time students.

There was a discussion about the impact of enrollment on the budget. Dr.
Generals stated that the budget is driven by credit hours.

c) Middle States Update (Information)

Dr. Gay provided a brief overview of progress responding to the concerns of
the Middle States Commission on Higher Education. Committee members
discussed the cultural change needed in using assessment information.
Committee members stated that they want to understand how the faculty are
assessing courses and programs. Dr. Gay stated that the department head for
Chemistry, Prof. Kathy Harter, is conducting a presentation at the Board

meeting showing how her department has engaged in assessment.

d) **Academic Audit Schedule (Information)**

Dr. Gay distributed documents requested by Ms. Holland: a list of discontinued programs and lists regarding the status of audits by academic division. Dr. Gay explained that the list of discontinued programs is organized by date of recommendation by the Student Outcomes Committee and that the proficiency certificate decisions were made at the level of the deans and vice president for Academic Affairs. Dr. Gay said the proficiency certificate decisions could be included at the Committee level. Committee members agreed that at this time they do not need to discuss discontinuing all proficiency certificates. Dr. Gay mentioned that moving forward the intention is to review proficiency certificates at the same time as the audits of degree programs and academic certificates since they are stackable.

Ms. Holland stated that she wants the Committee to understand how decisions are made at the College and the impact on the institution. Dr. Gay stated that Mr. Moore, director of Academic Assessment and Evaluation has asked to have a discussion with the Student Outcomes Committee about what they want to see in the audit information. The Student Outcomes Committee agreed that is a good idea and the discussion should be included on the next agenda. Dr. Rényi stated that she believes the audit should include a connection to the Strategic Plan. Dr. Gay stated that the connection to the Strategic Plan used to be part of the audits. Earlier committees wanted that information removed and wanted the audits to be shorter; as a consequence, reductions in the narrative have been made over time. Committee members agreed there should be less narrative. Ms. Holland stated that there should be strategic questions about the future and the value to the institution. The entire community should have a voice. The College should look at trends and be curious about them. Dr. Generals stated that he is planning discussions with the broader community. The first three conversations will be with: workforce development community; West Philadelphia community; Latino community. There will also be board retreats starting with the Executive Committee and then with the full Board in January or February. Dr. Generals said Board members are invited to participate in the community meetings. He stated that he wants Board involvement at every step.

Ms. Horstmann stated that she would like to know how faculty approach teaching and how they are held accountable for the practices they use. Dr. Gay stated that there is a faculty survey that shows increases in faculty use of practices associated with greater student engagement and success.

Ms. Holland asked that before the next meeting Committee members should identify what they really want to know. Committee members agreed that they want to see the template that is used to create the audits. Dr. Gay agreed to provide the audit guidelines to the Committee.

e) **Audit of Computer Information Technology AAS Degree Program and Audit of Network and Systems Administration Proficiency Certificate (Action)**

Mr. Moore provided an overview of the Computer Information Technology AAS Degree Program and the Network and Systems Administration Proficiency Certificate, including the recommendations. A particular focus of the conversation was the bi-modal distribution in student persistence, with higher than the general College numbers in graduation and early exit. Ms. Freeman noted the early exit numbers are related to course offering patterns and there are plans to address that. In addition, Ms. Freeman commented on the department's increased focus on assessment; new use of teaching circles; interest in connecting with K-12 institutions; increasing emphasis on soft skills; and enrollment management plan. They are also working on a technology plan to address faculty concerns about computer labs. Finally, she commented that more than 30 students have now enrolled in the proficiency certificate. In the past, students seemed unaware of this option. When asked what she needs to go from a "good place to a great place," Ms. Freeman stated that the department needs to hire more faculty.

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

f) **Achieving the Dream - Leader College Recognition (Information)**

Dr. Hirsch distributed the letter explaining why the College was recognized as an Achieving the Dream Leader College for the second time.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, November 6, 2014 at 1:30 p.m. in conference room M2-34.

Attachments:

Summary of Academic Audits
Minutes of September 4, 2014
Discontinued Programs (2004-2014)
MSCHE Compliance Plan
Academic Audit Schedule
Audits: Computer Information Systems – Information Technology AAS Degree Program and the Network and Systems Administration Proficiency Certificate
Achieving the Dream letters

Community College
of Philadelphia

Office of Academic Assessment and Evaluation
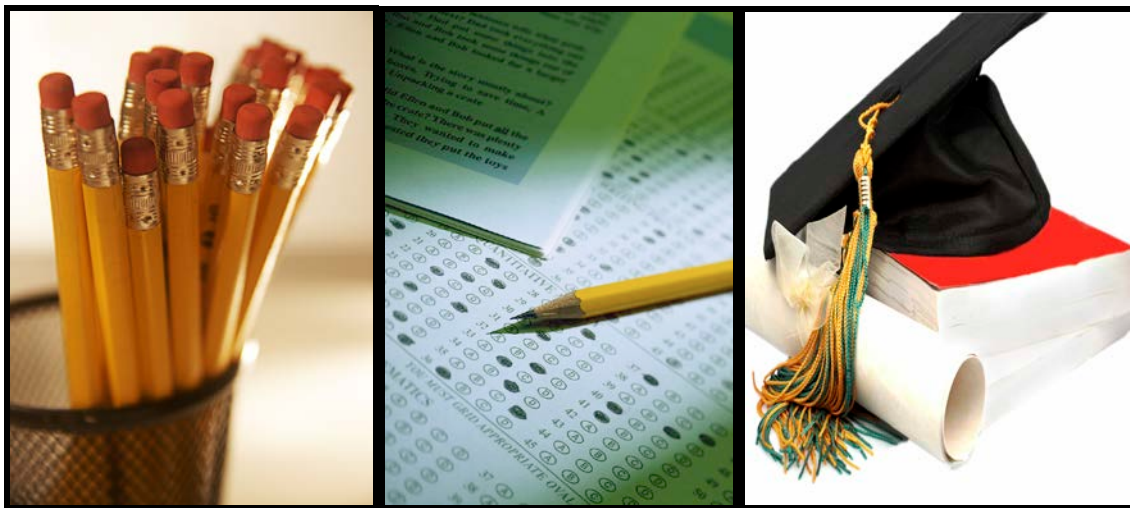
2014-2015

Academic Program Audit

Guidelines

Introduction
A five-year cycle of review of academic programs is mandated by the Commonwealth of Pennsylvania. A comprehensive process of review ensures the public that our College meets our mission by providing educational offerings that are defined by quality and relevance. Participation of faculty, division deans and the Office of Academic Assessment and Evaluation in the creation of the audit document is an important component of our process. A general outline of the audit can be found later in this guide.

More importantly, the Audit is an opportunity for the program to reflect on what the program does well and to plan for the future improvements. Rather than existing as a singular event, the Audit should be the culmination of a series of events including course assessments, 335 reports, QVIs, conversations with Advisory Committees, students, and among faculty, and ongoing programmatic and course outcomes assessment.

Purpose of the Audit
The purposes of the academic program audit process for all degree and certificate programs, then, are:

1. To ensure curriculum relevancy;
2. To ensure student achievement goals, student enrollment goals, teaching and learning goals, and programmatic goals are achieved;
3. To evaluate course and program outcomes and assessment practices;
4. To assist in meeting compliance standards and requirements;
5. To recognize program strengths and create recommendations for program improvements, changes, and (in some cases) termination.

Material from the Department
While the Department of Academic Assessment and Evaluation will gather and organize most of information for the audit, there are key pieces that require departmental assistance. Specifically these are:

1. **Brief History of the Program.** What changes have been made to the program since the last audit? Specifically, how has the program addressed any previous recommendations or challenges discussed in previous audits, 335 documents, and QVIs?

2. **Future Directions of the Program and Field**. What are the current trends in the field of study, employment needs, and pedagogy; and how does the program intend to respond to these?

3. **Engagement of Program Faculty**. This should include their highest degree and courses taught. Also evidence from the past five years that program faculty a) stay relevant in their field/discipline and b) bring those experiences back to the students and program in ways that improve student learning and program success.

4. **Copy of Your Program's Curriculum Map**.

5. **Student Learning Outcomes (SLO) Assessment**. SLO data collected (from courses, student surveys, other outcome assessments) and a narrative of how that data was used to support changes in the program with specific examples. Data should include information from current student surveys (see attached for an example), course assessments, QVIs and 335 documents.

7. **Advisory Committee Information** – membership, summary of meetings and suggestions.

8. **Resources** – current resources (space, technology, equipment, etc.) and future needs.

9. **Surveys** – Programs should be regularly assessing the needs of their students: please include information from ongoing surveys of current students (see attached for example).

Some Notes on Writing

In order to maintain a consistent language for the document, it is important for those writing sections of it to maintain a neutral tone. Below are a few style suggestions for writers to help ensure that the document retains the sound of an audit with a consistent voice.

1. Provide evidence for accomplishments

> While sections of the audit certainly can highlight the best parts of a department or program, the text should attempt to avoid statements without evidence (e.g. "this is the premier program in the region.") If a department has won external or internal honors for its work, that should be noted.

> Additionally, claims about students should be followed by evidence. A statement like: "This program prepares students to excel in the workplace" need to be supported by feedback from employers.

2. Use third person language

> Because there are multiple authors, using language like "our students," "my department," or "we think that" can be confusing to readers. Replacing those with phrases like "students in the program," "the department," or "faculty who teach core courses believe" make the document more readable.

3. Avoid the use of individuals' names

> When discussing particular aspects of a program's history or recent curricular innovations, refrain from using individual names. In the section regarding faculty there is room to discuss faculty members' contributions.

These guidelines will assist in quickly merging parts of the audit together with minimal need to rework the language provided by the department.

<u>Audit Process</u>

1. The auditor will meet with program faculty member(s) to answer questions or clarify the process.

2. The auditor and department will complete their pieces and the auditor will compile and write the report.

3. The auditor will meet with the department representative and dean to review the audit.

4. The audit will be presented to the Academic Affairs Council by the auditor; the department representative will be present to answer questions.

5. The audit will be presented to the Student Outcomes Committee of the Board of Trustees by the auditor. The department representative and the dean will be present to answer questions.

If you have any questions, please contact:

The Office of Academic Assessment and Evaluation (M2-36)

John Moore

jvmoore@ccp.edu

215-972-6308

Audit Format

I. Executive Summary
II. Program-Brief Description
    A. Curriculum Sequence
    B. Future Directions in the Field/Program
III. Faculty
    A. Brief History of Program since Last Audit
    B. List of Program Faculty
    C. Engagement of Faculty in Discipline and Program
IV. Program Demographics
    A. Program Profile
        1. Headcounts and FTE Counts
        2. Course Enrollments
        3. Distribution of Students in Program (Dev., Freshman, Sophomore)
    B. Student Demographics (5 year averages)
        1. Gender
        2. Race
        3. Age
        4. Enrollment Status
        5. Developmental Status
V. Program Outcomes
    A. Retention and Graduation (5 year averages)
        1. Standing
        2. Fall – Spring Retention
        3. Fall – Fall Retention
        4. Success at Departure
        5. Course Completion
        6. GPA
        7. Time to Degree
    B. Degrees Awarded past 5 years
    C. Student Transfer by Credits Earned
VI. Student Learning Outcomes and Assessment
    A. Curriculum Map
    B. Assessment Plan
    C. Assessment Outcomes
        1. Student Surveys
        2. Course/Program Assessments
        3. QVI/mini QVI documents
        4. 335 Documentation
    D. Advisory Board Information
        1. Composition
        2. Summary of Minutes, Recommendations
VII. Resources and Needs
VIII. Demand
    A. 2 Year Programs in Area
    B. 4 Year Programs in Area
    C. National and Local Job Trends
IX. Program Costs
X. Audit Recommendations

*Lines in **Bold** are provided by the department.

Community College of Philadelphia
[Program Name] Program Survey: Current Students

We are conducting a survey of current students in the [Program Name] curriculum as we work to build on the program strengths and meet student needs. We are interested in knowing what you think about the program. Please take a few minutes to respond to the following questions. Your individual responses will be held in confidence. If you have completed this survey as part of another class for this program, please do not complete a second one.

1. Are you currently attending CCP **[ ] part time** or **[ ] full time**?

2. Which of the following do you hope to accomplish in your time at CCP?
    [ ] To earn a degree or certificate
    [ ] To transfer to a four year college or university
    [ ] To obtain the skills to apply to my current job
    [ ] To obtain skills for a new job
    [ ] To take courses that interest me
    [ ] Other _____

3. What are the strengths of CCP's [major name] Program?

4. What do you think needs to be changed or added to CCP's [major name] Program to improve the quality of program?

Thank you for your participation.

Course Name: _____

Community College of Philadelphia

Academic Program Audit: International Studies

Authors:
John V. Moore
Chris DiCapua

Date:
October 2014

I. Executive Summary

The International Studies degree is a transfer program that prepares students for future study in a variety of fields. The program, although relatively new, is growing; the students are performing well, and the affiliated faculty have secured outside financial resources to further develop the program. Program Student Learning Outcomes are being assessed; however, several of the SLOs are dependent on General Education Outcomes assessment. Recommendations focus on growing the program and reporting on results from a recently received DoE grant as well considering the program level SLOs effectiveness and viability.

II. Program

The International Studies curriculum provides a strong foundation in global and international studies. The curriculum is designed for students planning to transfer to baccalaureate programs with an international or global focus in such subjects as foreign language or literature, area studies, international relations and international studies. The courses required in the International Studies curriculum are designed to be transferable to other colleges and universities.

Students are expected to consult with a counselor or an academic advisor upon entry into the program and in subsequent semesters. Transfer planning should begin early so that the student can gain the most benefit from the program. Students who follow the International Studies curriculum and plan to attend a specific four-year college after graduation should choose elective courses that duplicate as closely as possible those in the first two years of the program at that college.

Note: Some international programs at transfer institutions require foreign language proficiency at least through the intermediate level. It is recommended that students complete, if possible, a foreign language through the intermediate level. Students should consult with the Career and Transfer Center about foreign language requirements at transfer institutions.

   A.   Brief History of the Program
        The Liberal Arts (A.A.) Curriculum was established at the College in 1995 in part to replace the General Studies Curriculum. When the Liberal Arts Curriculum was approved, four options were created, one of which was the Liberal Arts – International Studies Option. The Option was designed for students who wished to pursue global studies and transfer as majors in such programs as foreign language or literature, international relations, international studies, area studies, world history, geography and other globally focused fields of study. In 2008, the option was made into an independent curriculum titled the International Studies Curriculum. As compared to the

International Studies Option, the International Studies Curriculum provides students with a more flexible yet focused range of elective choice options. The curriculum offers better opportunities for students transferring into a variety of international and global studies programs at the baccalaureate level and better reflects both the expanded range of internationally focused courses created at the College since 1995 and current patterns of course offerings.

B. Curriculum Sequence

Courses	Pre- or Co- Reqs	Credits	Gen Ed Req
First Semester			
ENGL 101 - English Composition I		3	ENGL 101
MATH 118 - Intermediate Algebra (or higher)		3	Mathematics
Foreign Language[1]		3	Am/Global Div.
CIS 103 - Applied Computer Technology		3	Tech Comp
Science Elective[2]		3-4	Natural Science
Second Semester			
ENGL 102 - The Research Paper	ENGL 101 ("C" or better)	3	ENGL 102, Info Lit
Humanities Elective[3]		3	Humanities
Artistic/Oral		3	
Foreign Language[1]		3	
Social Science Elective		3	Social Sciences
Third Semester			
American Diversity[3]		3	
Science Elective[2]		3-4	
Foreign Language or Social Science (Global Diversity) or Humanities Elective (Global Diversity)[1,3]		3	
Social Science Elective (Global Diversity)[3]		3	
Humanities Elective (Global Diversity)[3]		3	
Fourth Semester			
Foreign Language or Social Science (Global Diversity) or Humanities Elective (Global Diversity)[1,3]		3	
Any 200-level ANTH, GEOG, PSYC or SOC		3	
Humanities Elective (Global Diversity)[3]		3	
General Elective		3	
General Elective		3	

[1] One year of foreign language study is required. Students may do so at the elementary or intermediate level. It is recommended that students study a foreign language through the intermediate level.

[2] One course must be a laboratory science.

[3] See Liberal Arts Course Selection Guide

C. Curriculum Map

Required Courses	Programmatic Student Learning Outcomes				
	Analyze, explain, and evaluate a wide range of global and international topics and demonstrate cultural and global awareness	Communicate effectively in another language—at least at the elementary level in all four language skills (listening, speaking, reading and writing)	Write effectively in English	Access, organize, document and present data in written form using technological means	Examine and describe the natural world by using scientific/research methods and problem-solving strategies
Engl 101 – English Composition I			I		
Math 118 – Intermediate Algebra or higher					I
Foreign Language		I			
CIS 103 – Applied Computer Technology				I	
Science elective					I
Engl 102 – The Research Paper			R		
Humanities Elective	I				
Artistic/Oral	I, R				
Foreign Language		R			
Social Science Elective					I
American Diversity (Hum or Soc Sci)	I, R				
Science Elective					R
Foreign Language or Social Science or Humanities Elective	Hum El - R	FL - R			Soc Sci - R
Social Science Elective					R
Humanities Elective	R				
Foreign Language or Social Science or Humanities Elective	Hum El - R	FL -M			Soc Sci - R
Any 200-level Anthropology, Geography, Psychology or Sociology					Soc Sci - M
Humanities Elective	Hum - M				
General Elective					
General Elective					

Key: I = Introduced; R = Reinforced ; M = Mastered

D. Future directions in the field/program

Many believe that students trained in International Studies will be increasingly desirable as global interconnectedness grows.

> *Opportunities for positions requiring international knowledge and skills are increasing and have created a need for graduates who are highly skilled, interculturally attuned and able to think and act globally/locally, as well as being bilingual.[1]*

Given the variety of majors that International Studies hopes to transfer students into, the program will need to continue to provide a number of experiences for those enrolled. Typically International Studies programs include one or more of the following areas:

- the political, social, economic and cultural relationships within the international system
- foreign policy, diplomacy and other modes of interaction between the countries of the world
- the significance of foreign societies, cultures and systems of government
- the international movement of people as immigrants, refugees, workers, students, tourists and investors
- the role of international organizations
- the globalization of the world economy
- foreign languages
- history.

The College recently received a 2 year grant from the US Department of Education (International Education Programs, Undergraduate Studies and Foreign Language Program). This grant was given to support the program's efforts to:

1. Promote student awareness and knowledge of less commonly taught languages and their role in cultural identity, history, and diversity,
2. Build capacity by enhancing the International Studies Degree program.

Specifically, the program will use the grant as an opportunity to develop a new course (introduction to international studies), to create and pilot area studies concentrations for the program, and to create a mechanism for graduating program students with distinction.

III. Profile of Faculty

There are no faculty members specifically designated as "International Studies Curriculum faculty." Faculty who teach students enrolled in the Curriculum reside in their appropriate academic department. All full time and part time faculty must meet the minimum educational and experiential requirements defined by the individual department/discipline. Each academic department has an approved faculty evaluation plan guiding both developmental and

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[1] http://www.rmit.edu.au/programs/bp048

summative evaluation – helping to ensure that faculty remain current in their discipline. Faculty elect to participate in a variety of professional development activities.

The International Studies Curriculum has a program supervisor, whose duties include promoting the curriculum, outreach to students and prospective students, advising students on courses at CCP and on transfer possibilities, assessing learning outcomes, and recommending needed changes to the curriculum.

IV. Program Characteristics

A. Student Profile
The program has seen strong growth in the past five years (from 6 to 46 students (700%)). Demographically, students in the program look like those at the College, with two exceptions: International Studies students are more likely to be college level and less likely to be part time. (Table 1).
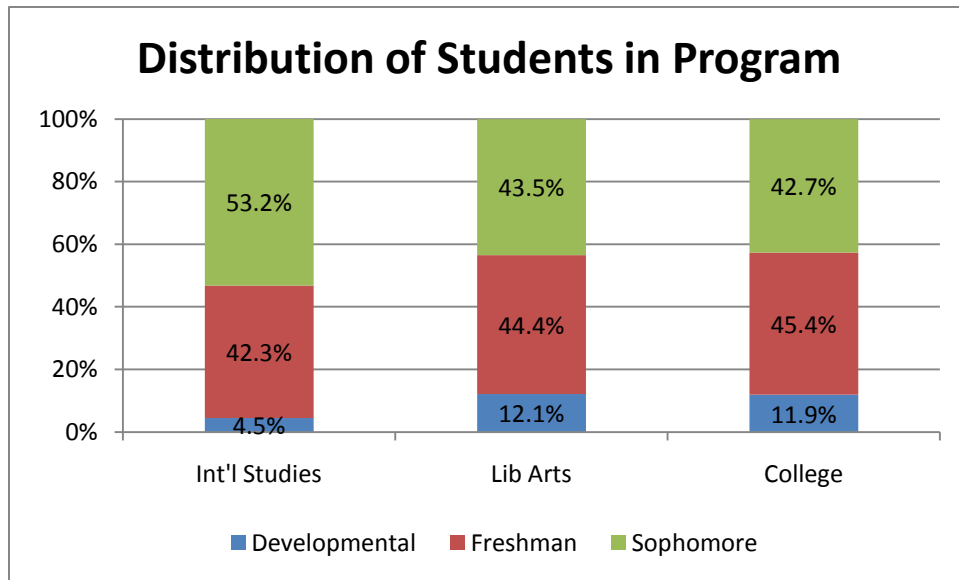
Table 1. Headcounts

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
Int'l Studies	Headcount	6	47	57	64	52	45.2	767%
	FTE Headcount	5	38	48	53	42	37.2	740%
Liberal Arts	Headcount	8,892	8,711	8,717	8,215	8,058	8518.6	-9%
	FTE Headcount	6,313	6,176	6,135	5,747	5,648	6003.8	-11%
College	Headcount	19,047	19,502	19,752	18,951	19,065	19263.4	0%
	FTE Headcount	13,360	13,697	13,681	13,112	13,162	13402.4	-1%

Table 2. Demographics

Demographics: Running 5 Year Average

	Int'l Studies	Liberal Studies	College
Female	63.4%	62.5%	64.4%
Male	36.4%	36.9%	35.1%
Unknown	0.2%	0.6%	0.5%
Native American	1.3%	0.5%	0.5%
Asian	7.0%	5.2%	7.2%
African American	41.7%	49.3%	48.4%
Latino/a	3.7%	6.0%	5.7%
White	29.7%	25.4%	25.1%
Other	3.5%	3.5%	3.5%
Unknown	13.1%	10.1%	9.6%
16 – 21	33.4%	32.6%	32.6%
22 – 29	47.0%	34.5%	36.1%
30 – 39	11.4%	15.6%	16.9%
40 +	8.0%	16.1%	13.3%
Unknown	0.2%	1.2%	1.1%
Full Time	54.3%	33.7%	31.2%
Part Time	45.7%	66.3%	68.8%
All Developmental	13.9%	29.2%	28.2%
Some Developmental	39.7%	46.5%	43.7%
College Level	46.4%	24.3%	28.1%

Figure 2: Student Distribution Pattern

Distribution of Students in Program

	Int'l Studies	Lib Arts	College
Sophomore	53.2%	43.5%	42.7%
Freshman	42.3%	44.4%	45.4%
Developmental	4.5%	12.1%	11.9%

Legend: Developmental, Freshman, Sophomore

B. Student Outcomes

Students in the International Studies (IS) program have successes much like their peers in other majors with a few exceptions. IS students are more likely to graduate (16% vs. 3% in an average Fall to Spring period; 32% vs. 8% in an average Fall to Fall period; and 35% vs. 10% graduation rate at departure). Students also have slightly higher GPA during their time here (2.99 vs. 2.65) and at graduation (3.19 vs. 3.08). Students are more likely to transfer at every level of departure (Figure 4). Finally, they finish more quickly, with fewer credits attempted than their peers (Table 5).

Table 4. Outcomes Data: 5 Year Averages

		Int'l Studies	Lib Arts	College
Standing	Good Standing	84.6%	82.3%	85.0%
	Probation	13.7%	15.7%	13.5%
	Dropped	1.7%	2.0%	1.6%
Fall-Spring Retention	Returned/Same	63.9%	64.4%	65.8%
	Returned/Different	2.7%	6.4%	5.2%
	Graduated	16.2%	2.4%	2.1%
	Did Not Return	17.2%	26.8%	26.9%
Fall-Fall Retention	Returned/Same	28.4%	36.7%	36.7%
	Returned/Different	3.7%	8.6%	8.6%
	Graduated	31.9%	8.4%	8.4%
	Did Not Return	36.1%	46.4%	46.4%
Success at Departure	Graduated	34.8%	10.5%	10.0%
	Long Term Success	24.2%	37.3%	36.2%
	Short Term Success	26.3%	14.3%	17.2%
	Unsuccessful	14.7%	37.9%	36.6%
Course Outcomes	Course Completion	94.6%	86.4%	88.2%
	GPA	2.99	2.66	2.65

Table 5: Degrees Awarded

College

Lib Arts
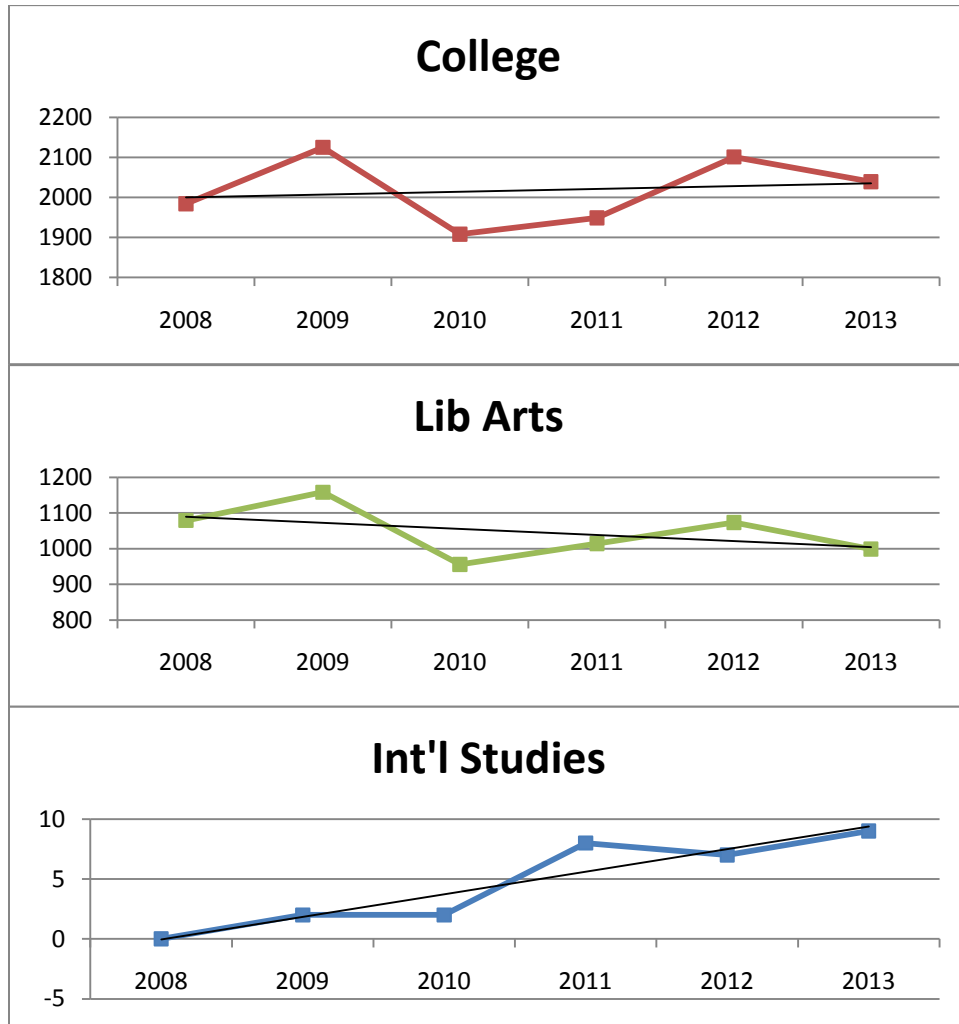
Int'l Studies

Table 5: Time to Degree[2]

Median Statistics for Program Graduates

	Int'l Studies	Lib Arts	College
Years to Degree	4.1	4.8	4.7
Credits Attempted	81.5	83	85
Credits Earned	65	66	68
GPA	3.19	3.05	3.08

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[2] Students with no prior enrollment in U.S. higher education who graduated in academic year 2012-2013 with only one Associate's degree.

Figure 3. Transfer by Departure Status[3]

% Students who Transferred

Int'l Studies   Lib Arts   College
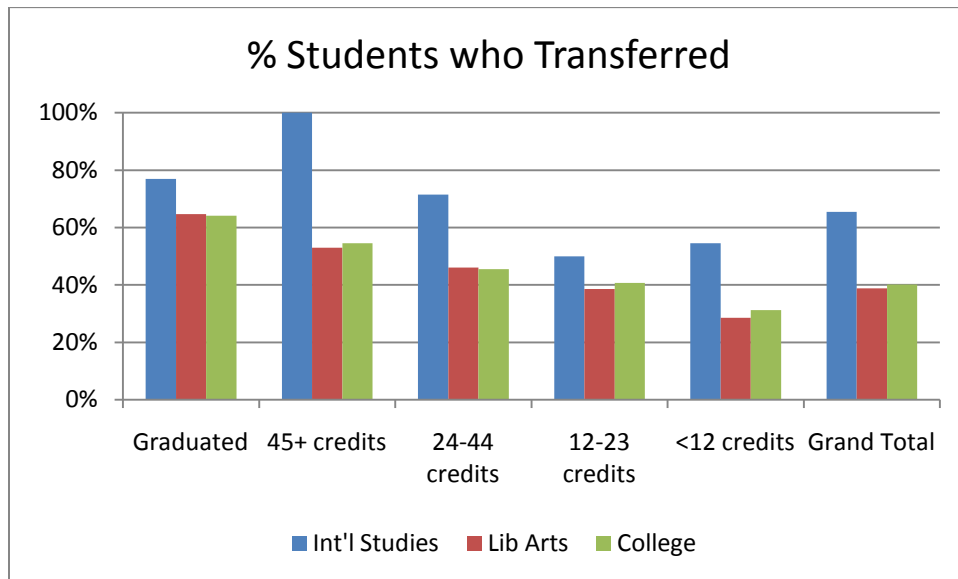
C. Student Surveys
There were too few students who have completed the graduation survey to make any meaningful statement about their success.

V. Learning Outcomes and Assessment

A. Program Student Learning Outcomes

Upon completion of this program graduates will be able to:

- Analyze, explain, and evaluate a wide range of global and international topics and demonstrate cultural and global awareness.
- Communicate effectively in another language-at least at the elementary level in all four language skills (listening, speaking, reading and writing).
- Write effectively in English.
- Access, organize, document and present data in written form using technological means.
- Examine and describe the natural world by using scientific/research methods and problem-solving strategies.

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[3] Fall 2005- Fall 2010 Cohorts

B. Outcomes Assessment

Three of the five of the outcomes in the International Studies curriculum are based on the general education requirements. This poses certain challenges for the program; first the program owns none of the courses so it is difficult for the program to identify their students in other courses. Secondly, although the program is growing, it can be difficult to reach enough students to make a statement about their success.

C. Quality/Viability Indicators

Prior QVIs have indicated that the program has both high viability and quality.

VI. Resources

The program uses standard classrooms, no special resources are required.

VII. Demand and Program Management

CCP's program is the only AA in international studies in the area. There are 5 Bachelor's level programs: University of Pennsylvania, Swarthmore College, Bryn Mawr College, Drexel University, and Saint Joseph's University. Although many additional schools have majors in foreign languages, international business, political science, history, etc. As an AA program, International Studies is covered under all the College's Dual Admissions Agreements. Additionally, IS has separate program transfer agreements with Rosemont College and Arcadia University.

Table 7: National Jobs Outlook

Career	Annual Salary	Growth	Degree
Political Scientist	$ 102,000	21%	Master's
Interpreters/Translators	$ 45,430	46%	Bachelor's
Postsecondary Teachers	$ 68,970	19%	Doctorate
Historian	$ 52,480	6%	Master's
High School Teachers	$ 55,050	6%	Bachelor's
Geographers	$ 74,760	29%	Bachelor's
All Jobs	--	14%	--

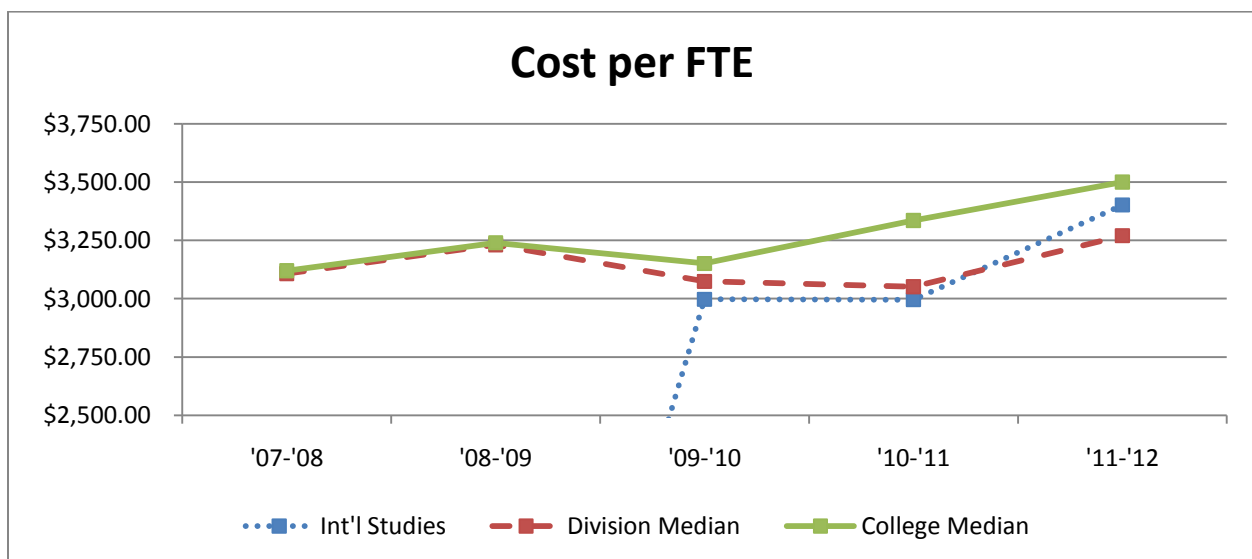Figures 4a and b: Regional Degree Completions and Job Openings[4]
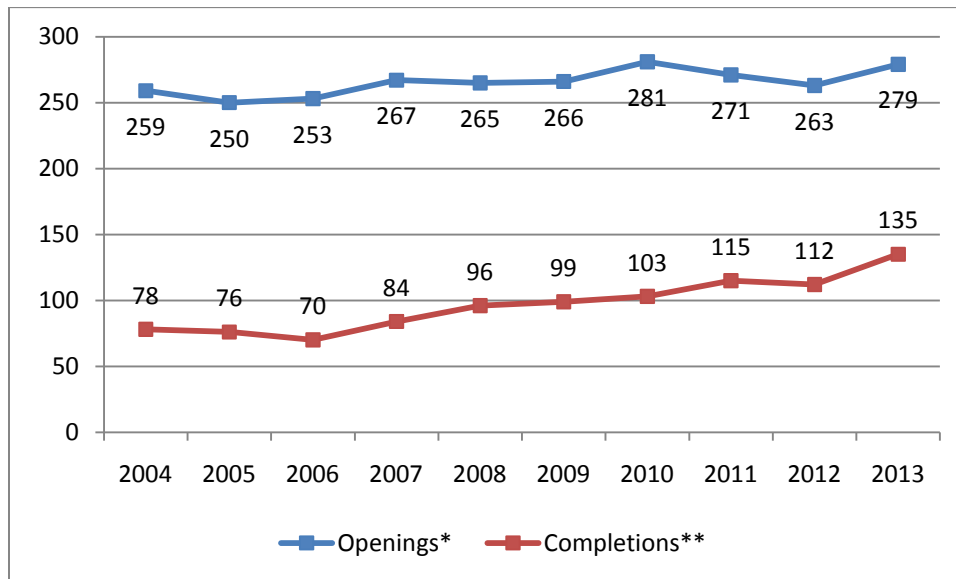
*Political Scientists, Social Scientists, Interpreters and Translators
**Associates and Bachelor's Degrees

VIII. Operating Costs
The International Studies program has costs similar to or lower than the Division and the College.

Figure 5: Operating Costs / FTE

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[4] Includes degrees and job openings at all education levels.

IX. Findings and Recommendations

1. Make a determination about the coherence of explicit curricular pathways in the program.
    The program has recently received funding to create a new introductory course and to pilot 'tracks' within the program that focus on regions of the world. The results of the pilot study should be shared at the end of the grant period. The tracks may make students more viable as transfer students into more specific programs.
Timeline: By grant completion.
Persons Responsible: Program Coordinator, Dean.

2. Explore ways to increase program size through a program management plan.
    The program has shown good growth in the past few years; it will be important to continue this growth through effective program management. This would include developing ways to continue to recruit and retain additional students as well as identifying appropriate milestones and triggers to increase already high retention and graduation rates as well as following students after graduation (into transfer institutions).
Timeline: End of Spring 2015.
Persons Responsible: Program Coordinator, Program Affiliated Faculty.

3. Further refine Program Student Learning Outcomes.
    Currently program SLOs rely, partially, on general education outcomes which are a residual from the time the program was a Liberal Arts option. Given the changes being piloted in the program, there may be opportunities to revise the SLOs to make them more specific to the learning taking place within the program. The program will need to explore ways to capture information about their students, who are taking courses in a variety of programs.
Timeline: End of Spring 2015.
Persons Responsible: Program Coordinator, Program Affiliated Faculty, Director of Assessment and Evaluation.

Community College of Philadelphia

Academic Program Audit

Justice Program
AAS, Academic Certificate

Authors:
Christine McDonnell
John V. Moore III
Tom Quinn

Date: October, 2014

I. Executive Summary

Students of The Justice Program at Community College of Philadelphia can earn both an Associate's Degree and an Academic Certificate. This program has been through several iterations since it was first offered at CCP in 1971. Originally focused on law enforcement, Justice currently focuses on fighting crime, protecting the public, and working within the court system.

The program has accomplished much over the past five years. Justice enrollment has more than tripled in the past five years. The Associate Degree's graduation rate is triple that of the College average even though it is composed of a similar proportion of developmental students and college ready students. The Justice Program records a stronger proportion of students in good academic standing, higher program retention, and a lower dropout rate than the Division and College. Additionally, the Justice Program has a high level of efficiency in terms of the level which courses are filled. Program faculty are very engaged in both the life of the College, in their professional communities, and within the City at large. The Program can be taken either fully online or in the classroom. Justice is preparing for its second full round of student learning outcomes assessment, which will examine the impacts of their closing the loop activities.

II. Program

The Justice program, designed in conjunction with justice leaders from the Philadelphia area, provides essential knowledge and skills for people new to or already working in the justice field. The curriculum offers four concentrations: Police, Corrections, Parole/ Probation, Corporate/ Homeland Security. Each concentration is career oriented, focuses on a different area in the Justice field, and is designed to enable students to pursue their own professional interests.

The program focuses on how to fight crime, protect the public, and work within the court and corrections systems. Students learn about challenges, operations and administration of the criminal justice system, and develop a range of skills involving law and evidence in legal proceedings; the interrelationship among police, courts and the correctional process; and how to work with troubled youth. Upon completing the Justice program, students will be prepared to work as state or municipal police officers/troopers, state or municipal corrections officers, parole and probation officers, private security managers, private investigators, homeland security investigators/screeners and youth detention counselors, or transfer to a four-year college. This program is offered through traditional classroom instruction and online courses, as an academic certificate or associates degree. Students can earn the entire degree online.

A. **History and Revisions to the Curriculum**
In 1995 the Justice Program modified its curriculum to create the basic framework the program uses today. The Program adopted four distinct clusters or concentrations: Police, Corrections, Parole (now Parole and Probation), and Commercial Security (now Corporate/Homeland Security). These clusters encompass groups of courses that serve to guide students towards courses in their area of interest; however, students may take courses in any cluster. Police courses have the highest

enrollments, followed by Parole and Probation, with Corrections and Commercial Security having the lowest enrollments.

The Justice Certificate was created for two reasons: to entice people into the program who are not ready to commit to an associate degree and to educate students in a range of skills that will help them secure employment and/ or advance in their careers.

CCP has a longstanding partnership with the Philadelphia Police Department and other organizations that employ Justice graduates. In 1999, CCP began allowing police officers who graduated from the Police Academy to earn 15 credits towards a Justice Degree. Additionally, CCP offers six credits toward a Justice degree for Philadelphia Prison Training graduates. Faculty in the Justice Program have practical, hands-on experience and connections in the field. They use this knowledge to constantly evaluate the skills their graduates need to succeed and to make modifications to the program. In the early 2000's it became evident that more Justice students were transferring to four year institutions and that the curriculum needed to place more emphasis on improving students' writing skills to better prepare students for these institutions. Changes were made to the curriculum to increase writing assignments and require more analytical and conceptual emphasis. To stay up to date with current trends in justice, an organized crime course was added to the curriculum in 1997. In 2007, the program added Introduction to Terrorism to reflect an increased nationwide emphasis on terrorism.

Since the last Audit, the Justice Program added online courses to become a fully online program. This change came gradually, not only at the request of the College, but by employers in the field who requested more online courses so employees could have more flexible learning opportunities. Additionally, the Program has a good relationship with the Police Commissioner who has developed a referral system for potential PPD employees.

B1. Curriculum Sequence (Degree)

Course Number and Name	Prerequisites and Co-requisites	Credits	Gen Ed Req.
First Semester			
JUS 101 - Survey of Justice		3	
JUS 171 - Juvenile Justice		3	Social Sciences
ENGL 101 - English Composition I		3	ENGL 101
SOC 101 - Introduction to Sociology		3	Writ Int., Int Stud, Am/Glob Div
CIS 103 - Applied Computer Technology		3	Tech Comp
Second Semester			
PSYC 101 - Introduction to Psychology		3	
JUS 241 - Criminal Law	JUS 101 or PLS 101	3	
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3	ENGL 102, Info Lit
Third Semester			
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
JUS 291 - Contemporary Issues in Justice	JUS 101, 171 and 241	3	
MATH 118 - Intermediate Algebra (or higher)		3	Mathematics
Natural Science			Natural Science
Fourth Semester			
Concentration course - select one from the list	JUS 101 (except for BHHS 121)	3	
Directed Elective1		3	
Directed Elective1		3	
Directed Elective1		3	
Humanities Elective		3	Humanities
Minimum Credits Needed to Graduate		60	

Concentration courses listed on bottom of next page.

B2. Curriculum Sequence (Academic Certificate)

Course Number and Name	Prerequisites and Co-requisites	Credits	Gen Ed Req.
First Semester			
JUS 101 - Survey of Justice		3	
JUS 171 - Juvenile Justice		3	Social Sciences
ENGL 101 - English Composition I		3	ENGL 101
MATH 118- Intermediate Algebra (or higher)			
CIS 103 - Applied Computer Technology		3	Tech Comp
Second Semester			
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3	ENGL 102, Info Lit
JUS 241 - Criminal Law	JUS 101 or PLS 101	3	
Concentration course - select one from the list below	JUS 101 (except for BHHS 121)	3	
Concentration course - select one from the list below	JUS 101 (except for BHHS 121)	3	
Concentration course - select one from the list below	JUS 101 (except for BHHS 121)	3	
Minimum Credits Needed to Graduate		**30**	

*All students in the Corporate/Homeland Security concentration must take JUS 105 - Introduction to Corporate and Homeland Security as one of their concentration courses.

Police:
JUS 121 - Legal Issues in Justice and Human Services
JUS 151 - Police Operations
JUS 181 - Community Relations
JUS 201 - Introduction to Terrorism
JUS 221 - Criminal Investigation
JUS 251 - Comparative Police Systems
JUS 261 - Criminal Evidence and Procedure
JUS 281 - Organized Crime
Corrections:
JUS 121 - Legal Issues in Justice and Human Services
JUS 221 - Criminal Investigation
JUS 235 - American Correctional Institutions
JUS 237 - Community-Based Corrections
JUS 281 - Organized Crime
BHHS 121 - Foundations of Addiction Studies

Parole/Probation:
JUS 121 - Legal Issues in Justice and Human Services
JUS 181 - Community Relations
JUS 221 - Criminal Investigation
JUS 237 - Community-Based Corrections
JUS 281 - Organized Crime
BHHS 121 - Foundations of Addiction Studies
Corporate/ Homeland Security:
JUS 105 - Introduction to Corporate and Homeland Security*
JUS 181 - Community Relations
JUS 201 - Introduction to Terrorism
JUS 221 - Criminal Investigation
JUS 261 - Criminal Evidence and Procedure
JUS 281 - Organized Crime

C. Curriculum Map Justice Curriculum

The Justice curriculum prepares students to achieve the expected student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

Required Courses	Programmatic Learning Outcomes			
	Demonstrate the skills and knowledge necessary to succeed as professionals in the Justice field.	Articulate the role and importance of law and evidence in formalized legal proceedings, and apply these concepts to worksite.	Explain the intricate interrelationships of the police, courts, and the correctional process in the field of criminal justice.	Work with troubled youth and apply contemporary techniques used in the investigation and apprehension of the juvenile offender.
JUS 101- Survey of Justice	I	I	I	
JUS 171- Juvenile Justice	I	I	I	I
JUS 241- Criminal Law	I	I	I	
JUS 291 – Contemporary Issues in Justice	R	R	R	
Concentration Courses				
JUS 105 – Introduction to Corporate and Homeland Security	I	I	I	
JUS 121- Legal Issues in Justice and Human Services	R	R	R	I
JUS 151 – Police Operations	R	R	R	
JUS 181- Community Relations	R	R	R	I
JUS 201 – Introduction to Terrorism	R	I	R	I
JUS 221 – Criminal Investigation	R	R	R	I
JUS 235 – American Correctional Institutions	I	I	I	R
JUS 237 – Community-Based Corrections	R	R	R	
JUS 251 – Comparative Police Systems	R	R	R	
JUS 261 – Criminal Evidence and Procedure	R	R	R	
JUS 281 – Organized Crime	I	R	I	
BHHS 121- Foundations of Addiction Studies	R			R

Key: **I**—Introduced, **R**—Reinforced and opportunity to practice, **M**—Mastery at exit level, **A**—Assessment evidence collected

D. **Future Direction for the Field/ Program**

As a result of tightening federal, state, and local budgets, as well as concern about crime and terrorism, the world has seen an increased demand for security. Security companies are expected to provide security at schools, hospitals, nursing homes, and gaming establishments (casinos). Private security firms are also taking over security duties previously provided by police departments. For example, private firms now provide security at public events and in some residential neighborhoods. This, perhaps, opens opportunities for additional partnerships with organizations like TSA (similar to the one established with the Philadelphia Police).

III. Profile of the Faculty

A. **Program Faculty**

Faculty Member	Position	Courses Taught
Tom Quinn, M.S. Criminal Justice	Assistant Professor, Curriculum Coordinator	Survey of Justice; Juvenile Justice; Community-Based Corrections; Comparative Police Systems; Introduction to Corporate and Homeland Security
Tom Doyle, M.S. Criminal Justice	Associate Professor	Organized Crime; Contemporary Issues in Justice
Dave Freeman, J.D.	Assistant Professor	Juvenile Justice; Criminal Investigation; Criminal Law; Criminal Evidence and Procedure
Mark Jones M.S. Criminal Justice	Assistant Professor	Legal Issues in Justice and Human Services; Police Operations; Community Relations
Maria Daniel, J.D.	Assistant Professor	Juvenile Justice; Criminal Law; Criminal Investigation; Criminal Evidence and Procedure
William Love, J.D.	Assistant Professor	Survey of Justice; Legal Issues in Justice and Human Services; Juvenile Justice; Criminal Law; Contemporary Issues in Justice

B. **Faculty Engagement**

The Justice Program faculty participates in a variety of activities at the College. They are members of advisory boards (other than Justice), and participate in hiring committees and curriculum development groups. Every semester as part of the Justice Speaker Series, faculty members recruit law enforcement experts to visit CCP and talk to students about their experiences in Justice. Faculty are also engaged in reviewing possible transfer and articulation agreements with a number of four year institutions and also participate in partnerships with the Philadelphia Police Department and Philadelphia Prison System. Additionally at the College, our faculty are involved with the Judicial Appeals Committee, are members of the Leadership Institute, Diversity Committee and Foundation Mini Grant Committee.

The Justice faculty participate in 'open house' events, the Major's Fair and Professional Development activities. The faculty organize and present an annual career and transfer fair for Justice and paralegal students and publish a semiannual Justice newsletter. They lead and participate in annual Constitution Day events and are active members of the Fox Rothschild Center for Law and Society as well as major contributors to the annual Law and Society Week events. Additionally, as members of the Center for Law and Society, Justice faculty participate in Wills for Heroes, a new collaboration between the Pennsylvania Bar Association and Physicians for Social Responsibility and in a High School Day sponsored by the Center. Faculty members teach Continuing Legal Education in the areas of Constitutional Law and Criminal Law

and also participate as volunteers with the Good Shepherd Mediation Services, the Women's Leadership Conference, Philly VIP, and the National Constitution Center.

IV. Program Characteristics

A. Student Profile

The headcount for the Justice program has increased over the past 3 years; between 2000 and 2010 the Justice degree averaged 299 students a year and the Certificate Program averaged a little over 1 student per year. 2011 saw a dramatic change with enrollment increasing by 87% for the Justice degree in just one year, and continuing on an upward trend. Part of the increase in enrollment can be attributed to the Justice Program transitioning from a select program to a non-select program. This change coincides with the increase in enrollment in the Justice Program. Enrollment for the Certificate increased from an average of 1 student per year from 2000 to 2010 to 14 students in 2011, 25 students in 2012, and 29 students in 2013. (Table 1)

Table 1: Headcounts

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
Justice	Headcount	231	247	464	613	710	453	207%
	FTE Headcount	164	173	337	443	534	330	226%
Justice Certificate	Headcount	1	0	14	25	29	14	---
	FTE Headcount	1	0	11	20	20	10	---
Liberal Studies	Headcount	8892	8711	8717	8215	8058	8,519	-9%
	FTE Headcount	6313	6176	6135	5747	5648	6,004	-11%
College	Headcount	19047	19502	19752	18951	19065	19,263	0%
	FTE Headcount	13360	13697	13681	13112	13162	13,402	-1%

The Justice degree enrolls more females (55%) than males (45%), however taking into account the composition of the College (35% male), the Justice Degree enrolls a disproportionate amount of males compared to the general population of the College. An analysis of the composition of the Justice Certificate is difficult due to the low enrollment numbers in the Certificate. (Table 2)

At the present, the Justice Degree enrolls a student more likely to be African American, male, and full-time than the general population on the campus. The composition of the level of college readiness in the Justice Program is similar to the composition of the College, with about one quarter of the students taking college level courses, 30% taking all developmental courses, and 45% taking some developmental courses. (Table 2)

Table 2: Demographics

Demographics: Running 5 Year Average

	Justice	Justice Certificate	Liberal Studies	College
Female	54.8%	43.4%	62.0%	64.2%
Male	44.7%	56.6%	37.5%	35.4%
Unknown	0.5%	0.0%	0.5%	0.5%
Black or African American	51.8%	--[1]	49.4%	48.0%
White	24.9%	--	24.8%	24.5%
Asian	1.9%	--	5.0%	7.4%
Hispanic	13.5%	--	10.7%	10.3%
American Indian	0.5%	--	0.5%	0.4%
Multi-Racial	2.4%	--	2.4%	2.3%
Pacific Islander	0.0%	--	0.2%	0.2%
Unknown	4.9%	--	7.1%	6.9%
16 – 21	35.8%	68.5%	32.7%	32.5%
22 – 29	35.3%	17.5%	35.1%	36.6%
30 – 39	14.0%	4.0%	15.4%	17.0%
40 +	14.1%	9.9%	15.8%	13.0%
Unknown	0.7%		0.9%	0.9%
Full Time	41.3%	42.8%	33.9%	31.2%
Part Time	58.7%	57.2%	66.1%	68.8%
All Developmental	29.6%	30.2%	29.3%	28.3%
Some Developmental	45.7%	55.5%	47.3%	43.9%
College Level	24.7%	14.4%	23.5%	27.8%

The Justice Program records a higher proportion of students in good academic standing, higher retention within the program, lower drop-out rate, and a graduation rate almost triple that of the College (Fall to Fall), relative to the population of the College. Proportionally, half as many students in the Justice program left CCP in poor academic standing, compared to the College population. The course completion and average GPA within the College, Liberal Studies, and Justice Degree program are very similar. (Table 3) These accomplishments are important when we consider that the composition of students within the Justice Program is very similar to that within the College, with only 24% of the Justice students placing at college level.

Most of the student outcomes were, on average, similar to both the Division and the College as a whole. The most noteworthy differences in student outcomes were in the success at departure, specifically within the graduated category. Ten percent of students who leave the College and the Liberal Studies Division, leave with a degree, however, one-third of the students who leave the Justice Program, leave

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[1] Numbers are too small to be meaningful for racial breakdowns.

with a degree. Additionally, 38% of the students who leave the College do so in poor academic standing, while only 18% of those who leave the Justice program do so in poor academic standing. (Table 3)
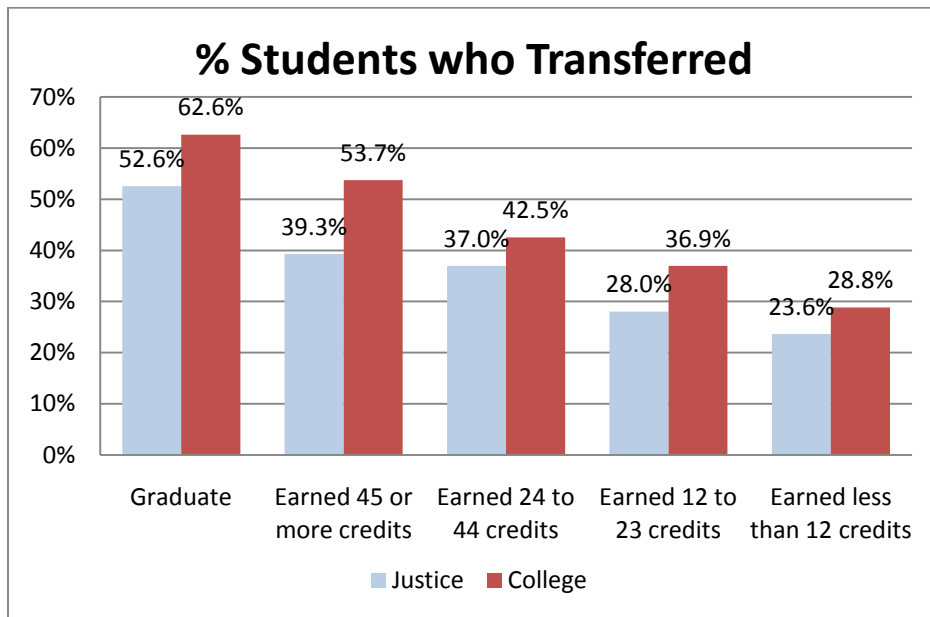
Table 3: Outcomes Data: 5 Year Averages

		Justice	Justice Cert	LS	College
Standing	Good Standing	87.1%	72.6%	83.7%	85.0%
	Probation	12.0%	26.8%	15.5%	13.5%
	Dropped	1.1%	0.6%	2.1%	1.6%
Fall-Spring Retention	Returned/Same	68.6%	46.2%	64.4%	65.8%
	Returned/Different	2.2%	6.4%	6.4%	5.2%
	Graduated	7.9%		2.4%	2.1%
	Did Not Return	21.4%	47.4%	26.8%	26.9%
Fall-Fall Retention	Returned/Same	39.9%	17.5%	35.9%	36.7%
	Returned/Different	2.6%	12.5%	9.7%	8.6%
	Graduated	22.7%		8.5%	8.4%
	Did Not Return	34.9%	70%	45.9%	46.4%
Success at Departure	Graduated	33.3%		10.5%	10.0%
	Long Term Success	44.8%		37.3%	36.2%
	Short Term Success	3.7%	33.3%	14.3%	17.2%
	Unsuccessful	18.1%	66.7%	37.9%	36.6%
Course Outcomes	Course Completion	87.50%	89.94%	87.4%	88.2%
	GPA	2.74	1.945	2.655	2.65

[1] "Graduated" are students who earned certificates or associates degrees at the College. "Long term success" is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned. "Short term success" is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned. The "unsuccessful" departure group includes all departing students not otherwise classified including students who never complete a college-level course

The Justice Program is a direct to work program, which is consistent with the Program recording a smaller percent of transfers than the general population of the College. Fifty-two percent of graduates of the Justice Program transferred, while 62 percent of the graduates of the College transferred. This is consistent with the goals of the program, which are geared towards preparing the students for professions within the field. (Figure 1)

Figure 1: Transfer by Departure Status

% Students who Transferred

Category	Justice	College
Graduate	52.6%	62.6%
Earned 45 or more credits	39.3%	53.7%
Earned 24 to 44 credits	37.0%	42.5%
Earned 12 to 23 credits	28.0%	36.9%
Earned less than 12 credits	23.6%	28.8%

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.
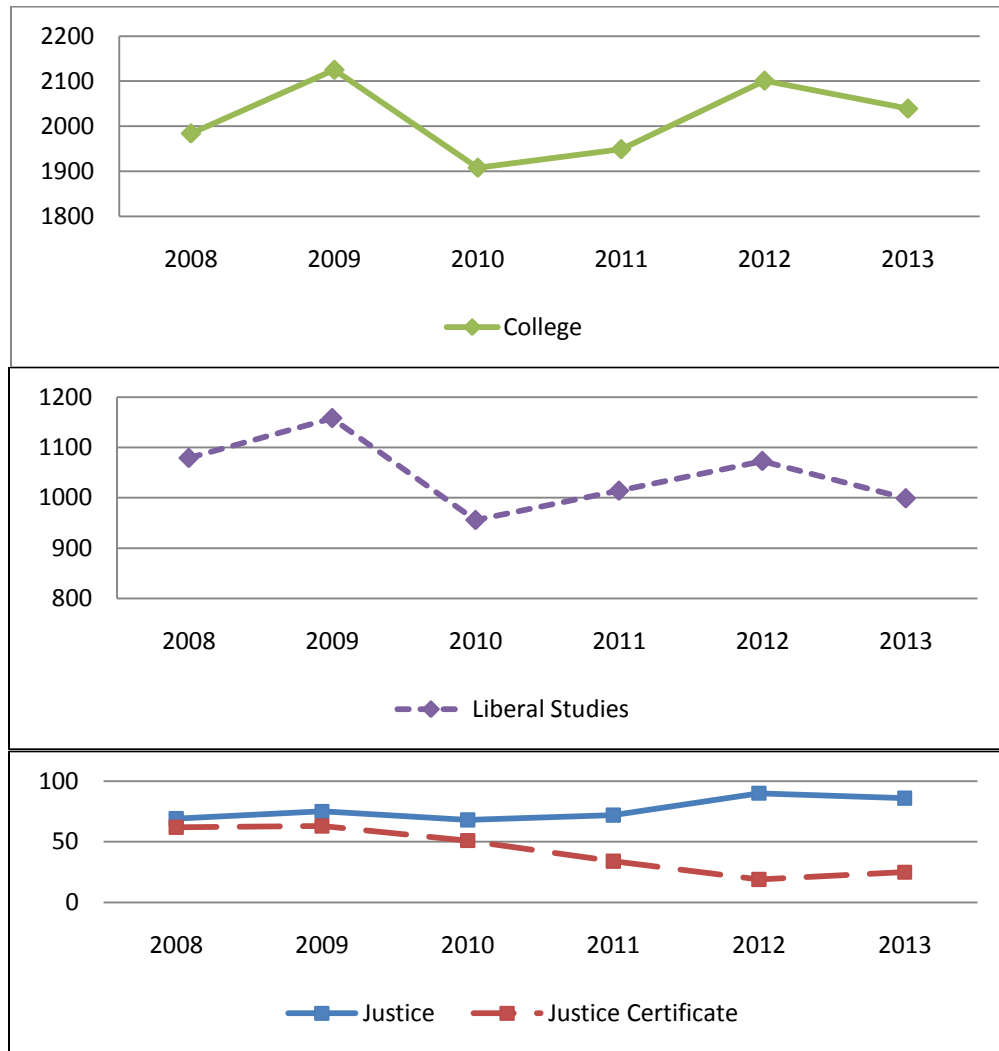
Figure 2: Degrees Awarded

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

Within the Justice Program, there are almost twice as many sophomores as there are freshman. This can be explained by the large number of Philadelphia Police Officers and Prison Guards entering the program. These students enter the program with 15 and 6 credits, quickly making their way through the first year, thus making the number of sophomores appear inflated. Additionally, on average Justice students complete the program faster than the average student in Liberal Studies and the average student in the College. (Figure 3, Table 6)

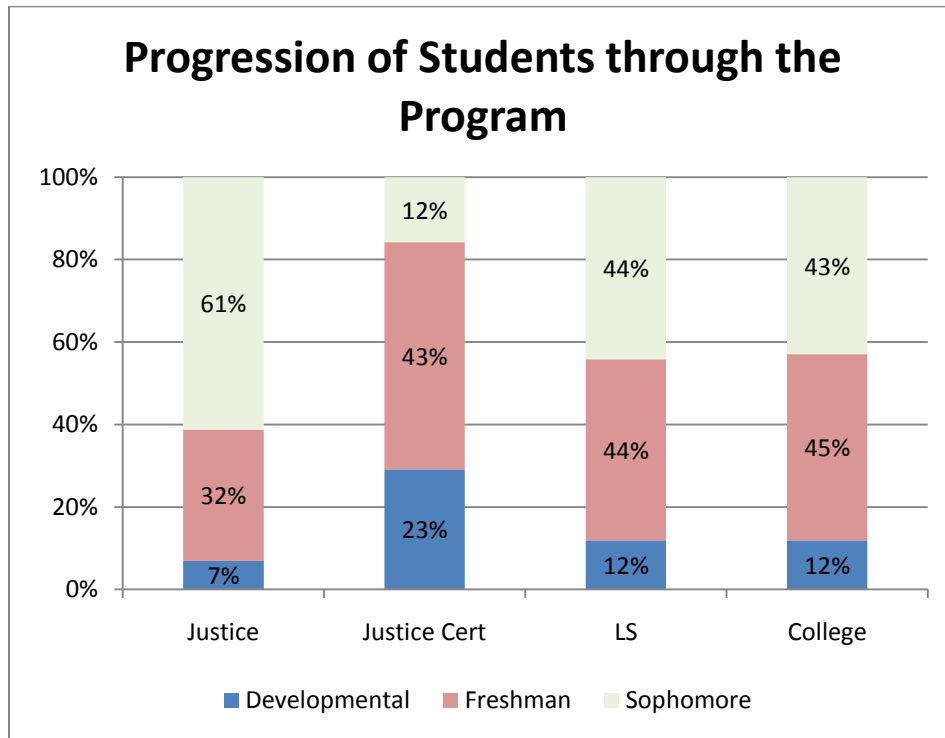Figure 3: Distribution of Students in Program

Progression of Students through the Program

(Stacked bar chart with categories: Justice, Justice Cert, LS, College. Legend: Developmental, Freshman, Sophomore.)

- Justice: Developmental 7%, Freshman 32%, Sophomore 61%
- Justice Cert: Developmental 23%, Freshman 43%, Sophomore 12%
- LS: Developmental 12%, Freshman 44%, Sophomore 44%
- College: Developmental 12%, Freshman 45%, Sophomore 43%

Table 5: Median Statistics for Program Graduates

	Justice	LS	College
Years to Degree	4.4	4.8	4.7
Credits Attempted	78	83	85
Credits Earned	62	66	68
Credits Attempted/ Credits Earned	79%	80%	80%
GPA	2.99	3.05	3.08

Over the past 5 years, the Justice Program has run courses more efficiently, with an increased amount of courses filled to capacity. The Justice Program offered approximately 20% more courses in 2013 than it did in 2008. The increase in courses coincides with the 200% enrollment increase. The substantial rise in enrollment in the Justice Program, accompanied by a small increase in course offerings, has helped increase the percentage of courses that are filled to capacity. (Table 6)

Table 6: Course Enrollments

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall Average	Spring Average
Program	Courses	27	33	30	35	30	35	32	34	31	36	30.00	34.60
	Avg Enrollment	24.22	23.85	27.97	26.89	27.87	29.77	29.72	30.47	31.55	31.25	28.26	28.45
	Percent Filled	69%	69%	80%	76%	81%	84%	84%	85%	89%	87%	80%	80%
Division	Courses	1441	1520	1551	1674	1668	1664	1622	1648	1470	1446	1550.40	1590.40
	Avg Enrollment	20.20	20.62	21.53	21.30	20.79	21.21	20.73	20.69	21.46	21.32	20.94	21.03
	Percent Filled	81%	82%	86%	86%	83%	84%	82%	81%	84%	82%	83%	83%
College	Courses	2694	2829	2881	3096	3023	2940	2939	3007	2756	2738	285860%	2922.00
	Avg Enrollment	21.15	21.22	22.29	21.97	21.87	22.13	21.84	21.63	22.23	22.06	2188%	21.80
	Percent Filled	83%	83%	87%	86%	85%	85%	84%	83%	86%	84%	85%	84%

V. Learning Outcomes and Assessment

A. Student Learning Outcomes
Upon completion of Justice Degree, graduates will be able to:
- Demonstrate the skills and knowledge necessary to succeed as professionals in the Justice field.
- Articulate the role and importance of law and evidence in formalized legal proceedings, and apply these concepts to worksite.
- Explain the intricate interrelationships of the police, course, and the correctional process in the field of criminal justice.
- Work with troubled youth and apply contemporary techniques used in investigation and apprehension of the juvenile offender.

Upon completion of the Justice Certificate graduates will be able to:
- 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

Data for the program level outcomes have been collected, and are currently in the process of being compiled. Report will be completed during fall 2014.

B. Course Learning Outcomes
The program is current on assessment of course learning outcomes. SLO #1 has been assessed, and recommendations for improvement are currently being implemented. SLO #2 is being assessed this semester.

Table 7: Timeline for the Course Learning Outcomes

Course(s)	Assessment Evidence Collected
Jus 101, Jus 105	Fall 2011
Jus 121, Jus 151, Jus 171	Fall 2012
Jus 181, Jus 201, Jus 221, Jus 235	Fall 2013
Jus 237, Jus 241, Jus 251	Fall 2014
Jus 261, Jus 281, Jus 291	Fall 2015

C. QVIs/335s
The 335 documentation is up to date for all courses, and reflects what has been found in this audit. The program is of high quality and has very strong viability indicators. The Justice Program scored especially well in the areas of enrollment and graduation rates.

D. Surveys
Surveys were sent out to graduates between 2008 and 2013 via SurveyMonkey. 122 graduates responded and their data were aggregated. Seven areas showed statistically significant differences between the Justice graduates, Liberal Studies graduates, and College graduates. All seven of those areas indicated higher scores among the Justice graduates than the Liberal Studies graduates or the graduates among the general population of the college.

Current student surveys were sent out in the fall of 2014 and results are being analyzed.

Table 6: Graduate Survey

Please indicate the level of progress you made at CCP in the following areas of knowledge, skills, and personal development	Program Mean*	N	Division Mean	Sig.	College Mean	Sig.
Enhanced Ability to Express Myself Artistically	2.39	121	2.29		2.21	*
Developed Meaningful Career Goals	2.56	122	2.51		2.52	
Developed into a more Informed Citizen	2.64	122	2.55		2.52	
Improved Preparation for Active Participation in Community Activities	2.32	122	2.25		2.23	
Using Computing and Internet Technology	2.64	121	2.49	*	2.47	*
Enhanced Self-Confidence	2.66	122	2.49	*	2.47	**
Enhanced Understanding of My Own and Different Cultures	2.57	122	2.51		2.46	
Improved Self-Discipline	2.63	122	2.55		2.52	
Acquiring a Broad General Education	2.68	122	2.61		2.58	
Developed Interpersonal Skills and the Ability to Relate to Others	2.7	122	2.55	*	2.52	**
Improved Leadership Abilities	2.52	122	2.41		2.39	
Solving Numerical Problems	2.33	120	2.29		2.33	
Working Effectively with Others	2.61	122	2.53		2.5	
Preparation for Continued Personal and Intellectual Growth after College	2.62	121	2.61		2.58	
Understanding People of Other Racial and Ethnic Heritage	2.62	122	2.53		2.49	
Improved Self-Reliance	2.67	121	2.53	*	2.51	*
Speaking Clearly and Effectively	2.63	121	2.53		2.48	*
Thinking Critically and Analytically	2.64	121	2.59		2.59	
Contributing to the Welfare of my Community	2.33	122	2.23		2.23	
Writing Clearly and Effectively	2.74	121	2.61	*	2.57	**

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

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

E. **Advisory Committee**

The Justice Program has an active Advisory Committee (AC) that meets twice a year. The Committee consists of individuals from local police departments and residential facilities, faculty from local community colleges and transfer institutions, and administrators from correctional facilities. Recent discussions of the AC have focused on Middle States Accreditation and the upcoming program audit, the growth of the Program, the necessity for online courses for police and corrections officers to meet education requirements, coordinating with police to expand partnerships, the creation of an articulation agreement with West Chester, and changes to Perkins's Funding distributions were discussed.

VI. Resources
The Program uses standard classrooms; no special resources are required.

VII. Demand
CCP's Justice Degree trains students to enter a variety of occupations. The following are common occupations entered by CCP graduates: transportation and security screeners, private detectives and investigators, police and sheriff's patrol, detectives and criminal investigators, probation and correctional treatment specialists, security guards, and correctional officers and jailer. Six of the seven occupations listed capture a larger share of the job market in Philadelphia than in the rest of the country. For example, occupations in Transportation Security

Screening are almost 3.5 times more concentrated in Philadelphia than the USA average. Additionally, occupations for Private Detective and Investigation are 2.75 times more concentrated in Philadelphia than the USA average. While the number of security guard jobs in the United States has grown by 2% over the past five years, the number in Philadelphia has increased by 52%. Over the past 5 years, Private Detective and Investigator jobs have increased by 1% nationwide and 43% in Philadelphia.

Locally, twelve schools offer a bachelor's degree in justice or a related field, and seven schools offer an associate level degree in justice or a related field. The nine schools offering a bachelor's degree provide CCP students opportunities to transfer into four year programs. CCP has articulation agreements with nine four year institutions. This year, CCP established an articulation agreement with West Chester University.
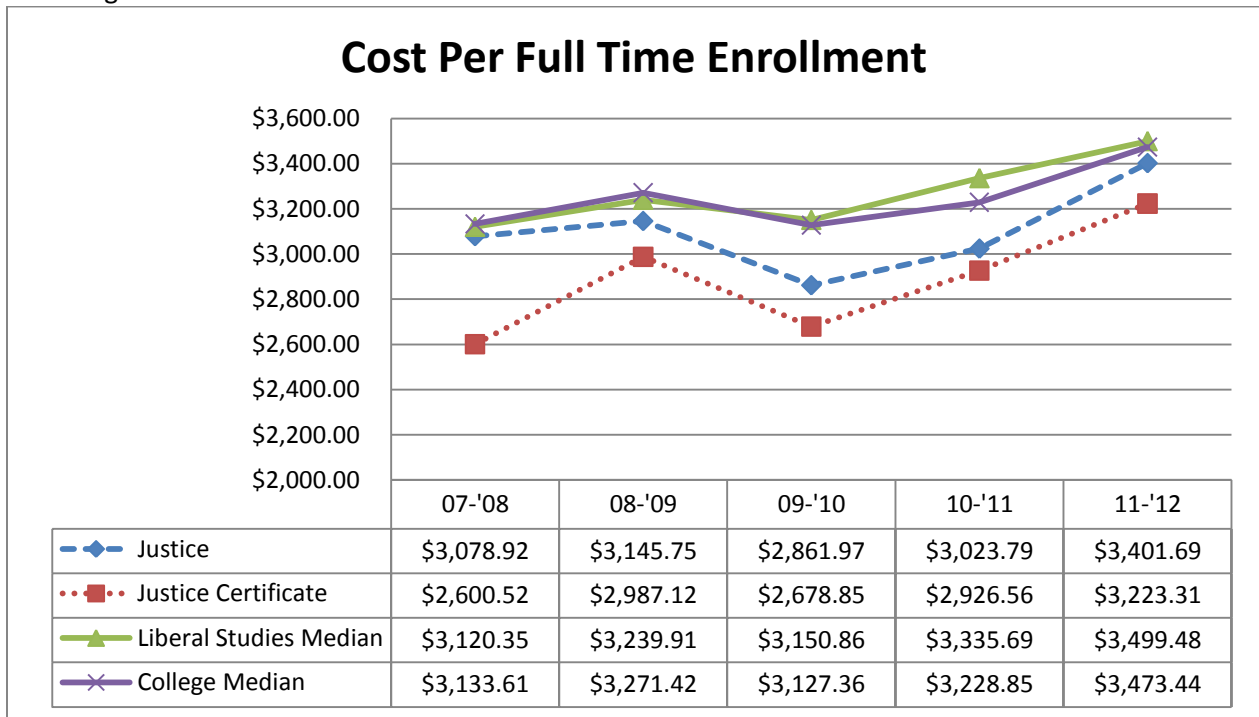
Figure 4: Job Openings Compared to Degree Completions
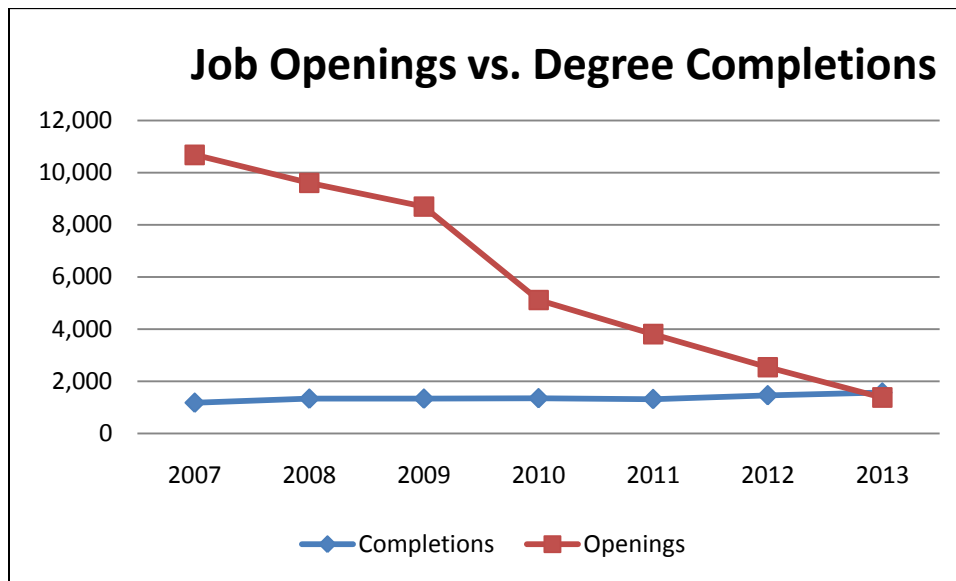
Table 7: Expected Job Growth

Job Title	Salary	Education Level	Expected Growth 2012-2022
TSA	$ 37,090		
Private Detectives	$ 45,740	HS Diploma/OTJ Training	11%
Police and Detectives	$ 56,980	HS Diploma/OTJ Training	5%
Corrections	$ 38,970	HS Diploma/OTJ Training	5%
Security Guard	$ 24,020	HS Diploma/OTJ Training	12%
Probation Officers	$ 48,190	Bachelor Degree	-1%

VIII. Operating Costs

The costs for the Justice Program have been marginally lower than the median costs for both the College and the Division.

Figure 5: Program Costs

Cost Per Full Time Enrollment

	07-'08	08-'09	09-'10	10-'11	11-'12
Justice	$3,078.92	$3,145.75	$2,861.97	$3,023.79	$3,401.69
Justice Certificate	$2,600.52	$2,987.12	$2,678.85	$2,926.56	$3,223.31
Liberal Studies Median	$3,120.35	$3,239.91	$3,150.86	$3,335.69	$3,499.48
College Median	$3,133.61	$3,271.42	$3,127.36	$3,228.85	$3,473.44

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.

2. Clarify the role of the concentrations within the degree.

    There has been some student misunderstanding about whether students are required to complete the requirements for a concentration or if a concentration is a mandatory part of the program. Faculty indicate that the concentrations are simply pathways for students interested in particular employment opportunities. This needs to be clarified for both students and within published program documents.

    Timeline: End of Fall 2014.

    Person Responsible: Program Director, Program Faculty, Advising Staff.

3. Continue to develop the processes used to gather data on current students.

    The Justice Program currently administers surveys; however the Program must create a formalized, regular process for collecting information, analyzing results, and disseminating and using the findings. This is an important part of the process for assessing student learning outcomes.

    Timeline: Ongoing. Process established by end of Spring 2015.

    Person Responsible: Program Director, Program Faculty.

Improving Student Success

Moving Forward Through the Use of Advanced Analytics

Civitas Learning

Why Predictive Analytics?

- Bring data from disparate sources together to create a more complete view of student progression
- Facilitate greater understanding of how students succeed and face challenges
- Identify persistence trends and success probabilities
- Provide a student-level summary of risk factors to better understand why a student is at risk and inform necessary action
- Track interventions and evaluate effectiveness to learn what works and what doesn't – and for which students
- Increase visibility and understanding into student success across various dimensions

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Predictive Modeling

Data is integrated and normalized for analysis ➡️ Predictive factors are identified and custom models are created ➡️ Personalized, real-time recommendations are delivered

Civitas Learning

Data is Integrated and Normalized for Analysis

Banner System

Learning Management System

Customer Relationship Management System

Future Systems

Civitas Learning

Predictive Factors are Identified and Custom Models are Created

- Based on aggregate data from multiple sources

- Students segmented based on data analysis

- Students clustered based on top value similarities

- Iterate models as data refreshes, new variables become available and methodologies improve

Civitas Learning

Personalized, Real-Time Recommendations are Delivered

- Predictive-flow-model infrastructure that is continuously updated to keep student-level predictions as current as possible

- Platform allows view of student progression dynamics filtered by chosen segments

Civitas Learning

Community College *of* Philadelphia

Single Stop
Outcomes
October 14, 2013- October 13, 2014

In 2013, the *Community College of Philadelphia* partnered with *Single Stop USA*, a national non-profit organization dedicated to helping low-income families and individuals build economic security. With the implementation of this "one-stop" model, the service opened its doors on October 14, 2013 to provide free and comprehensive social, legal, and financial services to Community College of Philadelphia students.

Operating four core components – benefits screening and application assistance, tax preparation, financial counseling, and legal aid – Single Stop staff geared efforts toward meeting contractual expectations in the service's first year of operation: to serve 1,000 students by screening all for government benefits and providing tax preparation services (to 60% of students), financial counseling (12%), and legal assistance (12%).

In addition to core services, Single Stop staff partnered with the US Department of Health and Human Services and the Health Federation to offer healthcare enrollment assistance in the Marketplace during open enrollment.

In March 2014 Single Stop staff obtained certification as Personal Financial Counselors and implemented an extensive post-tax-season financial literacy campaign, facilitating group and individual sessions.

As part of its benefit access advocacy, Single Stop also joined a group of partnering organizations working closely with the new Department of Human Services to streamline processes and address unfair denials and requirements, thereby increasing benefit approval rates for students.

By the Numbers

Estimated Student Return: $2,483,733
(Tax Refunds + Cash and Non-Cash Benefits*)

Tax Preparation – Y1 goal: 600 tax returns
Outcome: 767 tax returns – 128% of goal
Service from January to June 2014
Partnering Organization:
Campaign for Working Families
Cash Return: $1,170,713

Government Benefits Screening – Y1 goal: 1,000
Outcome: 1,424 screened – 142% of goal
Estimated Benefits Return*
Cash Benefits: $174,520 (including Food Stamps, Unemployment Compensation, Social Security Insurance; Temporary Assistance for Needy Families, and Social Security Disability)
Non-Cash Benefits: $1,138,500 (including Subsidized Healthcare, Medicaid, Medicare, Select Plan for Women, LIHEAP, Cash Grant, Transportation, and Food Pantries, among others)

Legal Assistance – Y1 goal: 120 students
Outcome: 67 students served – 55.8% of goal
Service launched June 2014
Partnering Organizations:
Community Legal Services (benefits, housing, employment, consumer, and utilities) and Immigration Law Group

Financial Counseling – Y1 goal: 120 students
Outcome: 171 students served – 142% of goal
Service launched April 2014

Healthcare Enrollment Assistance
Outcome: More than 350 students
assisted in navigating the Marketplace.
Enrollment success rate: 30% (among eligible students) in subsided healthcare plans ranging from **$0.12 to $119/month**
Service from January to March 2014
Partnering Organizations:
US Department of Health and Human Services and the Health Federation

* Single Stop has the ability to verify benefit application statuses through a Compass Partner Account. However, government benefit confirmation amounts are subject to student response.

Community College *of* Philadelphia

First Year Success Stories

October 14, 2013- October 13, 2014

Thanks to Single Stop legal services and referral systems, *Robert* was able to work with specialized attorneys to win the case and obtain retroactive benefits (Supplemental Nutrition Assistance Program [SNAP] and Social Security Insurance) so he could remain in school and avoid bankruptcy for his family.

Denis came to Single Stop hoping to be eligible for SNAP benefits. Once he learned that he needed to work part time, he followed a Single Stop referral to Career Services, built his resume, and found employment within weeks. Upon returning to Single Stop, he applied for and obtained SNAP benefits. Now that he works and attends school, he is building his credit and working toward his financial goals.

Santasia was homeless and looking for employment. She met with Single Stop counselors who referred her to the Office of Supportive Housing, Career Services, and Financial Aid to inquire about work study. Santasia subsequently secured two part-time jobs, including a work-study position at the College, applied for and received SNAP benefits, was accepted into the Homeless Student Support Project at CCP, and was placed in a shelter through city services. She currently participates in the Rapid Re-Housing Program, where she will receive one year of rental assistance.

After multiple years of not having health insurance coverage, *Donald* successfully enrolled in a healthcare plan through the Marketplace, obtaining affordable subsidies that allowed him to continue with his classes and work part-time teaching music lessons.

Mary became a frequent visitor to Single Stop's Healthcare Enrollment Assistance Sessions. With the assistance of navigators, she analyzed each plan and obtained excellent subsidies, allowing her to focus more on her studies by working part-time instead of full-time.

The Affordable Care Act's new program offering former foster-care youths Medicaid coverage up to age 26 permitted *Harry* to enroll in Medicaid. He continues to attend classes and feels confident as a work-study student.

Charles first visited Single Stop for financial counseling. He returned weeks later to get legal assistance with an eviction notice, as well as rental assistance resources. During this process he learned about his rights as a tenant and was able to attend his court date in order to reach an agreement with his landlord, allowing him and his family to stay in their home. In his words: "I can't tell you how awesome you were through my stressful ordeal. My family and I thank you. You are professional and courteous!"

Single Stop provided tax preparation services for *Hillary*, who returned a month later seeking financial counseling. Her priorities were credit repair and debt management. With a financial counselor's assistance Hillary assessed her spending behavior, identified strategies to avoid acquiring more debt, and outlined a plan to improve her credit score. She was referred to the Financial Empowerment Center and is working diligently with them to consolidate her debts and follow payment plans.

The work and success of Single Stop at the Community College of Philadelphia would not be possible without our internal and external partnerships. We are thankful for the continued support and interest of these services and organizations in helping our students.

MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, November 19, 2014 – 9:00 A.M.

Present: Mr. Jeremiah White, Jr., presiding; Mr. Matthew Bergheiser, Ms. Suzanne Biemiller, Mr. Willie Johnson, Ms. Jennie Sparandara *via* teleconference, Stella Tsai, Esq., , Dr. Donald Generals, Dr. Samuel Hirsch, Mr. Harry Moore, Mr. Todd Murphy, Mr. James P. Spiewak and Jill Garfinkle Weitz, Esq.

AGENDA – PUBLIC SESSION

(1)   Elevator/Escalator RFP (Action Item):

Mr. Spiewak stated that the College issued an RFP for maintenance and repair services for the College's escalators and elevators on August 5, 2014. The College has three (3) sets of escalators in the West Building and 28 elevators. Five vendors attended the pre-bid meeting and three vendors submitted proposals. One vendor was eliminated based upon price. College staff met with representatives of the two lowest bid firms to discuss their proposals in detail. Gold Elevator (the incumbent) submitted the lowest cost at $690,000 over the three year period of the contract. The cost proposal from Kone, Inc. was $856,440. Kone, Inc. also offered an alternative pricing proposal and proposed to furnish services under a US Communities contract specification. US Communities is a purchasing consortium to which the College belongs. The alternate proposal was based upon establishing a preventative maintenance schedule and having the College responsible for paying for any replacement parts required either as a result of maintenance inspections, equipment breakdowns or malfunctions. Staff have explored and made reference calls on this type of contract with references furnished by Kone, Inc. In most cases, it was extremely difficult to engage the reference in a discussion of their experiences with this type of contract. Mr. Moore informed the Committee that the only regional reference using this type of arrangement was the Lancaster School District and only for elevators. He noted that while a contract of this type has potential for savings, it does not fit well with institutions that have aging equipment since the potential exposure to costly repairs is too great. In fiscal year 2013-14, the College expended $286,000 for maintenance efforts between both companies, Gold Elevator and Kone Inc., which provided partial maintenance on four of their Eco-Mod traction elevators.

Mr. Spiewak stated that with the decision to eliminate consideration of the alternative proposal from Kone, Inc., the assessment came down to the full maintenance proposals of the bidders. The low bidder, Gold Elevator, has committed to implementation of a software based service call and preventative maintenance program at no additional cost to the contract. The lack of electronic documentation and staff

access to maintenance and repair records has been a source of frustration with the incumbent over the years. Kone reports that they have an established electronic record keeping system that documents all service call requests and related activities.

Action: Mr. Bergheiser moved and Ms. Tsai seconded the motion that the Committee recommend to the full Board the awarding of the escalator and elevator maintenance contract to Gold Elevator for a three-year period at annual costs of $216,000 for year one, $234,000 for year two and $240,000 for year three with the possibility of two one-year extensions. The motion passed unanimously.

(2) Inducement Resolution for Potential Bond Financing for the Biology Lab Renewal Project and for the Renewal or Replacement of the Three Sets of Escalators in the West Building (Action Item):

Mr. Spiewak stated that Attachment A contains a recommended Inducement Resolution for Board adoption which will preserve the College's right to utilize bond or loan financing for the capital costs associated with renewing and updating biology labs and prep rooms for a project amount of $5,900,000 and for the renewal or replacement of the three sets of escalators in the West Building at a project amount of $2,400,000. The Resolution was prepared by the College's bond counsel, Kevin Scott, at Fox Rothschild. The resolution will permit capital costs incurred by the College during the initial stages of the projects to be included in the bond or loan financing. He noted that the Department of Education will provide 50% funding of the debt service associated with the biology lab project with the remaining 50% funded from the City appropriation. Mr. Spiewak also mentioned that the College intended to submit the escalator project to the Department of Education as a "carry forward" project for FY 15-16 with the hope of receiving 50% state funding starting with that fiscal year.

Mr. Spiewak stated that a similar delegation of authority has been made in prior capital projects requiring bond or loan financing to facilitate access to favorable financial market conditions and help ensure that construction time schedules are met. College bond counsel has always recommended that the resolution amount be higher than estimated costs at the time it is adopted in case of any unforeseen capital costs. The amount of actual financing undertaken by the College will be recommended to the Board for its approval later in the fiscal year.

Ms. Biemiller questioned whether stairways and/or elevators could replace escalators. Mr. Bergheiser requested that staff analyze all-in costs of the various vertical transportation options over a ten-year period and report back to the Committee. Mr. White stated that the Committee action on this item is undertaken with the understanding that prior to any borrowing for the escalator project, staff will present an analysis of all-in costs for the various vertical transportation options.

Mr. Spiewak reviewed the data contained in <u>Attachment B.</u> The data reflects the College's originally budgeted and proposed revised debt service for the current year. It also displays projections for fiscal years 2016 and 2017 compared with financial projections that were discussed with the Board during budget discussions in June, 2014. He noted that it also shows the projected debt payments made from city appropriations as a percentage of total operating revenues for fiscal years 2015 through 2017. This calculation is one of the key financial performance indicators that the Board has asked staff to track.

<u>Action</u>: Mr. Bergheiser moved and Ms. Biemiller seconded the motion that the Committee recommend to the full Board the adoption of the Inducement Resolution with the understanding that prior to any borrowing for the escalator project, staff will present an analysis of all-in costs for the various vertical transportation options.. The motion passed unanimously.

(3)   Civitas Learning (Action Item):

Dr. Hirsch presented a PowerPoint on Civitas Learning. Please refer to <u>Attachment C</u> which contains the PowerPoint presentation. He noted that the Civitas Learning platform brings together College data with advanced predictive analytics and engaging applications to allow the College to evaluate in real time the effectiveness of investments and the efficacy of interventions, allowing for better decisions. The platform integrates new data and data sources with current systems, continually improving predictive insights. Use of the Civitas Learning platform will allow for the analysis of key institutional metrics including course success, persistence and graduation; viewing of historical results and predictions of future performance, as well as the most powerful predictors of student success and risk; provide insights across institutional data sets including Banner, Canvas, and Hobson's CRM; and identify opportunities for interventions for both the overall student population and for key segments.

In response to a question from Mr. White, staff noted that the data that will be utilized by the Civitas platform is credible and valid. Dr. Hirsch and Dr. Generals stated that Banner is used by 100% of faculty for entering grades and attendance records and that Canvas, the learning management system, is currently used by more than 70% of faculty. Hobsons, the customer relation management tool, is utilized by Admissions and this tool is gaining interest among academic programs. Civitas takes the information from these database silos, integrates it and performs analyses. Dr. Hirsch described how data can be filtered to various subsets and noted that the data is updated dynamically. Mr. Bergheiser stated that this type of data collection and analyses needs to be fully ingrained in the institutional culture. Dr. Hirsch responded that the College

has made great strides in the last few years in being a data-driven institution and that Civitas should help take the College to the next level. Mr. Bergheiser and Dr. Generals both noted that how it is communicated and implemented are important components of getting faculty and staff to buy in. Ms. Biemiller and Ms. Tsai also commented that the perception of how the data is being used is important; it should be seen as an intervention tool as opposed to a method of "labeling" cohorts. In response to Mr. White's question concerning who has responsibility for this effort, Dr. Hirsch noted it will be a shared effort involving Academic Affairs, Student Affairs, Institutional Research and ITS. Dr. Hirsch stated that there is a possibility that part of the first year cost will be covered by a grant.

Terms of Agreement: Three-year agreement with an annual subscription fee of $115,000. There is a one-time platform installation fee of $27,500.

Action: Ms. Biemiller moved and Mr. Bergheiser seconded the motion that the Committee recommend to the full Board that the College enter into a *Master Services Agreement* with Civitas Learning, Inc. for a three year period in the amount of $345,000 with an initial implementation fee of $27,500 to be paid in the first year. The motion passed unanimously.

(4)   Next Meeting Date

The next meeting of the Committee is scheduled for Wednesday, January 21, 2015 at 9:00 A.M. in the Isadore A. Shrager Boardroom, M2-1.

JPS/lm
Attachments
BAC\111914MINUTES.DOCX

ATTACHMENT A

INDUCEMENT RESOLUTION FOR POTENTIAL BOND FINANCING FOR THE BIOLOGY LAB RENEWAL PROJECT AND FOR THE RENEWAL OR REPLACEMENT OF THE THREE SETS OF ESCALATORS IN THE WEST BUILDING

REIMBURSEMENT RESOLUTION

THE COMMUNITY COLLEGE OF PHILADELPHIA

WHEREAS, Philadelphia Community College (the "College") is undertaking certain capital projects, including renovating the College's biology labs and replacing certain escalators located in the College's West Building (the "Project"); and

WHEREAS, the College intends to request an appropriate governmental authority to issue revenue bonds to finance the Project (the "Bonds"), in an amount not to exceed $10,000,000; and

WHEREAS, the College has incurred, and will in the future incur, expenses related to the Project prior to the issuance of the Bonds (the "Original Expenditures"), with the expectation that the College will be reimbursed for such Original Expenditures with proceeds of the Bonds; and

WHEREAS, the Internet Revenue Service (the "IRS") has issued Treasury Regulation 1.150-2 (the "Regulation"), which sets forth rules regarding the use of tax-exempt bond proceeds in reimbursing original expenditures; and

WHEREAS, the Regulation requires that a borrower declare an intent to reimburse itself for original expenditures with bond proceeds and that such reimbursement occur within eighteen (18) months after the later of (A) when the original expenditure is paid or (B) the date the project is placed in service, meaning when a facility is operating at its intended level, but in no event more than three (3) years after the original expenditure is paid.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the College hereby authorizes the College to borrow up to $10,000,000 by the issuance of the Bonds by an appropriate governmental authority to pay for the costs of the Project; and

FURTHER RESOLVED, that the College may apply its general funds to pay the Original Expenditures pending the issuance of the Bonds, with the expectation that amounts so advanced will be reimbursed from the proceeds thereof; and

FURTHER RESOLVED, that these Resolutions shall be deemed to be a declaration of official intent, as contemplated by the Regulation.

ATTACHMENT B

AN ANALYSIS OF THE COLLEGE'S EXISTING AND PROPOSED DEBT SERVICE FOR THE CURRENT YEAR WITH PROJECTIONS FOR FISCAL YEARS 2016 AND 2017

PROJECTED DEBT PAYMENTS MADE FROM CITY APPROPRIATIONS AS A PERCENTAGE OF TOTAL OPERATING REVENUES FOR FISCAL YEARS 2015 THROUGH 2017

Debt Service			Fiscal Year 2014-15			Financial Planning FY 15-16			Financial Planning FY 16-17		
			Approved Budget	Revised	Change	Initial for FY 15-16	Revised for FY15-16	Change	Initial for FY 16-17	Revised for FY16-17	Change
NWRC & Main Campus Projects and Center for Business & Industry Building		2007 Bond - Refinancing of 1998 & 2001 Bond	2,888,106	2,888,106	0	2,890,356	2,890,356	0	2,892,356	2,892,356	0
Roofing and Brick Work		2006 Loan	375,775	375,775	0	375,363	375,363	0	189,163	189,163	0
Northeast Regional Center Expansion and Main Campus Expansion & Renovations		2008 Bond	5,784,900	5,784,900	0	5,781,850	5,781,850	0	5,782,690	5,782,690	0
Northwest Regional Center Chiller, West Building Elevators & Mint Masonry Renewal		2010 Loan	290,402	290,402	0	0	0	0	0	0	0
West Philadelphia Regional Center Expansion & Outfitting		2011 Loan	216,899	216,899	0	216,899	216,899	0	108,449	108,449	0
Chemistry Lab Renovations		2013 SPSBA Loan	377,242	377,242	0	377,242	377,242	0	377,242	377,242	0
West Building Renovations		2013 PNC Note	325,551	325,551	0	325,551	325,551	0	325,551	325,551	0
Fit-out of 1500 Spring Garden Street Lease	**(1)**	**5-year Loan**	**77,042**		**(77,042)**	**154,084**	**0**	**(154,084)**	**154,084**	**0**	**(154,084)**
Renovations to Biology Labs	**(2)**	**10-year Loan**	**378,468**	**356,487**	**(21,981)**	**756,936**	**712,973**	**(43,963)**	**756,936**	**712,973**	**(43,963)**
West Building Escalators	**(3)**	**10-year Loan**		**145,012**	**145,012**	**0**	**290,023**	**290,023**	**0**	**290,023**	**290,023**
Total Debt Service			10,714,385	10,760,373	**45,988**	10,878,281	10,970,257	**91,976**	10,586,472	10,678,448	**91,976**

(1) College anticipates fit-out cost related to new space at 1500 Spring Garden Street - **No longer under consideration.**

(2) Should the College receive PDE approval and funding for the renovation of Biology Labs, one debt service payment during FY 2014-15 will be necessary
   during fiscal year 2014-15, funded 50% each by the State ($189,234) and City ($189,234). **Project lower interest rate.**

(3) Contemplated replacement/overhaul of West Building escalators. **NEW.**

			Total Debt Payments Made from City Appropriations		Percent of Total Operating Revenues
Total Debt Payments Made Using City Dollars					
as a Percentage of Unrestricted Operating Revenue					
	2004-05		$3,378,206		3.56%
	2005-06		$3,378,259		3.46%
	2006-07		$3,469,762		3.37%
	2007-08		$3,848,690		3.57%
	2008-09		$6,819,821		6.25%
	2009-10		$6,183,563		5.20%
	2010-11		$6,471,559		5.32%
	2011-12		$6,576,665		5.49%
	2012-13		$6,822,960		5.64%
	2013-14		$6,785,455		5.43%
	2014-15 *		$5,768,640		4.52%
	2015-16 *		$5,800,354		4.50%
	2016-17 *		$5,601,258		4.24%
	* Estimated				

ATTACHMENT C

CIVITAS LEARNING
IMPROVING STUDENT SUCCESS

MOVNG FORWARD THROUGH THE USE OF
ADVANCED ANALYSTICS

NOVEMBER 19, 2014

Improving Student Success

Moving Forward Through the Use of Advanced Analytics

November 19, 2014

Civitas Learning

Why Predictive Analytics?

- Bring data from disparate sources together to create a more complete view of student progression
- Facilitate greater understanding of how students succeed and face challenges
- Identify persistence trends and success probabilities
- Provide a student-level summary of risk factors to better understand why a student is at risk and inform necessary action
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Predictive Factors are Identified and Custom Models are Created

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Civitas Learning

Personalized, Real-Time Recommendations are Delivered

- Predictive-flow-model infrastructure that is continuously updated to keep student-level predictions as current as possible

- Platform allows view of student progression dynamics filtered by chosen segments

Civitas Learning

**MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, January 21, 2015– 9:00 A.M.**

Present: Mr. Jeremiah White, Jr., presiding, Mr. Matthew Bergheiser (*via* teleconference), Ms. Suzanne Biemiller, Ms. Jennie Sparandara (*via* teleconference), Stella Tsai, Esq. (*via* teleconference), Dr. Donald Generals, Mr. Jacob Eapen, Dr. Samuel Hirsch, Mr. Harry Moore, Mr. Todd Murphy, Mr. James P. Spiewak and Jill Garfinkle Weitz (*via* teleconference)

AGENDA – PUBLIC SESSION

(1)   Report on Civitas Learning (Information Item):

Dr. Hirsch provided a report to the Committee on the funding for the first year fee for the Civitas Learning software platform. Dr. Hirsch stated that the terms of the three-year agreement with Civitas calls for an annual subscription fee of $115,000 and a one-time platform installation fee of $27,500. Dr. Hirsch stated that he recently received approval from the funding source to have $105,000 of this cost funded through the Predominantly Black Institutions (PBI) federal grant through September 30, 2015.

Ms. Biemiller inquired about the implementation schedule. Dr. Hirsch stated that the initial implementation steps have taken place and estimated it will take approximately five to six months to load all relevant data. He stated that staff hoped that staff will be able to view the first information results by the end of April, 2015.

(2)   Recommendation for Contract Cleaning (Action Item):

Discussion: Mr. Eapen stated that the College's current contract for nighttime cleaning at the Main Campus with CSI, Inc. expires on February 28, 2015. During the fall 2014 time frame, an RFP process was undertaken to develop a recommendation for the cleaning service contract. Proposals were received from nine contract cleaning firms. The four firms with the lowest apparent cost and their estimated monthly cost proposal were as follows:

ACC International, LCC	$37,401.37
GCA Services Group	$94,278.65
Temco Building Maintenance, Inc.	$97,050.00
CSI International, Inc.	$98,228.56

As a frame of reference, the current monthly contract cleaning cost for the College is approximately $89,596.38 per month. The proposal from ACC International was eliminated as the proposed cleaning labor hours (545 hours per week) are well below what is necessary to clean the College facilities. Additionally, the proposal from Temco also proposed significantly less cleaning hours (697 hours per week versus 797 hours per week from CSI) that staff believes would lead to a deterioration of cleaning levels. For this reason, the Temco proposal was also eliminated.

Mr. White asked how the ideal number of cleaning hours was determined. Mr. Eapen replied that it was based upon historical results and adjusted based upon recent campus expansion.

Mr. Eapen stated that the remaining two bidders, GCA and CSI (incumbent), were carefully assessed for their potential to serve as the College's next contract cleaner. He reported that since GCA were proposing less cleaning hours than CSI (733 hours versus 797 hours), it is necessary to scale the GCA pricing proposal to reflect an equal comparison against the higher hourly proposal of CSI. This scaling yields a cost of $98,966 as an adjusted cost for GCA versus a monthly cost of $96,228 for CSI. Based upon the strengths and concerns identified for the two firms as outlined in <u>Attachment A</u>, including the fact that CSI had the lower projected monthly cost based on cleaning hours, staff are recommending to the Committee that the College enter into a three year fixed rate contract with CSI effective March 1, 2015 with two additional option years at a projected monthly cost of $98,228.56 in each of the first three contract years.

Mr. White asked if Team Clean, a minority cleaning firm, submitted a proposal. Mr. Moore stated that this company had submitted with the appropriate number of weekly hours (800) but their cost was more than $30,000 per month higher than CSI.

<u>Action</u>: Mr. White moved and Ms. Biemiller seconded the motion that the Committee recommend to the full Board that the College enter into a three year contract with CSI effective March 1, 2015 with two additional option years at a projected monthly cost of $98,228.56 in each of the first three contract years. The motion passed unanimously.

(3)   Recommendation for Security Contract (Action Item):

Mr. Eapen stated that an RFP process was recently completed to develop a recommended firm to provide the College's contract security services for the next five years. Twelve vendors presented formal proposals. Eight vendor proposals were eliminated based upon not meeting all the requirements of the RFP. An evaluation committee composed of staff members from the Library, Student Affairs, Facilities

Management, Finance, Security, and Purchasing interviewed staff of the remaining firms. The four firms interviewed were:

- U.S. Security Associates, Inc.
- AlliedBarton Security Services
- ABM
- Scotland Yard

Mr. Eapen stated that ABM was eliminated based upon the evaluation committee's analysis of ABM's strengths and weaknesses. Scotland Yard was eliminated as their higher education experience was limited. With respect to assessing U.S. Security Associates and AlliedBarton Security, a critical weakness with U.S. Security Associates was the low proposed wage rates for the management team in comparison to their competitors. This raised concerns for the evaluation committee since ineffective management was a major issue when the College was their client in the past. Additionally, U.S. Security is at present not a signatory with SEIU and its collective bargaining agreement. AlliedBarton Security Services has been successfully in the Philadelphia market in maintaining and expanding its educational accounts that now includes the University of Pennsylvania, Drexel University, St. Joseph's University and Temple University. The evaluation committee recommends that AlliedBarton be retained. The following factors support this recommendation:

- AlliedBarton's various training programs are equal to or superior to those offered by the other security programs.
- References and past-College experience establish AlliedBarton's ability to meet all of the College's peak-load, special-events, and emergency-guard-service needs on an immediate basis.
- Allied Barton is a signatory to the SEIU agreement.
- AlliedBarton has a strong, stable, local management team.
- AlliedBarton has developed a strong collaboration with the Philadelphia Fire, Police, and other emergency response units.

Ms. Biemiller asked whether College staff had received input from Margolis Healy, the security consulting firm. Mr. Eapen stated that Margolis Healy spent four days on campus in late December, interviewing a number of College staff, committees and groups, including employees of AlliedBarton. They have offered some preliminary recommendations, one of which is the need to improve technology. Mr. White stated that since many of the security guards receive relatively low wages, the fact that medical benefits are now provided to the guards is important.

Attachment B provides a detailed description of the security RFP process; an analysis of the two firms that were determined to be finalists for the contract; and a

justification for the recommendation to award the contract to AlliedBarton. Based upon an annual average number of hours per week of contract security usage equal to 1,879 and 160 hours of account supervision, the projected first year cost for the security contract will be $1,725,611.   The current year projected costs of service with AlliedBarton are $1,616,768.

Action: Ms. Biemiller moved and Ms. Tsai seconded the motion that the College recommend to the full Board that staff award a five year contract to AlliedBarton effective March 1, 2015. The motion passed unanimously.

(4)   Next Meeting Date

The next meeting of the Committee is scheduled for Wednesday, March 18, 2015 at 9:00 A.M. in the Isadore A. Shrager Boardroom, M2-1.

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ATTACHMENT A

ASSESSMENT OF THE RELATIVE STRENGTHS AND CONCERNS ASSOCIATED WITH THE CSI AND GCA CONTRACTED CLEANING PROPOSALS

SUMMARY OF STRENGTHS AND CONCERNS
ASSOCIATED WITH CSI AND GCA
CONTRACT CLEANING PROPOSALS

CSI:

Strengths:

- Current incumbent vendor.

- Financially strong firm with $59 million per year in revenue.

  - Large enough to properly handle the account without the initial startup costs and payroll putting CSI in a vulnerable financial position.
  - Small enough for CCP to be a key customer that should receive active attention from CSI's ownership and management.

- Nationally certified WBE.

- Green cleaning program seems very sophisticated.

- Automated "punch-to-pay" system alerts management when employees are absent.

- Web-based quality reporting systems seem more than adequate to ensure accountability and effective communication.

- Work Ordering and Management program is available to the College at no cost.

- Equipment repair and loan program keeps full inventory of equipment on-site and back-up equipment at an off-site location. Broken equipment is repaired and returned to account.

- Presented a solid transition plan.

- References were uniformly strong.

Concerns:

- Pool of absentee replacements is small.

GCA:

Strengths:

- Several downtown educational clients most notably the School District of Philadelphia

- Educational Division of the company posts 500 million dollars in sales and forms the largest division of the company

- Many higher education references. References were consistently positive about performance.

- Extensive Green cleaning program

- Web-based quality and reporting systems appear well designed and detailed.

- Equipment list seems more than adequate for the job.

- Transition plan as proposed seems very thorough.

Concerns:

- Higher administrative profit percentage than CSI's.

- Unit costs per square foot are higher than CSI's.

- Proposed weekly cleaning hours are less than CSI's.

Recommendation

Based upon references and proposals, staff are recommending CSI, Inc. be awarded a contract for evening cleaning of the College. CSI presented the lowest fully responsive bid to the College and proposed the lowest cost for extra and/or additional work that the College requests. As a CSI customer, the College will continue to have a relatively large customer profile and receive careful management from the regional office that affords them opportunities to develop a positive track record in the higher education market segment in which CSI seeks to expand their business.

ATTACHMENT B

**BACKGROUND MATERIALS SUPPORTING RECOMMENDATION
TO AWARD CONTRACT FOR EXTERNALLY-PROVIDED
SECURITY GUARD SERVICES TO ALLIED-BARTON SECURITY
EFFECTIVE MARCH 1, 2015**

PART I

OVERVIEW OF SECURITY RFP PROCESS

Focus on Strategic Partnership

Until 2003, the College treated the hiring of a security firm as a commodity purchase, buying a specified amount of guard hours and supervision at an agreed-upon amount with the contractor's overhead costs factored into the rates. This put the College in the position of being compelled to look favorably on the lowest bidder because costs were emphasized. For the last two RFPs, the RFP was rewritten to emphasize a strategic partnership approach. The security program is a vital component in the delivery of comprehensive student services. The goal is to identify security firms that have the capacity to partner with the College to provide comprehensive security services with a greater emphasis on professionally trained and informed staff providing reliable and complete information services, and a commitment to actively working with College staff to ensure a safe environment for students and staff. In addition, the events of the last decade have required the College to place a much greater emphasis on emergency response planning and to choose a partner capable of strongly supporting this effort. A key goal in the RFP process was to find a firm with core competencies that could expand upon the expertise and resources of the in-house security staff. As an example, the RFP specification establishes an expectation that the firm will work with the College to develop effective customer relations training programs for the in-house staff.

RFP Process

Invitations to bid on Community College of Philadelphia's contracted security services were sent via the online bid management system Penn-Bid, which solicits participation by category of companies qualified to do the work in the Philadelphia area. Companies ranged from local companies to nationally known firms. All were given the criteria to bid on the College's contract. Institutional experience was a requirement, higher educational experience was important. This eliminated several companies prior to the pre-bid meeting held on Wednesday, July 16, 2014. Eighteen companies

attended the pre-bid meeting. At the pre-bid meeting, points pertaining to bid specifications were clarified, vendors' questions were addressed, and a tour of the College's facilities was given.

Twelve vendors presented formal proposals. Eight vendor proposals were eliminated based upon the following factors: educational experience; quality and content of the proposal; proposed costs and; in some cases, proposals were non-responsive to specific requirements.

A committee composed of staff members from the Library, Student Affairs, Facilities Management, Finance, Security, and Purchasing interviewed the remaining proposals. The four finalists were:

- U.S. Security Associates, Inc.
- AlliedBarton Security Services
- ABM
- Scotland Yard

A list of selection criteria and an extensive list of questions for the bidders were drafted and emailed to the companies in advance so they would be prepared for the interview and provide consistent information to the Committee.

ABM was eliminated based on the Committee's evaluation of their strengths and weaknesses. Among the weaknesses identified were: less effective use of technology, the quality of their formal presentation to the Committee, and fewer training and ongoing staff development opportunities for guards. Their professional development/career ladders and flexibility of coverage were weak in this regional area although strong in other parts of the country.

Scotland Yard was eliminated as their higher education experience was limited; training systems were not as advanced as other respondents; and the committee felt that the administrative and management structure of the firm was not currently capable of handling the needs of the College.

PART II
Assessment of U.S. Security Associates
and AlliedBarton Security

U.S. Security Associates, Inc., a previous provider of security services for the College, was questioned about their management capabilities, hiring practices, diversity and training programs, which were concerns the College had from previous experience. Some progress has been made by U.S. Security in these areas. In its efforts to strengthen its organization, U.S. Security has achieved ISO 9001-2000 certification. Other strengths are extensive training programs delivered *via* live Interactive training technology. Background checks on all employees are done weekly. Weaknesses were their healthcare offering to employees, no similar local higher education clients, and very limited professional development/career ladder opportunities for guards. A critical weakness was the low proposed wage rates for the management team in comparison to their competitors. This raises concerns for the Committee since ineffective management was a major issue when the College was their client in the past. Additionally, U.S. Security is at present not a signatory with SEIU and its collective bargaining agreement.

AlliedBarton Security is the College's incumbent security service provider and has become a valued partner over the course of the five year contract. One of AlliedBarton's notable strengths is their training commitment for the higher education market. They have developed and utilized an entire training program for this market *via* their School of Higher Education Officer Training. A sampling of modules includes: diversity, Clery Act, FERPA, and Understanding Young Adult Behaviors. In addition, they require all employees to take the National Terrorists Training and offer incentives to employees for pursuing additional training such as their Master Security Officer training. The AlliedBarton oral and written presentations were the best prepared and most comprehensive. Their upper management team who would be responsible for the account were all present. Programs and policies were in line with their Core Values: Communication, Professionalism, Competence, Care & Clarity of Role. A key new initiative proposed for the College by AlliedBarton is the "White Glove Customer Service" training program which is intended to significantly increase the performances of the guards in delivering customer services customized to the needs and expectations of the client.

Based upon the projected number of guard hours, AlliedBarton's proposal would have a first year cost for the College of $1,725,611 while U.S. Security's cost would be $1,768,882.

This section contains an outline of the criteria used to assess the potential contracted security firms and an assessment of how well each firm meets the criteria. (Selection criteria are in bold type.)

A. Effectiveness of Guard Services

Demonstrates staffing patterns for contract security that reflect diversity of Community College of Philadelphia's students and staff including age, race and sex.

Both firms met this criterion adequately. Each firm provided a demographic profile of their current guard pool. In all cases, the guard pools reflected an acceptable population mix along age, sex, and ethnic/race lines.

Has an effective hiring process that encompasses a detailed background check and fitness to serve as part of Community College of Philadelphia's security staff.

Both firms appear to have an effective hiring process. An eight-hour pre-service training program is used by each firm after initial screening to further assess an applicant's potential capabilities as a guard and appropriateness for a particular account. No guard will be assigned to the College without acceptable results from a background check using college-defined criteria.

Has had successful experiences in managing higher education accounts. Local higher education experience is highly desirable.

Each firm has higher educational accounts. U.S. Security Associates are very limited in the Philadelphia area. Their local accounts are hospitals, commercial accounts or occasional/special services accounts with some educational presence in New Jersey. AlliedBarton Security has the largest share of higher educational accounts in the Philadelphia region and dominates this sector. Based upon its extensive higher education experience, AlliedBarton Security is best positioned to understand and service the needs of the College.

Provides guards who are people-oriented and present a professional, cooperative, and neat appearance. References reflect a consistent pattern of good client relationships and responsiveness to client needs.

Each firm has built into their screening process a personality/psychological component whereby questions are posed to potential employees to assess their strengths and/or weaknesses. This information is used proactively to place employees in positions or areas where they are more suited to excel.

The references for both firms indicate that staff is consistently neat in appearance and properly uniformed when on the site. All references confirm that contact with local management takes place on a consistent basis and requests for urgent and/or emerging needs of the client are handled reasonably well.

A key advantage to be provided by AlliedBarton is the new "White Glove" training program which is intended to enhance the professionalism of the guards.

Provides effective training programs on a pre-service and in-service basis, covering both general security practice principles and site-specific information.

The training facilities for each of the companies are acceptable. U.S. Security's training is handled *via* live interactive online training at their Jenkintown office. AlliedBarton's training is handled in person at their Center City facility with extensive

additional training available at its Conshohocken headquarters. AlliedBarton had the strongest training commitment to higher education. They have developed an entire training module for the higher education market which has specific focus on issues affecting this segment of the market. AlliedBarton delivers customized training throughout the year based upon the needs of guards at a point in time. The Committee was impressed with the thoroughness of AlliedBarton's printed training and testing materials. Both firms track guards' training activities electronically. Each employs full-time trainers to deliver their programs to new employees. However, the AlliedBarton's training program resource is local, while U.S. Securities is in Florida.

Both companies encouraged the College to send the College's in-house security staff to their training programs on a space-available basis.

Maintains an acceptably low rate of employee turnover.

U.S. Security did not provide sufficient information to assess their turnover rate. AlliedBarton's annual turnover at the College is approximately 25%. Included in their calculation are categories for moved, school, personal, violations etc. The general industry standard is around 50%. The College's RFP specifications establish a formula to provide a small monetary gain if the contractor can maintain turnover at a low rate.

Has successful track record for dealing with a diverse population similar to that working and studying at Community College of Philadelphia.

U.S. Security meets this criterion as evidenced by their EEO report. However, their only local higher education experience is with the Hahnemann Hospital buildings which serve a population different from CCP's. AlliedBarton Security meets this criterion and, as the incumbent supplier, has proved this capability with their on-site guard and account management staff.

B.   Supervision of Account

Maintains a strong Philadelphia presence, providing immediate 24-hour access to firm's senior management for rapid problem-solving and timely resolution of emergency situations.

Both U.S. Security and AlliedBarton Security have continuously-staffed command operations center.   U.S. Security states that management staff is available for emergency response *via* electronic communications protocols.   AlliedBarton Security provides several field supervisors who are on the road 24 hours a day to perform unannounced site visits and respond to emergencies.   Both companies provide senior staff with cell phone/pagers for timely contact with the client.   AlliedBarton collaborates with the City of Philadelphia's Emergency Communication liaison system as well as with police and fire communications systems.

Account supervision will be able to respond in a timely fashion to the College's requests for special services, e.g., assistance in a criminal investigation, requests for account information, etc.

Both can provide additional services (e.g., background investigations, surveillance, covert camera placements).   Both are capable of providing timely account information.

Guard pool is adequate to meet Community College of Philadelphia's needs at peak-load times and to deal with last-moment needs for additional security staffing.

Each has indicated that, given sufficient notice, special coverage can be accommodated.   Each has depth of staff in the Philadelphia region and is positioned to react to emergency coverage requirements.   AlliedBarton Security, by virtue of its large regional higher education client-base, has by far the largest experienced guard pool

familiar with college/university events. A key strength of AlliedBarton has been their ability to provide full staffing for major events on short notice.

Maintains good relationships with local police and has ability to do police checks based upon established working relationships with police.

AlliedBarton Security maintains an excellent relationship with the Philadelphia Police Department. They have contacts with local district supervision, as well as contacts within the Commissioner's Office. Allied is heavily involved with planning for the upcoming pontifical visit to the city. U.S. Securities did not provide compelling details of their relationship with the local Police Department management structure.

C.   <u>**Record Keeping and Costs**</u>

Demonstrates an acceptable reporting system for monitoring guard deployment, reporting incidents, and auditing account for payment purposes.

U.S. Security has an effective attendance by phone confirmation of guard being on post. Each of the companies has acceptable methods for billing. All guard scheduling is computer-based and serves to drive the invoicing operation. AlliedBarton requires that guards report to their shift supervisors and/or sign log-in sheets both before and after their scheduled shifts. AlliedBarton, at sites where a shift supervisor is not present, will have an electronic verification system to assure the guard is at their respective post on time. Both firms indicated that, based upon the size of the account, they would place a dedicated scheduling and billing computer at the College.

Cost for offering services.

Based upon an average weekly guard use of 1,879 hours and 160 of account management, the first year contract amounts were $1,768,882 for U.S. Security Associates and $1,725,611 for AlliedBarton Security. Each company assured us that the

proposed wage rates were in line with the market. This was confirmed by a canvas of local colleges and organizations using guard services. U.S. Security Associates loaded hourly billing rate is $15.19 per hour for a security officer. AlliedBarton Security loaded hourly billing rate is $14.39 per hour. In addition, approximately 36 officers would be entitled to the union Health and Welfare benefit package. The College would be billed monthly as a straight pass through of the cost of this package at $366 per month per officer for an annual total of $158,112. This cost is included in the total projected cost.

PART III

RECOMMENDATION

In the past, the higher costs associated with entering into a contract with AlliedBarton have been offset with the belief that a superior guard was being trained and provided to the College. Furthermore, the management structure of the company and its training programs were of a higher caliber than its peers with a strong emphasis on responsiveness. AlliedBarton was also uniquely qualified to provide special-events services. The success by the company in maintaining and expanding its educational accounts (University of Pennsylvania, Drexel and Temple Universities), and being able to continue acceptable to extraordinary responsiveness is indicative of a strong management. The Committee recommends that AlliedBarton be retained to provide the College's contracted service for a five-year period beginning on or about March 1, 2015. The Committee is convinced that AlliedBarton is the best-fit solution to meeting the College's needs. The following factors support this recommendation:

1. AlliedBarton's various training programs are equal to or superior to those offered by the other security firms. The training programs are comprehensive, available on an ongoing basis, and customized to the account. Quality, ongoing in-service training programs for guards are at no additional costs to the College.

2. References and past-College experience establish AlliedBarton's ability to meet all of the College's peak-load, special-events, and emergency-guard-service needs on an immediate basis.

3.   AlliedBarton is a signatory to the SEIU agreement. Officers working in excess of 30 hours per week have access to the healthcare plan offered by the union. The College would be billed separately per month for this cost which is not factored into the projected cost. This is an important factor in promoting guards' commitments to their jobs and reducing turnover.

4.   AlliedBarton has a strong, stable, local management team with a proven track record of fully supporting the College's security needs.

5.   AlliedBarton has developed a strong collaboration with the Philadelphia Fire, Police, and other emergency response units. This will help to ensure careful handling of major emergencies.