Community College of Philadelphia

The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES
Thursday, April 7, 2016– 3:00 p.m.
West Regional Center
4725 Chestnut Street, Room 125

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Community College of Philadelphia

The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES
AGENDA
Thursday, April 7, 2016 – 3:00 p.m.
West Regional Center
4725 Chestnut Street, Room 125

(1)   Executive Session

(2)   Meeting Called to Order

(3)   Report of the Business Affairs Committee

    (a) Budget Status Update
    (b) Real Estate Update

(4)   Report of the Student Outcomes Committee

    (a) Promotions   (A)

(5)   Consent Agenda

    (a) Proceedings and Minutes of Decisions and Resolutions
        Meeting of March 3, 2016
    (b) Gifts and Grants
    (c) Resolution of Support for 2016-17 PDE Capital Applications
    (d) Selection of Construction Manager for Biology Labs
    (e) Garage Repairs – Phase Two
    (f) Amendment of JTC Cube Concepts, LLP Contract-Developer for
        15th and Hamilton Street Property
    (g) 2014-2015 A-133 Audit Report

(6)   Public Comment

(7)   Report of the Chair

    (a) Establish Real Estate Committee
    (b) Foundation Board Appointment
    (c) Nominating Committee for Board Officers
    (d) Board Governance

(8)   Foundation Report

(9)   Report of the President

(10)   New Business

(11)   Next Meeting: Thursday, May 5, 2016 – 3:00 p.m.
                                    Isadore A. Shrager Boardroom, M2-1

<u>Future Committee Meetings:</u>

     Student Outcomes: Thursday, April 7, 2016 - 1:30 p.m.
                                   West Regional Center
                                   4725 Chestnut Street, Room 136

     Business Affairs: Wednesday, April 20, 2016
                                   10:00 a.m. – Isadore A. Shrager Boardroom, M2-1

     Audit Committee   Wednesday, June 15, 2016
                                   12:00 p.m. – Isadore A. Shrager Boardroom, M2-1

<u>Upcoming Events</u>

     Pathways Magazine Breakfast   Friday, April 22, 2016
                                   8:00 a.m. – 9:00 a.m.
                                   Center for Business and Industry
                                   18th & Callowhill Streets – Room C2-5

     Retirees Program & Dinner   Monday, April 25, 2016
                                   4:00 p.m. - 5:00 p.m. Reception
                                   Pavilion Building, Cube, P2-3

     President's Recognition Tea   Wednesday, May 4, 2016
                                   3:00 p.m. - 4:00 p.m.
                                   Mint Building, Rotunda

     Nurses Pinning Ceremony   Friday, May 6, 2016
                                   10:00 a.m. - 12:00p.m.
                                   Gymnasium

     Academic Awards & Reception   Friday, May 6, 2016
                                   6:00 p.m. - 8:00 p.m.
                                   Bonnell Building, Large Auditorium, BG-20

     Commencement   Saturday, May 7, 2016
                                   10:00 a.m. - 2:00p.m.
                                   Temple University Liacouras Center
                                   1776 North Broad Street

     Classified/Confidential Awards Luncheon   Wednesday, May 11, 2016
                                   12:00 p.m. - 2:00 p.m.
                                   Winnet Student Life Building, Great Hall, Room S2-19

COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, March 3, 2016 – 3:00 p.m.

Present: Mr. White, presiding; Mr. Armbrister, Ms. Biemiller, Mr. Edwards, Ms. Hernández Vélez, Ms. Horstmann, Ms. McPherson, Dr. Rényi, Ms. Tsai, Dr. Generals, Ms. Brown-Sow, Ms. de Fries, Ms. DiGregorio, Mr. Eapen, Dr. Gay, Dr. Hirsch, Mr. Murphy, and Ms. Zellers

(1)   Executive Session

The Executive Session was devoted to a discussion of personnel and legal issues.

(2)   Report of the Student Outcomes Committee

Dr. Rényi reported that the Committee commended Dr. Generals and staff for the work done on getting the warning removed by the Middle States Association (MSA). She stated that the Committee discussed the four recommendations made by Middle States and how the Board can be helpful to the College in support of fulfilling the recommendations.

Dr. Rényi reported that the Committee discussed Guided Pathways and its importance in terms of the strategic direction for the College. She stated that the Committee was fully supportive of the Guided Pathways approach and discussed ways in which the Board could support implementation.

Dr. Rényi reported that the Committee discussed the American Association of Community Colleges Pathways Project Institute and how the Board will play a role in monitoring the progress in relation to identifying Key Performance Indicators (KPIs) and associated student success measures.

Dr. Rényi reported that the Committee had a preliminary discussion regarding workforce development. She stated that this topic will be further discussed at a future meeting of the Committee.

(3)   Consent Agenda

Mr. White requested approval of the following Consent Agenda:

(a) Proceedings and Minutes of Decisions and Resolutions
      Meeting of February 4, 2016
(b) Gifts and Grants

Ms. Hernández Vélez moved, with Mr. Armbrister seconding, that the Board approve the Consent Agenda. The motion carried unanimously.

(4)   Public Comment

Mr. White reported that there were no requests for Public Comment.

(5)   Report of the Chair

Mr. White reported that he, Dr. Generals, Dr. Hirsch, and two members of the College faculty, John Joyce and Laura Davidson, had attended the first Institute for the AACC Pathways Project on February 4-6, 2016 in San Antonio, Texas. Mr. White reviewed the objectives of the Institute stating stated that the "Pathways Model is an institution-wide approach to student success by guiding each student effectively and efficiently from her/his point of entry through to attainment of postsecondary credentials." He stated that there is a major shift in how higher educational institutions are proceeding. Mr. White stated that there is a tremendous amount of work to be done and noted the policy responsibility of the Board of Trustees. Mr. White stated members of the Board who may have questions or need additional information regarding the Project may contact Dr. Hirsch.

Dr. Generals stated that the key indicator of the Institute is retention. He stated that many students need remedial courses and that many of those students use their financial aid for those courses which depletes their funds. Dr. Generals stated that the Pathways Institute is designed to be a model for the country to transform community colleges in the United States and that financial aid for remedial courses is a nationwide public policy issue that must be addressed.

Mr. Armbrister stated his appreciation to Dr. Generals and staff for the incredible work that had been done to remove the MSA warning from the College and for the ability to change the culture at the Institution. He stated that the administration and faculty worked together to build a culture of assessment at the College and did the very important work that needed to be done to be successful.

Mr. White informed the Board that Steve Herzog's father had passed away. He stated that he had spoken to Mr. Herzog. Mr. White noted that condolences and a floral arrangement have been sent on behalf of the President and Board of Trustees.

(5a)   ACCT National Legislative Summit, February 9-11, 2016
        Washington, DC

Mr. White reported that he, Dr. Generals, Dr. Rényi, and Ms. Brown-Sow had attended the Association of Community College Trustees (ACCT) summit. He stated that the Summit is an opportunity for presidents and trustees to advocate for community colleges at the national level. Mr. White stated that the group, along with other community colleges, met with Senator Casey and Senator Toomey's staff person.

At the request of Mr. White, Ms. Brown-Sow circulated and discussed the 2016 Community College Federal Legislative Priorities. She stated that the Pell Grant Program, federal funding for community colleges and students, and the Higher Education Act Reauthorization were the top three priorities for community colleges at the national level.

Dr. Rényi stated that the Summit was a very valuable meeting to attend. She stated that the ACCT staff were very knowledgeable and helpful regarding the Federal legislative priorities.

(5b)   Year-End Events

Mr. White stated that Board representation was needed for a number of year-end events. He stated that remarks for the events will be prepared for Board members.

After discussion, it was agreed that the following Board members would represent the Board at the following year-end events:

Retirees Ceremony   Lydia Hernández Vélez
Monday, April 25, 2016, 4:00 p.m.
Pavilion Klein Cube – P2-3

President's Recognition Tea   Stella Tsai
Wednesday, May 4, 2016, 3:00 p.m.
Mint Building Rotunda

Nurses Pinning Ceremony   Mary Horstmann
Friday, May 6, 2016, 10:00 a.m.
Gymnasium

Academic Awards & Reception   Judith Rényi
Friday, May 6, 2016, 6:00 p.m.
Bonnell Building, Large Auditorium, BG-20

Classified/Confidential Awards Luncheon   Suzanne Biemiller
Wednesday, May 11, 2016, 12:00 noon
Winnet Student Life Building, Great Hall, S2-19

(5c)   College Spring Break

Mr. White informed the Board that the College will be closed for spring break March 7-12, 2016.

(6)   Foundation Report

Mr. Murphy reported that the Foundation Board held its Retreat on February 22, 2016. He stated that the meeting was very productive. Mr. Murphy stated that the Board discussed how they will function and the kind of Board members they need to recruit to maximize

development opportunities. Mr. Murphy stated that the Board also discussed the challenges of raising funds in a competitive environment and how the College could distinguish itself.

(7)   Report of the President

        Dr. Generals called attention to his memorandum in the Board folder which outlined the list of his activities during the month of February.

(7a)   Strategic Planning

        Dr. Generals reported that the College has launched its strategic planning process. A leadership team with faculty, staff, administration, and student representatives will drive a process that will enable the College to execute plans laid out during the last two months by the Board of Trustees. Dr. Generals stated that the Board of Trustees will be involved in the strategic planning discussion process. He stated that there is an accelerated timeline for the process.

(7b)   College Budget Hearing

        Dr. Generals reported that the College's Budget Hearing before City Council is scheduled for May 10, 2016 at 1:30 p.m. in City Hall, Room 400.

        Regarding City funding Dr. Generals reported that the College is flat funded in the proposed budget for FY 17. He stated that he and Ms. Brown-Sow have been meeting with members of City Council to advocate on behalf of the College.

(7c)   College Events

        Dr. Generals reported that Lobby Day in Harrisburg is scheduled for April 5, 2016. He stated that Ms. Tsai will be the speaker at the press conference which will be held in the Capitol Rotunda.

         Dr. Generals reported that Commencement is scheduled for Saturday, May 7, 2016 at 10:00 a.m. at the Temple Liacouras Center.

        Dr. Generals distributed a list of College events commemorating March as Women's History month.

        Dr. Generals reported that the 17th Annual Law and Society Week will conclude on March 4. He stated that the Center had provided excellent presentations on a variety of topics.

        Mr. Armbrister reported that he had participated on a panel for a session on Girard College.

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

No new business was discussed.

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

The next meeting of the Board of Trustees is scheduled for Thursday, April 7, 2016 at 3:00 p.m. at the West Regional Center, located at 4725 Chestnut Street, Room 125.

The meeting adjourned at 4:05 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, March 3, 2016 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. White, presiding; Mr. Armbrister, Ms. Biemiller, Mr. Edwards, Ms. Hernández Vélez, Ms. Horstmann, Ms. McPherson, Dr. Rényi, Ms. Tsai, Dr. Generals, Ms. Brown-Sow, Ms. de Fries, Ms. DiGregorio, Mr. Eapen, Dr. Gay, Dr. Hirsch, Mr. Murphy, and Ms. Zellers

(1)   Executive Session

The Executive Session was devoted to a discussion of personnel and legal issues.

(2)   Report of the Student Outcomes Committee

Dr. Generals and staff were commended for the work done on getting the warning removed by the Middle States Association (MSA).

The Committee discussed Guided Pathways and its importance in terms of the strategic direction for the College and the American Association of Community Colleges (AACC) Pathways Project Institute and how the Board will play a role in monitoring the progress in relation to identifying Key Performance Indicators (KPIs) and associated student success measures.

(3)   Consent Agenda

The Board approved the following Consent Agenda:

(a) Proceedings and Minutes of Decisions and Resolutions
      Meeting of February 4, 2016
(b) Gifts and Grants

(4)   Public Comment

There were no requests for Public Comment.

(5)   Report of the Chair

The first Institute for the AACC Pathways Project took place February 4-6, 2016 in San Antonio, Texas.

(5a) ACCT National Legislative Summit, February 9-11, 2016
       Washington, DC

       Mr. White, Dr. Generals, Dr. Rényi, and Ms. Brown-Sow attended the Association of
Community College Trustees (ACCT) summit.

(5b) Year-End Events

       The following Board members will represent the Board at the following year-end events:

Retirees Ceremony   Lydia Hernández Vélez
Monday, April 25, 2016, 4:00 p.m.
Pavilion Klein Cube – P2-3

President's Recognition Tea   Stella Tsai
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Classified/Confidential Awards Luncheon   Suzanne Biemiller
Wednesday, May 11, 2016, 12:00 noon
Winnet Student Life Building, Great Hall, S2-19

(5c) College Spring Break

       The College will be closed for spring break March 7-12, 2016.

(6)   Foundation Report

       The Foundation Board held its Retreat on February 22, 2016.

(7)   Report of the President

       A memorandum of activities in which President Generals participated during the month
of February was included in the Board folder.

(7a)   <u>Strategic Planning</u>

The strategic planning process has been launched. A leadership team with faculty, staff, administration, and student representatives will drive a process that will enable the College to execute plans laid out during the last two months by the Board of Trustees. The Board of Trustees will be involved in the strategic planning discussion process.

(7b)   <u>College Budget Hearing</u>

The College's Budget Hearing before City Council is scheduled for May 10, 2016 at 1:30 p.m. in City Hall, Room 400.

(7c)   <u>College Events</u>

Lobby Day in Harrisburg is scheduled for April 5, 2016. Ms. Tsai will be the speaker at the press conference which will be held in the Capitol Rotunda.

Commencement is scheduled for Saturday, May 7, 2016 at 10:00 a.m. at the Temple Liacouras Center.

A list of College events commemorating March as Women's History month was distributed.

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

No new business was discussed.

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

The next meeting of the Board of Trustees is scheduled for Thursday, April 7, 2016 at 3:00 p.m. at the West Regional Center, located at 4725 Chestnut Street, Room 125.

The meeting adjourned at 4:05 p.m.

Community College of Philadelphia
Office of Institutional Advancement
Record of Grants and Gifts
for the April 2016 Meeting of the Board of Trustees

Summary by Grant Type:

		Current Month	Fiscal Year-to-Date
Government/Public Grants			
	Federal		$2,158,950
	State		$1,907,206
	Local		
Private Grants			
	Corporation		
	Foundation		$72,980
	Organization		$225,000
Other Grants			
	Grant Total		$4,364,136

GIFTS
Summary by Gift Type:

Gifts to the Foundation ($5,000+)	Amount	Purpose
Private Donor	$5,000	Scholarships
The Craig Stock Charitable Foundation	$5,000	Scholarships/Endowment

Gifts In-Kind		
B&H Photo (Student Award of Gift Card)	$300	Scholarships
Canon U.S.A., Inc. (Student Award of Camera Equipment)	$1,650	Scholarships
Profoto USA (Student Award of Gift Certificate)	$500	Scholarships
Zacuto (Student Award of Camera Equipment)	$350	Scholarships

COMMUNITY COLLEGE OF PHILADELPHIA
Office of Institutional Advancement
Monthly Summary of Grants and Gifts
for the April 2016
Meeting of the Board of Trustees

Foundation Grant

The Goldman Sachs Foundation has provided the College with additional funding for the Goldman Sachs 10,000 Small Businesses grant. Per the funder, the amount is not to be disclosed. The additional funding provides for sponsorship opportunities to facilitate outreach to potential program participants and increase awareness of the program.

MINUTES

Thursday, March 3, 2016
1:00 p.m.
Room M2-34

Presiding: Dr. Rényi

Present: Mr. Armbrister, Mr. Edwards, Ms. de Fries, Dr. Gay, Dr. Generals, Ms. Hernández Vélez, Dr. Hirsch, Ms. Horstmann, Dr. Roebuck, Mr. White

(1)   Executive Session

No items were discussed.

(2)   Public Session

(a) Approval of the Minutes of November 5, 2015

The minutes were accepted unanimously.

(b) Middle States Team Report
Discussion Questions:
- How can the Board support the sustainability of the actions addressing the recommendations and ensure ongoing College compliance in the area of assessment?
- What are the policy implications that the Board must address?
- In what ways can the Board support the financial implications of the recommendations?

Board members commended faculty and staff for the work that was done to meet the Assessment Standard. They underscored a commitment to assist in ensuring adequate financial resources are in place to sustain the work and meet the requirements of the Middle States Visiting Team's recommendations. Dr. Generals emphasized that assessment should not be viewed in isolation. It must be interconnected to institutional effectiveness, planning, budgeting and strategic direction. Discussion took place on the role the Board can play and how they can ensure expectations are met. It was agreed that developing a dashboard complete with goals and metrics would be a helpful tool to monitor progress of milestones, KPI's and stated goals.

(c) Pathways Project Institute Report
Discussion Questions:
- In what ways will the Board ensure that the Guided Pathways reform is infused in College planning?

- What are the policy implications that the Board must address?
- How will the Board address the need for new financial resources or realignment of existing resources?
- In what ways will the Board publicly endorse Guided Pathways as the new direction for the College?

Discussion took place on the outcomes of the first AACC Pathways Institute held in February. Mr. White discussed his experience at the Institute and how he felt the Pathways Model, when implemented, will dramatically improve students' experience at the College and student outcomes. Review took place on the initial action plan and next steps in the development process. Dr. Rényi emphasized the importance of developing KPI's attached to the major elements of Guided Pathways that are useful in measuring progression and success. This will assist the Board in monitoring the effort and providing support associated with resource allocation and any necessary policy changes.

(d) Workforce Development Update
Discussion Questions:
- In what ways can the Board support the renewed workforce development focus of the College?
- How can the Board serve as city-wide ambassadors to identify key business and industry contacts?

Ms. de Fries distributed a Workforce and Economic Innovation Report. Based on the discussion and feedback provided by the Board, Ms. de Fries subsequently emailed the Committee an updated Report that includes a list of broad strategic partners for the Workforce and Economic Innovation unit, as well as examples of how employers' needs have been incorporated into some of the programs included in the Report. The updated Report is attached to the Minutes. The Committee requested the Report be placed on the agenda for the next Student Outcomes Committee meeting.

(3) Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for April 7, 2016 at 1:30 p.m. at the West Philadelphia Regional Center, room 136.

Attachments:
Minutes of November 5, 2015
Middle States Team Report (January 2016)
Middle States Report – Questions for the Board Committee
Guided Pathways: "The Movement Toward Pathways"
Pathways Project College KPI's
Pathways Project Initial Action Plan
Workforce and Economic Innovation Report

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

MINUTES Thursday,
November 5, 2015
1:30 p.m. – M2-34

Presiding: Dr. Renyi

Present: Mr. Armbrister, Ms. de Fries, Dr. Gay, Dr. Generals, Ms. Hernandez Velez,
Dr. Hirsch, Ms. Horstmann (via phone), Dr. Roebuck, Ms. Zellers

Guests: Dr. Iepson, Ms. McDonnell, Mr. Spielberg, Dr. Thompson

(1) **Executive Session**

No items were discussed.

(2) **Public Session**

(a) Approval of Minutes of October 1, 2015

The minutes were accepted unanimously.

(b) Strategic Initiatives

Dr. Gay reviewed the information on a handout distributed to the Committee. The handout information was a summary from an August 11, 2015 Cabinet Retreat. Dr. Gay highlighted examples of current work with the Lenfest Foundation on developing an Early College model, developing a strategic plan for online learning, infusing increase in technology for instructional purposes, and developing a new strategy for a Minority Fellowship Program.

(c) Workforce Development

Ms. de Fries provided an overview of the activities she has been involved in since joining the College. She stated that she has been meeting with individuals internally and analyzing the College's past performance in the area of workforce development. Dr. Renyi asked Ms. de Fries to talk about some initial big goals that would become part of a plan. Ms. de Fries spoke of a focus on corporate sectors and work with employers to meet their development needs. Examples were provided. Dr. Generals spoke of the future workforce development direction being a paradigm shift on how the College works with corporate partners. He sees the College as being a primary provider for career and technical education. Ms. Horstmann asked for a timeline for developing actions. Ms de Fries responded that she anticipates a plan to be ready by March.

(d) Digital Video Production A.A.S. Academic Audit

Ms. McDonnell provided an overview of the Audit. The two recommendations focus on the need to develop a retention plan and refine assessment practices. While the Program faculty are engaged in the assessment process and have made improvements to teaching and learning in each Program Learning Outcome, it is recommended that the assessment design should be redirected to use assignments with unique rubrics in order to assess each outcome. This will enable faculty to identify where specific deficiencies exist. In answering a question about first semester program requirements, Mr. Spielberg stated that the program's math requirement should be reviewed to determine the most appropriate math course requirement. He also suggested that with the direction of Guided Pathways and intentional advising, he anticipates that students will be better directed regarding which courses to take.

Dr. Renyi asked that future audits include information on job opportunities including the source and numbers.

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Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Audit with the provision of a one year follow-up report to the Committee. The decision to renew the Program for five years will take place after the approval by the Committee of the follow-up report.

(e) Art and Design A.A. Academic Audit

Ms. McDonnell provided an overview of the Program, audit findings and recommendations. She highlighted that assessment results have been used to improve the Program. While all Program Level Outcomes assessed met the benchmark, faculty members need to discuss assessment measures to determine if they reflect desired level of competence or whether these levels should be more ambitious. This assessment-related recommendation also states that faculty should discuss a variety of direct and indirect measures. Dr. Renyi asked if the students who do not transfer have usable skills. Dr. Iepson responded that some students only take graphics and design courses which provide them with tangible skills including having a portfolio. Dr. Hirsch commended the faculty for their work on developing and providing an exemplary program at the College.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Audit and renew the Program for five years.

(f) Dashboard

Dr. Renyi reviewed the revised Dashboard. She pointed out that the Dashboard is now about looking at the outcomes of the entire college. It goes beyond student success metrics and now includes workforce development, community relations, facilities, and finance measures.

(g) Middle States

Dr. Gay reviewed the Middle States Progress Update handout.

(h) New Business

Dr. Hirsch provided information on the Nursing Program students' performance on the National Council Licensure Examination for Registered Nurses (NCLEX). The Nursing Program has been on provisional status for the last two years due to not meeting the pass rate threshold (80%). The pass rate for the students taking the NCLEX in 2015 is 83.16%; therefore, the Nursing Program is officially off provisional status.

Dr. Hirsch also reported that the Commission on Accreditation for Respiratory Care (CoARC) has recertified that the College's Respiratory Program has met or exceeded all currently set thresholds for success on each of the required outcome measures specified by the Accreditation Standards and CoARC Accreditation Policies and Procedures.

(3)   Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for February 4, 2016 at 1:30 p.m. in conference room M2-34.

Attachments:
Minutes of October 1, 2015
Strategic Initiatives – Summary from Cabinet Retreat (August 11, 2015)

Digital Video Production A.A.S. Academic Audit

Art and Design A.A.

Draft Dashboard

Middle States Progress Update

Report to the
Faculty, Administration, Trustees, and Students

of

Community College of Philadelphia
Philadelphia, PA

By

A Team Representing the

Middle States Commission on Higher Education

Prepared After a Visit to

the Campus on

January 12 – 13, 2016

The Members of the Team:

Dr. Thomas Isekenegbe, President
Bronx Community College of the City University of New York
Bronx, NY

Dr. W. Allen Richman, Dean of Planning, Assessment and Institutional Research
Prince George's Community College
Largo, MD

Working with the Team:

Dr. Debra G. Klinman, Vice President Middle
States Commission on Higher Education
Philadelphia, PA

INTRODUCTION

The team offers its sincere appreciation to Community College of Philadelphia (CCP) for hosting this small team visit. The team notes that considerable effort went into the production of the monitoring report and we thank the members of the CCP community for their honesty, openness and commitment to the processes of self-appraisal and self-improvement.

The team reminds the institution that, in accordance with federal regulations, Community College of Philadelphia must have its accreditation reaffirmed within two calendar years of the date when its warning was first issued (i.e., no later than June 2016). MSCHE sets the dates for reports and institutional visits to accommodate federal regulations, and to allow time for institutional due process and for the deliberation of peer evaluators, appropriate Committees and the full Commission.

REASONS FOR THE VISIT

Community College of Philadelphia hosted its decennial evaluation visit in spring 2014. On June 26, 2014, the Commission acted as follows:

> To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on warning. To request a monitoring report, due March 1, 2015, documenting that the institution has achieved and can sustain compliance with Standard 14, including but not limited to (1) implementation of a documented and sustained assessment process, in all programs, that uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes; (2) steps taken to promote a culture of assessment, including evidence of support and collaboration among faculty and administration in assessing student learning and responding to assessment results; and (3) evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning (Standard 14). To direct a prompt liaison guidance visit to discuss the Commission's expectations. A small team visit will follow submission of the monitoring report. The due date for the next Periodic Review Report will be established when accreditation is reaffirmed.

Community College of Philadelphia hosted a small team visit on March 31 – April 1, 2015. The Committee on Follow-Up and the full Commission reviewed the institution's monitoring report, the small team report and the institution's response to the small team report. On June 25, 2015, the Commission acted as follows:

To accept the monitoring report and to note the visit by the Commission's representatives. To continue to warn the institution that its accreditation may be in jeopardy because of insufficient evidence that it is in compliance with Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on warning. To request a monitoring report, due December 1, 2015, documenting evidence that the institution has achieved and can sustain compliance with Standard 14 (Assessment of Student Learning). To request that the monitoring report include, but not be limited to, documentation of an implemented, organized, systematic, and sustainable process to assess the achievement of student learning goals in all programs that (1) uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes and (2) provides clear evidence that student learning assessment information is used to improve teaching and learning (Standard 14). A small team visit will follow submission of the monitoring report. The due date for the next Periodic Review Report will be established when accreditation is reaffirmed.

CONTACTS DURING THE VISIT

During the visit, the team met with a number of individuals and groups, including:

- President Dr. Donald Generals

- Meeting with Vice Presidents:
  Dr. Samuel Hirsch, Vice President, Academic and Student Success
  Dr. Judith Gay, Vice President for Strategic Initiatives and Chief of Staff
  Ms. Carol de Fries, Vice President for Workforce and Economic Innovation

- Meeting with Deans, Department Chairs, Faculty and Senior Staff:
  Ms. Krishna Dunston, Director of Assessment and Evaluation
  Ms. Christine McDonnell, Coordinator of Assessment
  Dr. Amy Birge, Coordinator of Curriculum Development and Associate Professor, English
  Dr. Dawn Sinnott, Director of Institutional Research, Adjunct Faculty, Psychology
  Curriculum Assessment Team (CAT)
  Mr. Jeffrey Markovitz, Assistant Professor, English
  Dr. Kristy Shuda-McGuire, Assistant Professor, Biology
  Dr. Connie Watson, Director of Faculty Center for Teaching and Learning and Assistant Professor, Psychology
  Ms. Deidre Garrity-Benjamin, Assistant Professor, Social Science and Coordinator of Geographic Information Systems
  Dr. Faye Allard, Assistant Professor, Social Science
  Dr. Sharon Thompson, Associate Vice President, Strategic Initiatives
  Mr. Richard Saxton, Department Head, Business Administration and Assistant Professor, Automotive Technology

Mr. Christopher DiCapua, Associate Professor, Foreign Languages
Dr. Barbara McLaughlin, Department Head and Professor of Nursing
Dr. Mary Anne Celenza, Dean, Math, Science and Health Careers
Ms. Dawn Janich, Assistant Professor, Biology
Dr. Chae Sweet, Dean, Liberal Studies
Dr. Pam Carter, Dean, Business and Technology
Mr. Mansour Farhat, Assistant Professor, Business Administration
Mr. Craig Nelson, Assistant Professor, Computer Technologies
Mr. Osvil Acosta-Morales, Associate Professor and Department Chair, History, Philosophy and Religious Studies
Ms. Deborah Rossi, Department Head, Allied Health and Professor, Medical Assisting
Dr. Kelly Connelly, Assistant Professor, English
Ms. Kathleen Harter, Associate Professor, Chemistry
Ms. Laureen Tavolaro-Ryley, Associate Professor, Nursing
Ms. Girija Nagaswami, Department Chair and Associate Professor, English

TEAM FINDINGS AND CONCLUSIONS

Standard 14 (Assessment of Student Learning)

The institution was asked to provide documentation of an implemented, organized, systematic and sustainable process to assess the achievement of student learning goals in all programs that:

- *uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes*
- *provides clear evidence that student learning assessment information is used to improve teaching and learning.*

In the team's judgment, Community College of Philadelphia meets this standard.

Overall, it is clear that a culture of assessment has been developed at the Community College of Philadelphia (CCP). The college has taken steps in this process by fulfilling the fundamental elements described in the Characteristics of Excellence for Standard 14. The team commends the college for creating this change of culture. From meetings with Deans, Chairs and faculty it was clear that the culture of assessment is beginning to provide evidence to the faculty, which they find beneficial. It is critically important that the institution continue to focus on moving this culture forward and thereby continuously improving the learning outcomes, curriculum maps, metrics and the assessment process itself to develop a more mature assessment process.

The institution has an established set of written learning outcomes for general education, major programs and courses. Additionally, there are maps showing the interrelationship between courses and programs. In reading the college's monitoring report and materials the team found many examples of well written and aligned learning outcomes. The team had very positive meetings with faculty, Chairs and the Curriculum Assessment Team (CAT). The team believes that the early adopters of assessment, the Curriculum Assessment Team (CAT), are clearly eager to continue the development of the assessment process. Developing a mature assessment process will require that faculty and assessment leaders are given more professional development concerning Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs) and mapping. This professional development should come from both internal and external sources.

The institution has documented the process for evaluating learning outcomes in the Manual for the Assessment of Student Learning Outcomes. The assessment procedures describe a process by which departments are primarily responsible for identifying methods of assessment, assessing student learning, reporting the percentage of students that met the learning outcomes and the use of results to improve teaching and learning. The departments are supported in part by the CAT members, and the Chairs and Deans oversee the assessment process. The ongoing sustainability of this process needs to be

demonstrated because it is relatively new, but the process is being sustained currently. Some aspects of the reporting requirements may be worth reviewing to remove redundancies and to streamline processes. During interviews, it was clear that the faculty have started to find the learning outcomes assessment data useful for improving their teaching. This has resulted in a shift in thinking regarding the purpose of assessment. This shift has planted a seed that will naturally grow to a continuously sustainable assessment process. It will be important for the college to continue to nurture this early excitement and continue to support its growth to ensure the sustainability of the assessment process. With this in mind, it is suggested that the college establish more clearly written roles for each group/individual involved in the assessment process.

In the teams review, some assessments conducted by academic departments at the institution are accurate and meaningful in that they offer quality data appropriate for action. Some other assessments may benefit from review and refinement. The importance of what to measure, where to measure it, etc. were all issues discussed at various times during interviews. Once again, what the team observed was the early development of a strong assessment process at CCP. In order to continue the development and sustainability of the process, further professional development for the CAT and others will be of significant importance. CCP needs to learn how other community colleges are handling these same types of issues for further development of the CCP assessment process.

During interviews with the VPs and Deans, there were multiple examples of improvements that have been made as well as planned improvements moving forward (e.g., revamping the SharePoint pages and interconnecting with CANVAS). While there is evidence of systematic improvements occurring of the assessment process itself, it is recommended that the college more formally designate points in time when the assessment of the assessment will occur, what kind of data will be collected and who will be involved in this reflective improvement process.

CCP has been able to establish broad communication about the learning outcomes process through the use of SharePoint. The documentation provided evidence that the materials were publicly available for use by all college constituencies. During interviews, there were multiple instances where the college personnel discussed accessing the materials within and across their departments/divisions in order to obtain needed information. In addition, it was noted that this access allowed for comparisons and sharing of assessment practices across divisions.

Significant Accomplishments

- The team commends the college for bringing to fruition a cultural shift at the institution, which demonstrates a strong commitment to the assessment of student learning outcomes at all levels.

- The team commends the college for changes in structure and leadership to support the success of the assessment process (e.g., CAT, combining Assessment and IR offices).

Suggestion

- It is suggested that the college more clearly delineate and define the roles played by support mechanisms in the assessment process (CAT, coordinators, Chairs, Deans, etc.).

Recommendations

- It is strongly recommended that the college continue to focus on assessment of student learning with a heavy focus on professional development (inside and especially outside of the institution) so that continuous improvement of the assessment process occurs and thus the process matures appropriately.

- The team recommends that the college establish written guidelines about how the student learning process fits into institutional assessment and budgeting.

- The team recommends that the college establish a timeline and benchmarks for assessing the effectiveness of the student learning assessment process.

- The team recommends that the college make intentional use of learning outcomes assessment results to inform the new strategic plan.

CONCLUSION

The team again thanks everyone at Community College of Philadelphia for their hospitality, time and dedication. The team reminds the institution that the information contained in this report, along with the institutional response to these findings, will be reviewed first by the Committee on Follow-Up and then by the full Commission. The team hopes that the college community will be open to the findings contained in this report, all of which are offered in the spirit of collaboration and peer review.

Middle States Report

Questions for Student Outcomes Committee of the Board

1. The Middle States team visit report of January, 2016 recommends "a heavy focus on professional development (inside and especially outside of the institution) so that continuous improvement of the assessment process occurs and thus the process matures appropriately." What role shall the Student Outcomes Committee of the Board play in this process? There are probably budget implications for the "especially outside" recommendation. What actions should the Board take to support this?

2. The team recommends "establish[ing] written guidelines about how the student learning process fits into institutional assessment and budgeting." What is this committee's role and the Board's role in accomplishing this?

3. "The team recommends that the college establish a timeline and benchmarks for assessing the effectiveness of the student learning assessment process." What are the committee and board's roles in supporting this?

4. "The team recommends that the college make intentional use of learning outcomes assessment results to inform the new strategic plan." What should this committee and board be doing differently to assure this?

The Movement Toward Pathways

Over the past several years, the concept of guided pathways has spread rapidly through community colleges and four-year institutions in many states and districts. The guided pathways model is based on coherent and easy-to-follow college-level programs of study that are aligned with requirements for success in employment and at the next stage of education. Programs, support services, and instructional approaches are redesigned and re-aligned to help students clarify their goals, choose and enter pathways that will achieve those goals, stay on those pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.

The guided pathways model is built upon three important design principles. First, *colleges' program redesigns must pay attention to the entire student experience, rather than to just one segment of it (such as developmental education or the intake process).* Second, *a guided pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students' goals for employment and further education. Third, the redesign process starts with student end goals for careers and further education in mind and "backward maps" programs and supports to ensure that students are prepared to thrive in employment and education at the next level.*

Although the elements on which it is based are rooted in research, the overall guided pathways model is still relatively new and has not been fully tested. Very encouraging preliminary evidence has emerged from institutions that have implemented guided pathways practices at scale, including Florida State University and Georgia State University, among four-year institutions, and the City Colleges of Chicago and CUNY's Guttman College, among community colleges. Large-scale efforts are now ongoing to implement guided pathways at two- and four-year institutions in Tennessee, Indiana, and Georgia, and at community colleges in Arkansas, Florida, Massachusetts, Michigan, New Jersey, Texas, and Washington State. This work will, in a number of locations, be strongly connected to the AACC Pathways Project.

Origins of Guided Pathways Reforms in Community Colleges

The Community College Research Center (CCRC) dates the beginning of organized reform designed to improve community college outcomes to the beginning of this century, when policymakers and educators began to question community colleges' low completion rates. The first major initiative in this movement was Achieving the Dream: Community Colleges Count (ATD), which started in 2004. ATD was initially funded by the Lumina Foundation for Education but subsequently received support from many other foundations. ATD established its focus on improving student completion, equity, and overall community college performance and was the first initiative to emphasize longitudinal tracking of individual students. From the beginning, there were five principles underlying ATD:

(1) Secure leadership commitment.
(2) Use data to prioritize actions.
(3) Engage stakeholders.
(4) Implement, evaluate, and improve intervention strategies.

(5) Establish a culture of continuous improvement.

[Note: these principles recently have been updated and are reflected in ATD's 2016 Institutional Capacity Framework.]

In 2010, ATD became an independent non-profit organization, but the field learned several important lessons from the first six years of the initiative, when ATD had functioned as a grant-funded activity. First, despite the emphasis on comprehensive organizational change, most of the reforms initiated by ATD colleges were relatively focused efforts involving relatively few students, and they were usually directed at only a single segment of the student experience, primarily the intake system and developmental education in particular. Second, while some of these focused reforms improved outcomes for the participating students, the efforts in general were not large enough or sustained enough to influence the overall performance of the institutions. Thus, while focused programs were sometimes successful, they did not typically lead to improved outcomes for large numbers of students (Rutschow et al., 2011).

The Bill & Melinda Gates Foundation became involved with ATD in 2009 through the Developmental Education Initiative (DEI), in which 15 ATD colleges participated. DEI was explicitly designed to identify specific developmental education pilot reforms at ATD colleges that were improving student outcomes, and to scale those reforms throughout the developmental education population. In general, colleges were unable to achieve wide-scale implementation of their chosen programs within the three-year timeframe, suggesting that the pilot-to-scale strategy is not an effective approach to reform (Quint et al., 2013*). The DEI programs also tended to be implemented in isolation from college-level programs and the broader set of support services within colleges.

During the latter half of the 2000s, a growing volume of research by CCRC and others established additional knowledge and insights that formed the foundation for further advances in policy and practice. These advances occurred in three broad areas. First, the field began to draw insights from behavioral economics to argue that the community college environment was too complex and confusing for students, suggesting that college-level programs needed to be simplified and made more coherent. The implications of behavioral economics research for community college practice was formally articulated in a BMGF-funded CCRC paper, *The Shapeless River* (Scott-Clayton, 2011*). Second, CCRC and others produced research showing that students who gained early momentum (by passing the gateway courses in a program of study in their first year of college) were much more likely to graduate than those who took more time to enter a program (Attewell, Heil, & Reisel, 2011; Jenkins & Cho, 2012*).

Third, research by CCRC and others on developmental education concluded that developmental assessments did not accurately identify students' needs, and traditional developmental coursework did not help underprepared students succeed at higher rates, while accelerated and contextualized coursework held more promise (e. g., Bailey, 2009; Edgecombe, 2011*; Jenkins et al., 2010; Perin, 2011*; Scott-Clayton, 2012*; Zeidenberg, Cho, & Jenkins, 2010*). These findings provided the impetus for the development and wide-scale adoption of "co-requisite" models, which place many more students into college-level courses while providing them with the support they need to succeed in those courses. *The broader implications of the ATD and DEI experience and related research was that developmental education should not be conceptualized as a separate activity, but rather should be designed into a broader model as part of an on-ramp to college level programs of study.* This became a fundamental element of more comprehensive models.

The ATD and DEI experiences, together with the insights beginning to emerge from the research discussed above, contributed to the conceptual foundation of the Bill & Melinda Gates-funded

Completion by Design (CBD) initiative, which began in 2011. CBD was based on the following principles:

(1) Accelerate entry into coherent programs of study.
(2) Minimize the time required to get college-ready.
(3) Ensure that students know the requirements to succeed.
(4) Customize and contextualize instruction.
(5) Integrate student supports with instruction.
(6) Continually monitor student progress and proactively provide feedback.
(7) Reward behaviors that contribute to completion.
(8) Leverage technology to improve learning and program delivery.

Most of the components of the guided pathways model as understood today were incorporated into these eight principles. At the time, these elements represented a new and ambitious agenda, unfamiliar to participating colleges and even to some extent to the program organizers and technical assistance providers. As a result, participating colleges were allowed to exercise a great deal of flexibility in the implementation of these principles. In practice, each college chose to implement the subset of principles that most appealed to that institution, resulting in wide variation in the implementation of the CBD "model."

While not ideal in terms of evaluating a well-defined model, CBD's variety in implementation did provide CCRC with the opportunity to observe the implications of different combinations of these elements. *Their resulting report to BMGF (Jenkins & Ran, 2015*) suggested that the most successful colleges used the college-level program of study as a central organizing point for college reforms.* At the same time, the experience with CBD and associated insights led to the solidification and elaboration of the guided pathways model that is articulated in CCRC's book, *Redesigning America's Community Colleges* (Bailey, Jaggars, & Jenkins, 2015*).

In addition, CBD created the conditions that allowed participating colleges such as Miami Dade College, Davidson County Community College (NC), Lorain County Community College (OH), and Sinclair Community College (OH) to become leaders or emerging leaders in the guided pathways movement. The initiative also trained a cadre of administrators and change management experts who are now engaged in the Bill & Melinda Gates Foundation's recent pathways-focused investment—the Pathways Project organized by AACC. Other institutions emerging as leaders in the guided pathways movement, such as the 2- and 4-year institutions under the Tennessee Board of Regents and the City Colleges of Chicago, were directly inspired and influenced by the CBD experience.

The guided pathways model is based on research suggesting that community colleges and broad-access four-year institutions are currently operating under a "cafeteria" model that was appropriate to their primary mission in the 1960s, 70s, 80s, and 90s, which was to dramatically expand access to higher education—a mission they fulfilled beyond expectation. However, cafeteria colleges are not well designed to address the need of today's students, who want to enter and complete programs that confer economically valuable certificates and degrees as quickly and efficiently as possible. At cafeteria colleges, the best pathways that students can take into and through programs of study and to their career or further-education end goals are not clear. There are too many choices, programs lack educational coherence, and students' progress is not monitored.

Research on organizational effectiveness from within and outside education strongly indicates that to substantially improve student completion and learning, discrete innovations—even when they are implemented at scale—are not sufficient; rather, colleges need to *redesign* programs and support services comprehensively and at scale to support student progression and learning. A small but growing number of community colleges and four-year institutions across the country are beginning to

see substantial gains in student outcomes by redesigning programs and services to improve the student experience along four dimensions: (1) create clear curricular pathways to employment and further education, (2) help students get on a path, (3) keep students on a path, and (4) ensure that students are learning along their path.

In summary, this series of important initiatives and accompanying research has yielded crucial insights that have helped form the foundation of the pathways movement. Now comes the next generation of guided pathways reforms, which will help to deepen knowledge about the efficacy of the model, build the capacity of the community college field for designing and implementing large-scale change, and identify effective strategies for maximizing colleges' impacts on student learning and success.
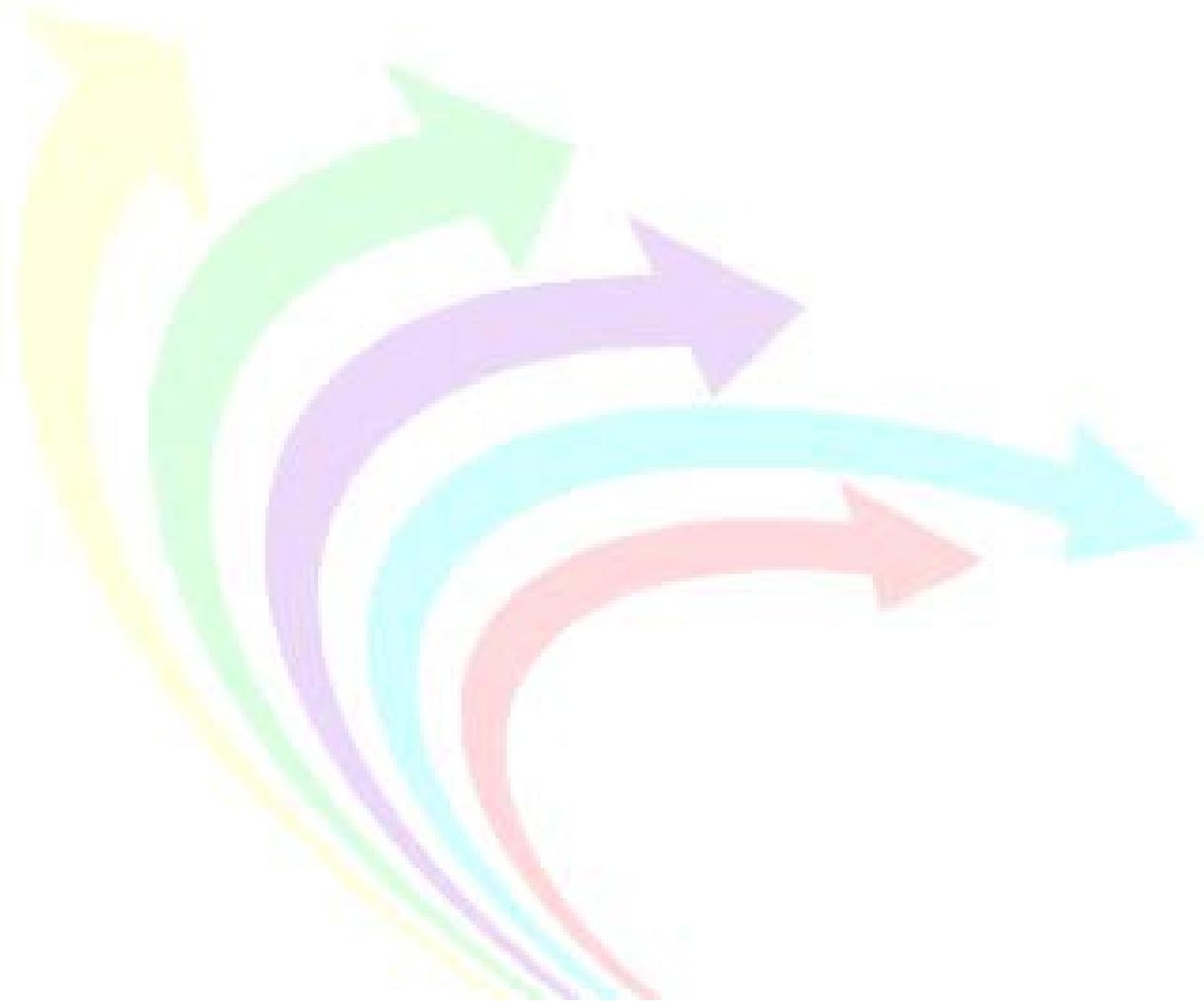
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AACC Pathways Project

Early Momentum KPIs. Number and Percentage of FTEIC Students* Earned 6 or 12 or More Credential-Bearing Credits During the First Term; Earned 15, 24, 30+ credits in year 1

	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:	
	N	%	N	%	N	%	N	%	N	%
Total FTEIC Students*	**4069**	100%	**4141**	100%	**4101**	100%	**4247**	100%	**4288**	100%
Earned 6+ college credits in 1st term	784	19.3%	794	19.2%	947	23.1%	935	22.0%	913	21.3%
Earned 12+ college credits in 1st term	244	6.0%	236	5.7%	217	5.3%	230	5.4%	223	5.2%
Earned 15+ college credits in year 1	579	14.2%	556	13.4%	609	14.9%	652	15.4%	620	14.5%
Earned 24+ college credits in year 1	164	4.0%	124	3.0%	168	4.1%	120	2.8%	141	3.3%
Earned 30+ college credits in year 1	64	1.6%	72	1.7%	56	1.4%	61	1.4%	66	1.5%

*FTEIC Students: Students who enrolled for the first time in postsecondary education (no previous college credits or degrees) in at least one credit course (developmental or college-level, but excluding non-credit offerings) at your college during the given fall term. Students who were "dually enrolled" at your college and in high school previously and in the given term should be excluded.

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AACC Pathways Project

INSTITUTION: **Community College of Philadelphia**

Report date: **1/13/2016**

Persistence and Completion KPIs. Number and Percentage of FTEIC* Students Completed College Math and English in Year 1; Persisted from Term 1 to Term 2; and Attempted and Completed College Credits in Year 1

	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:	
	N	%	N	%	N	%	N	%	N	%
Total FTEIC Students*	**4069**	100%	**4141**	100%	**4101**	100%	**4247**	100%	**4288**	100%
Gateway math and English completion										
Completed college math in year 1	997	24.5%	1065	25.7%	1143	27.9%	1254	29.5%	1289	30.1%
Completed college English in year 1	1499	36.8%	1453	35.1%	1413	34.5%	1509	35.5%	1628	38.0%
Completed both college math and English in year 1	614	15.1%	640	15.5%	648	15.8%	745	17.5%	849	19.8%
Persistence										
Persisted from term 1 to term 2	3026	74.4%	2978	71.9%	2858	69.7%	2948	69.4%	3089	72.0%
College course completion										
Total College Credits Completed	29157	85.9%	28752	85.7%	28415	85.4%	27866	84.1%	27908	83.0%
Total College Credits Attempted	*33946*		*33541*		33277		33122		33635	

*FTEIC Students: Students who enrolled for the first time in postsecondary education (no previous college credits or degrees) in at least one credit course (developmental or college-level, but excluding non-credit offerings) at your college during the given fall term. Students who were "dually enrolled" at your college and in high school previously and in the given term should be excluded.

AACC Pathways Project

Student Demographics

	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:	
	N	%	N	%	N	%	N	%	N	%
Total FTEIC Students*	**4069**	100%	**4141**	100%	**4101**	100%	**4247**	100%	**4288**	100%
College-ready	902	22.2%	924	22.3%	967	23.6%	1018	24.0%	1015	23.7%
Referred to dev ed in 1 subject	852	20.9%	973	23.5%	1032	25.2%	1054	24.8%	1066	24.9%
Referred to dev ed in 2 subjects	1107	27.2%	1275	30.8%	1218	29.7%	1234	29.1%	1190	27.8%
Referred to dev ed in 3 subjects	1208	29.7%	969	23.4%	884	21.6%	941	22.2%	1017	23.7%
Females	2373	58.3%	2383	57.5%	2300	56.1%	2384	56.1%	2437	56.8%
Traditional college age	1939	47.7%	1854	44.8%	1793	43.7%	1884	44.4%	1892	44.1%
Full-time	1783	43.8%	1485	35.9%	1411	34.4%	1362	32.1%	1346	31.4%

*FTEIC Students: Students who enrolled for the first time in postsecondary education (no previous college credits or degrees) in at least one credit course (developmental or college-level, but excluding non-credit offerings) at your college during the given fall term. Students who were "dually enrolled" at your college and in high school previously and in the given term should be excluded.

Definitions

Demographic indicator	Definition
College-ready	Number and % of fall cohort students who were referred to no developmental education
Referred to dev ed in 1 subject	Number and % of fall cohort students who were referred to developmental education in only 1 subject area (Math, writing, or reading)
Referred to dev ed in 2 subjects	Number and % of fall cohort students who were referred to developmental education in 2 subject areas (Math, writing, or reading)
Referred to dev ed in 3 subjects	Number and % of fall cohort students who were referred to developmental education in 3 subject areas (Math, writing, and reading)
Females	Number and % of fall cohort students who were female
Traditional college age	Number and % of fall cohort students who were 19 years of age or younger in their first term at the college
Full-time	Number and % of fall cohort students who were full-time (enrolled in at least 12 semester credit hours) in the first term

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COMMUNITY COLLEGE OF PHILADELPHIA

AACC Pathways Project Institute #1

<u>Initial Action Plan</u>

<u>Guiding Insights</u> (based on College data)

- Failure to complete required English and math courses in the first year.
- Delays in taking required math courses.
- Low college-ready percentage.
- The longer students spend in developmental education, which delays their academic progress, the less likely they are to persist and/or to enroll in an academic program.
- Lack of degree completion.

<u>Steps Taken to Launch Next Phase of Transformational Change</u>

- Reorganization of College key functional areas.
- Incremental improvements in specific programs.
- Changes in institutional culture and attitude.
- Established culture of assessment.
- Achieving the Dream leader college status.
- Infusion of technology tools and infrastructure to support student success efforts.
- Initiated necessary support service enhancements, e.g., redesigning advising model.
- Executive leadership and Board support.

<u>Role of Board</u>

- Support of policy changes and implementation.
- Identify financial resources and support of financial realignments.
- Promote public support of Guided Pathways direction.

Pathways Project

Initial Action Planning and Next Steps

Priority	Goal(s)	Activities Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
Identify the top priorities for next steps in the work	Based on these priorities, name specific desired student outcome	List the steps required to accomplish these priorities	Who will assume leadership responsibility?	Implement date	Formative evaluation date	What resources (time, people, facilities, and money) need to be allocated/reallocated?	What challenges do you anticipate?
1. Identify Program Clusters -	Designed program clusters with identified feeder programs	• Align programs into clusters • Identify programs needing alignment	• Vice President for Academic and Student Success • Deans • Department Heads	Initiate April 2016 Completed June 2016	Sept. 2016	• Dedicated staff time • Marketing staff	
2. Redesign intake / onboarding process. -	Transform intake / onboarding process for new students from pre-application to enrollment	• Convene work teams • Map processes • Test assumptions • Implement changes	Heads of: • Counseling • Advising • Assessment Center • Enrollment Management	Initiate April 2016 Implement March 2017	Sept. 2017	Committed time for Staff / Faculty	• Redefining staff roles • Possible reorganization • Realign policies and procedures • Realign resources
3. Academic program mapping -	All academic programs will have an articulated map	• Develop template for program mapping • Map out programs	• Deans • Department Heads • Faculty Program Leaders	Initiate April 2016 Implement Sept. 2017	April 2018	• Deans • Department Heads • Faculty • Marketing staff	

February 2016

Priority	Goal(s)	Activities Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
Identify the top priorities for next steps in the work	Based on these priorities, name specific desired student outcome	List the steps required to accomplish these priorities	Who will assume leadership responsibility?	Implement date	Formative evaluation date	What resources (time, people, facilities, and money) need to be allocated / reallocated?	What challenges do you anticipate?
4. Redesign developmental education approach. - - -	Accelerate developmental education students into credit-bearing programs of study	• Develop strategies • Assess strategies • Scale strategies	Department heads of: • Foundational Math • Foundational English • Faculty Program Leaders	Initiate April 2016 Test Sept. 2016 and June 2017 Implement Fall 2017	August 2017 through May 2018	Faculty dedicated time	
5. Develop communication and marketing strategies.	Improve information sharing and communication	• Develop internal website • Identify lead facilitators • Changes to College website • Internal marketing communication plan	• Vice President for Academic and Student Success • Marketing and communication staff	Initiate May 2016	August 2017	• Staff / Faculty time • Ensuring prioritization	

February 2016

Workforce and Economic Innovation (WEI)
Student Outcomes Committee Report

2/23/16

Create focused competencies and programs around strategic industry clusters that are reflective of the region's current growth industries, or those industries that are identified as strategic priorities of the State, City and region; Current focus areas:

- Advanced Manufacturing, Energy & Construction Trades
  - Program Development with Welding, CNC, Industrial Maintenance; Partnership with School District of Philadelphia Ben Franklin High School's Center for Advanced Manufacturing and Engineering; JOIN Pre-Planning Grant;
  - Green HVAC jobs with ECA – Preliminary stages; in line with Council President Clarke's Green Jobs Plan; evaluating job market in this field.
- Health, Wellness, Education
  - Certified Nursing Assistant (CNA) – State approved our application on 2/4/16 and our first class began on 2/22/16 with 7 PHA clients; our second class will be open enrollment and begin in April;
  - Dental Assisting – We started our first class of this new program in Spring 2016 with 15 students, 13 remain enrolled;
  - CommunityWins Grant – Proposed expansion of CDA program in the Promise Zone and South Philadelphia; expansion from 6 to 9 credits and adaptation to online hybrid course (PA Early Learning Keys To Quality mini-grant); business improvement clinic for up to 10 daycare centers to assist with growth plan for new slots created by City and to improve quality.
- Technology
  - Bootcamps for java, and cybersecurity to be developed with Division of Business & Technology;
  - Comcast – Met with senior corporate executives from the Talent Acquisition group; interest in corporate college and potential for Customer Service and Call Center Training; also interested in specific activities that align with their Employee Resource Group (ERGs) including an initiative to hire 10,000 Veterans.
- Small Business and Entrepreneurship
  - Expansion of Offerings with the Center for Small Business Center via the City of Philadelphia Business Technical Assistance Program (BTAP) Grant; $50,000 grant to enhance entrepreneurs in the following three target areas aligned with administration priorities: child care centers, food

entrepreneurs, and young men of color; mentoring, workshops and trainings offered at all regional centers and Main Campus;

- Small Business Student Innovation Center Award and grant proposal for Community Foundation Grant for supplemental instruction and mentoring;
- 10KSB pre-program and mini10KSB for non-cohort businesses to be developed.

Serve as a premier provider of career and technical training programs to critical target populations that that help uplift those with limited employability options, and/or are repositioning their skill sets due to dislocation (Returning Citizens, ESL/DACE populations, Opportunity Youth, Dislocated workers, PHA, Wanamaker Scholars, etc.), or repositioning themselves professionally.

- Pursue grant opportunities that link WEI to important initiatives within the State, region and City, while allowing CCP to develop important programs that have broader appeal. *In the last four months, WEI has submitted 8 separate grant applications to date.*

  - ➢ **Workforce Innovation Fund (WIF) / MicroCredentials** - $670,000 awarded to Philadelphia from the Commonwealth of Pennsylvania for this four year program to pilot the use of micro-credentials among residents with barriers to employment. ($500,000 to CCP and $170,000 to Philadelphia Works) This project will test whether the use of micro-credentials for populations who have struggled with persistence and academic achievement, might improve outcomes of pursuing further post-secondary education and/or meaningful employment along a career pathway. CCP will target the College's Adult Basic Education, ESL and GED program, the developmental education program, and the Ex-offender program populations for this grant. All participants will receive the three basic work-ready micro-credentials in Phase I: Computer Literacy (may test out of this if already computer proficient), 21st Century Workplace Essentials, and 21st Century Core Communication Skills. Participants will then move into a three-hour Orientation to Careers, a venue for exploring the various career options prior to committing to a particular training path. Following the initial workplace skills micro-credentials, participants will move into the career area of interest, including new and existing certificate programs within Corporate Solutions.

  - ➢ **TechHire** – A $100 million national grant competition available through the U.S. Department of Labor to support innovative approaches to moving lower skilled workers on the fastest paths to well-paying information technology and high growth jobs in industries like healthcare, advanced manufacturing, financial services, and other in-demand sectors. The City of Philadelphia and the City of Pittsburgh are preparing a joint proposal focused on information technology. The

College proposed developing two 20-22 week boot camps: junior java developer and cyber security in the first year based on alignment with Business & Technology offerings; five boot camps serving 12 individuals each will be run over a 2.5 year period for a total of 60 trained individuals. The proposal includes articulation of CCP's bootcamps for credit and review for credit of other Philadelphia bootcamp partners. The current total is approximately $275,000 over a 4 year period. The grant is being coordinated by Philadelphia Works.

Recognized as the leading provider of workforce and economic development solutions and corporate training in the City of Philadelphia by State, City, Corporate and Civic Leaders;

➢ Series of Meetings with new City Administration leaders and City Council members:
  ▪ Briefing with Otis Hackney, Chief Education Officer; Upcoming Briefing with Director of Commerce Harold Epps; Hosted Anne Gemmel, Director of Pre-K, at the Chamber's Mayoral Luncheon;
  ▪ New City Council Member briefing hosted by Councilwoman Jannie Blackwell (Council members: Helen Gym, Alan Domb, Al Taubenberger, Derek Green, Cherelle Parker);
➢ VP active member of the Talent Pipeline Initiative of the Chamber;
➢ Sponsor of Chamber's Roadmap for Growth in May on Workforce Development;
➢ Consistent WEI and CCP Senior Leadership representation at major events;
➢ Established Advanced Manufacturing Partnership Advisory Committee with representation from several major manufacturing companies in the Philadelphia region.

Employer Activity

WEI works with employers directly through its Corporate College, contract trainings, and through WEDNet PA. To date, WEI has worked with 42 unique clients, of which 11 are new. Last year, we worked with 45 unique clients. We have already reached 93% of last year's activity with 4 months left in the year. See attached list of 2015/16 clients.

<u>**Contract Training**</u>

- **National Park Service Northeast Regional Office (NERO) -** National Park Service is a bureau of the U.S. Department of the Interior. The Philadelphia regional office requested training with the purpose of providing newly promoted managers and high potential employees with several core leadership development needs that align with NPS' knowledge, skills and abilities expectation for managers. NPS requested a behavioral assessment for their employees as part of the Business Leadership course (the first course in the training program). Training started on February 23rd, 2016 and is expected to end in early July. The expected revenue from this training program is $22,000.

- **Penn Medicine** is one of the world's leading academic medical centers, dedicated to the related missions of medical education, biomedical research, and excellence in patient care. It consists of the Raymond and Ruth Perelman School of Medicine at the University of Pennsylvania (founded in 1765 as the nation's first medical school) and the University of Pennsylvania Health System, which together form a $4.3 billion enterprise. They are the largest private sector employer in Philadelphia with just over 24,000 employees. Our division completed a Business Writing Training for 20 staff in October 2015. This was a supplement to one of Penn Medicine's existing internal training program for its Patient Account Representative Academy. UPHS has asked us to run a 2nd class, and has said it is a good supplement to its program. The two trainings generated $9000 in revenue. The Patient Account Representative program is scheduled to run at least three to four times a year due to the high turnover in their call center positions, so there is potential for additional revenue from this one class.

- **Maternity Care Coalition (MCC)**, founded in 1980, is a nonprofit organization with the mission to improve maternal and child health and well-being through the use of research, public policy initiatives and direct health services for families. MCC has assisted more than 100,000 families throughout Southeastern Pennsylvania since its founding, focusing particularly on neighborhoods with high rates of poverty, infant mortality, health disparities, and changing immigration patterns. Our first training with MCC in the January focused on Business Writing for 25 employees. Based on the success of this first training, MCC has requested a 2nd Business Writing training class. Training is scheduled to start on March 18th and training will be delivered over the course of two-days for 12-hours. Revenue from both trainings is $9000.

- **Scheerer Bearing** is a third-generation, family-owned business, based in Willow Grove that produces and carries a full line of ball and roller bearings. They have approximately 200 employees. They are a WEDnetPA Client, receiving business communication training for Sheerer's large ESL staff contingent. The training was held in October and had 18 participants. We are running Team Building Training for a minimum of 11 participants. Revenue generated for these two training courses is $10,000.

- **American Association of Cancer Research (AACR)**, founded in 1907, is a non-profit organization working toward the prevention and cure of cancer by promoting research, education, communication, and collaboration. The AACR is the oldest and largest scientific organization in the world focused on every aspect of high-quality, innovative cancer research. AACR has close to 200 employees, and requested training for their supervisors and administrative assistants in response to growing concerns about the team culture and a lack of professionalism when interacting with high profile donors and executives. AACR supervisor's participated in The Professional Supervisor training and administrative assistants participated in Skills for the Administrative Assistant. The revenue generated from these two trainings is $6,250.

Pending Training Opportunities
- **Mastery Charter School, Simon Gratz Campus**- WEI is working with Mastery on the development of a Parent Leadership Training program. The primary purpose of this Parent Leadership Program is to help parents examine their school's external environment and take a personal inventory to determine how the parents could make meaningful, empowered choices to have an immediate impact on the school's outcomes and parent involvement. *(Update: This contract was signed on 3/3/16.)*
- **Barnes Foundation**- The Barnes Foundation is seeking Basic and Intermediate Microsoft Excel training. We are awaiting further details on number of employees and timeline.

Corporate College

Corporate College provides employers with the ability to deliver credit courses that lead to an Associate's degree or credit-based certificate for their employees either on-site, or via mainstream classes. CCP has 308 enrolled students through the program in the 2016 Spring Semester. Enrollment for the year to date is 766. Current clients who offer on-site classes: Einstein Health System (38 enrolled, 7 online); Northeastern Hospital (28 enrolled, program closing); Philadelphia Gas Works (12 enrolled); Horizon House (12 enrolled); Clients whose employees are mainstreamed into existing courses on campus or at our regional centers: University of Pennsylvania Health System (133 enrolled); UPS (53 enrolled); Independence Blue Cross (15 enrolled), SEIU (6 enrolled); JEVS (2 enrolled).

This semester Corporate College reinvigorated its program with PGW, which did not run classes in the summer and fall of 2015. Students are pursuing a Business degree and MGMT 121 is currently running on-site at the corporate headquarters. WEI staff have been meeting

with PGW to discuss ways to continue to grow this program for their employees; particularly its field force of 1600 located throughout the City.

WEDNetPA

Established in 1999, the Commonwealth of Pennsylvania's WEDnetPA grant, administered through its Department of Community and Economic Development, is the primary delivery system for Pennsylvania's incumbent workforce training to employers. The program is administered via 27 colleges through the state. The funding is targeted primarily to advanced manufacturing and technology companies for essential skills and advanced technology training. Companies may be reimbursed for internal training, third party training, or via partner training with CCP. CCP receives an 8% administrative fee, plus we are capped at 35% of the training potential.

Last year (2014-15), CCP received its highest review by the program's administrator having "exceeded standards" by invoicing 100% of its total allocation ($219,188), plus increasing its allocation by 27%, an additional $59,593, while invoicing 100% of the increase on time. Total for the year was $278,781 for 25 companies, and 38 contracts. Three companies took advantage of partner training with CCP for a total of $52,782 (19%).

Funding for 2015-16 was held due to the state budget delay. The state contract for funding was signed February 19th. The uncertainty around the funding impacted many clients interest in pursuing training either through CCP or third party vendors. Due to the condensed timeframe to disperse funds, overall allocations were decreased for the year. CCP's initial allocation for this year is $186,285, with an additional allocation request of $29,000 (16% increase) recently approved due to increased demand from employers. Nineteen companies, 76% of last year's total, have contracts against our new total allocation of $215,285. We currently have three proposals out with employers for partner training that will exceed last year's value should we finalize these contract trainings. In addition, we anticipate additional overall allocation increases, and related potential partner trainings, as we continue aggressive outreach to eligible clients for the remainder of the year.

Funding for the State's program was recently increased by DCED from $8 million to $12 million, and we anticipate moving forward additional growth in our overall allocation once the uncertainty from state budget delays is eliminated.

WEI Outcomes

2015/16 Revenue Target:	$ 1,306,500.00	
Net Revenue to Date:	$ 1,011,526.00	(Gross: $1,353,549 - $338,287 Expenses)
% of Goal:	77%	(66% of year complete)
Enrollments To Date:	2115	(Corporate College, Contract trainings, Open Enrollment)
% of Goal:	62%*	*State funding delays for CDA program and WEDNetPA resulted in lower enrollments than normal.
Unique Clients Served To Date:	42	93% of Last Year's Number
# of Contract Trainings To Date:	37	
Contract Training Participant #s To Date:	511	

List of Strategic Partners for Workforce and Economic Innovation*:

1. City of Philadelphia – Mayor's Office and Senior Administration including Mayor's Office of Education, Department of Commerce, Office of Policy and Planning; Managing Director's Office, Chief Administrative Officer
2. Greater Philadelphia Chamber of Commerce (includes Select Greater Philadelphia and CEO Council for Growth), Hispanic Chamber of Commerce, African American Chamber of Commerce, Asian Chamber of Commerce, Northeast Chamber of Commerce
3. Philadelphia Works
4. Industry Partnerships – Southeast Regional Advanced Materials Industry Partnership (Philadelphia Works); Healthcare (1199C); Philadelphia Academies
5. School District of Philadelphia
6. Philadelphia Industrial Development Corporation (PIDC)
7. Pennsylvania Economy League
8. Urban League of Philadelphia
9. Urban Affairs Coalition
10. SCORE Philadelphia
11. Commonwealth of Pennsylvania senior administration including Labor & Industry, Department of Community and Economic Development and its Partnership for Regional Economic Performance (PREP)
12. Philadelphia Job Opportunity Investment Network
13. Local Initiatives Support Corporation
14. Delaware Valley Industrial Resource Center (DVIRC); Manufacturing Alliance of Philadelphia (MAP); Mayor's Advanced Manufacturing Taskforce
15. University City District; University City Science Center; Promise Zone Initiative
16. Collegiate Consortium
17. AACC, and PACC
18. Greater Philadelphia Talent Collaborative
19. University City Science Center
20. Philadelphia Society of Human Resources Management (SHRM)

* This list is not meant to be all inclusive; with each program there will be certain key partners that play important and invaluable roles necessary for success.

Examples of Offerings that Speak to Employers' Needs:
1. Our Advanced Manufacturing Program has several components built into it that reflect employers' needs. First, we currently have several employers serving on our partnership committee. We are working with three employers on the EDSI job skilldex process that includes interviewing plant managers at each location to identify key skills necessary for the job, which will then be matched to our curriculum. This process will help identify those pieces of the curriculum that are essential, and areas where we will have gaps. In addition, we have built a survey to be sent to the employer membership of DVIRC and MAP to help gain a better understanding of areas where we need to invest and grow

within the program. Finally, because there are several existing partnership groups that cover this area, we have agreed to use both the Southeast Regional Advanced Materials Industry Partnership and the Philadelphia Academies/SDP manufacting advisory group as vehicles for further programmatic feedback.

2. Green HVAC Technician – ECA has asked CCP to partner with them on the creation of this program. ECA convened a meeting of 30 employers (mostly small HVAC businesses) to discuss the program, and important elements of the curriculum, and the demand for the jobs. Since then, CCP convened a meeting with Philadelphia Works to discuss labor market data in this area, and overall market demand. Philadelphia Works will be pulling data to determine if there are jobs in this particular field. The team will also pursue pulling together larger employers to discuss their needs.

3. Certified Nursing Assistant (CNA) – The program includes a clinical agreement with Cliveden Nursing and Rehabilitation Center. As part of the process to get them on board, they met with CCP program development and coordination staff while the course was being created, reviewed the curriculum, came on site to see the facility, and recently the instructors and program coordinator met with them on-site at Cliveden. They have expressed a desire to hire our students who pass the certification process. We are going through the same process with St. Ignatius Nursing and Rehabilitation Center currently.

4. Workforce Innovation Fund/Micro-Credentials – The model for this program requires employer feedback on what skills are essential to receive a "micro-credential" within various fields. The joint grant with Philadelphia Works has Philadelphia Works taking the lead on convening employer partners to provide the necessary feedback and validation. We are just embarking on the start of this program. In addition, we have built into our model a Career Exploration event exposing participants to the fundamentals of what a job in each area entails. CCP will include employer participation in the Career Exploration day, which will include site visits to nearby employers in each industry sector.

Corporate Solutions Client List FY15-16			
June 2015 - February 2016 (8 Months)			
Company Name	**WEDnet PA**	**Corporate College**	**Contract Training**
AACR			1
Agusta Westland	1		
Albert Einstein Medical Center		1	
Boathouse Sports Inc.	1		
Christoper Company LTD *	1		
Collegiate Consortium			1
Converters Inc. *	1		
David Michael and Co.	1		
Dietz and Watson Inc.*	1		
DIGSAU Architecture	1		
Environmental Construction Services	1		
Fleet Management			1
Global Submit	1		
Honor Foods	1		
Horizon House		1	
Howard McCray Refrigerator Company*	1		
Independence Blue Cross		1	
JEVS Human Services		1	
JRM and Associate, Inc. *	1		
Maternity Care Coalition*			1
Mercy Health System		1	
National Park Services*			1
Northeastern Hospital School of Nursing		1	
Penn Medicine Academy			1
Pennoni	1		
Philadelphia Gas Works		1	1
Philadelphia Housing Authority			1
Philadelphia Water Department			1
Probes Unlimited	1		
RCN Telecom Services*	1		
RevZilla.com	1		
RJ Metrics	1		
SEIU		1	
Scheerer Bearing	1		1
SouthEast Regional Key			1
Southwark Metal Manufacturing Company	1		
Superfit Inc *	1		
Tonic Design Co.*	1		
University of Pennsylvania Health System		1	
USDOL		1	
UPS		1	
Windle Mechanical Solutions Inc.*	1		
Total	**22**	**11**	**11**

As Compared to Last Year Activity

Total Unique Clients (clients that do not overlap programs)	42	93%
Total Clients	44	85%

* New Clients = 11

MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, March 23, 2016 – 10:00 A.M.

Present: Mr. Matthew Bergheiser, presiding; Ms. Suzanne Biemiller (via teleconference), Mr. Steve Herzog, Mr. Willie Johnson, Ms. Jennie Sparandara, Stella Tsai, Esq. (via teleconference), Mr. Jeremiah J. White, Jr., Dr. Donald Generals, Mr. Jacob Eapen, Ms. Jody Bauer, Ms. Carol de Fries, Mr. Gregory Murphy, Mr. Todd E. Murphy, Mr. James P. Spiewak, and Victoria Zellers, Esq.

AGENDA – PUBLIC SESSION

(1) Workforce Development Activities (Information Item):

Staff informed Committee members that the attached report was sent to the Student Outcomes Committee by Ms. Carol de Fries, Vice President of Workforce and Economic Innovation (WEI) on March 4, 2016. Please refer to Attachment E. Ms. de Fries briefly described how the report was organized and noted that the WEI Division has been focusing its efforts over the last 4 months on several key goals to grow the Division moving forward, and that the attached report provides updates on activity related to the following three goals:

- Focused competencies and programs around strategic industry clusters that are reflective of the region's current growth industries, or those industries that are identified as strategic priorities of the State, City and region;
- Premiere provider of career and technical training programs to critical target populations that that help uplift those with limited employability options, and/or are repositioning their skill sets due to dislocation (Returning Citizens, ESL/DACE populations, Opportunity Youth, Dislocated workers, PHA, Wanamaker Scholars, etc.), or repositioning themselves professionally.
- Viewed as the leading provider of workforce and economic development solutions and corporate training in the City of Philadelphia by State, City, Corporate and Civic Leaders.

Ms. de Fries provided an update on the Advanced Manufacturing Programs and the contract with the Philadelphia School District. Staff answered Committee members' questions related to this and other new programs including anticipated revenues and expenses, start-up efforts, competition, potential employers to be contacted and job opportunities for graduates of the programs. Ms. de Fries also provided updates on Health, Wellness and Education programs noting that employers were very much interested in the CNA (Certified Nursing Assistant) and CDA (Child Development Associates) programs and mentioned that the Dental Assisting program recently received state approval. She further discussed the unit's involvement in grant activities and awareness strategies.

(2)   Information Security (Information Item):

With the rise in data breach events and increased awareness of information security issues, the College has implemented data security measures and taken on an awareness program for all faculty and staff. Ms. Jody Bauer, Chief Information Officer, delivered a presentation on Information Security. The focus of the presentation was to ensure an understanding of the measures implemented to prevent data loss and what next steps are being taken to continuously support this effort. Please refer to <u>Attachment A</u>. Ms. Bauer reviewed the Power point presentation that detailed the preparedness measures the College has instituted to prevent data loss. Included in these measures are: 24x7 firewall monitoring by a third-party vendor, being up-do-date with operating system patches and upgrades, visitor Wi-Fi protection techniques, vulnerability scans, password policies, PC-usage policies and enterprise software security strategies. Ms. Bauer noted that the College community is now receiving periodic educational messages and security reminders to emphasize the importance of data protection. Mr. Spiewak provided a brief overview of the College's cyber insurance policy noting that a comprehensive review of coverage will be conducted as part of the annual insurance renewal process.

(3)   Resolution of Support for 2016-17 PDE Capital Applications (Action Item):

Staff reported that PDE requires that all capital applications submitted during the annual capital application process include a Board Resolution of Support for the Project with the application. For the FY 2016-17 process, and all subsequent cycles, PDE is requiring that previously submitted projects be submitted with <u>new</u> Resolutions. Items (A) though (H) are the capital projects that the Board had previously endorsed. Items (I) and (J) are new capital projects for which Board endorsement is requested. Please refer to <u>Attachment B</u>.

Mr. White moved and Ms. Biemiller seconded the motion that the Committee recommend to the full Board approval of the 2016-17 State Capital Applications as follows:

A.   Mint Main Entrance Masonry Renewal
Estimated Total Cost of Project $425,000
Initially submitted for Fiscal Year 2010-11

B.   West Building Escalator Replacement
Estimated Total Cost of Project $1,800,000
Initially submitted for Fiscal Year 2010-11

C.   Overhaul/Replacement of Mint Building Freight Elevator
Estimated Total Cost of Project $300,000
Initially submitted for Fiscal Year 2014-15

D. **Overhaul/Replacement of Bonnell Building Freight Elevator**

> **Estimated Total Cost of Project $225,000**
> **Initially submitted for Fiscal Year 2014-15**

E. **Conversion of Ten General-Purpose Classrooms to Smart Classrooms**

> **Estimated Total Cost of Project $450,000**
> **Initially submitted for Fiscal Year 2014-15**

F. **Creation of a Learning Commons on the Main Campus by Consolidating and Redesigning Library and Learning Lab Spaces.**

> **Estimated Total Cost of Project $9,000,000**
> **Initially submitted for Fiscal Year 2015-16**

G. **Redevelopment of Third Floor of Mint Building to accommodate administrative functions currently housed in leased facilities and the relocation of classrooms in accordance with the Facilities Master Plan.**

> **Estimated Total Cost of Project $3,600,000**
> **Initially submitted for Fiscal Year 2015-16**

H. **Restorations and improvements to the historic Mint Building including exterior walls, lighting, way finding system, Rotunda murals and Boardroom.**

> **Estimated Total Cost of Project $1,200,000**
> **Initially submitted for Fiscal Year 2015-16**

I. **Conversion of Additional Ten General-Purpose Classrooms to Smart Classrooms**

> **Estimated Total Cost of Project $450,000**
> **New Application**

J. **Expansion of West Regional Center Automotive Technologies Facility**

> **Total Cost of Project $20,000,000**
> **New Application**

The motion passed unanimously.

(4) **Selection of Construction Manager for Biology Labs (Action Item)**:

Mr. Eapen reported that two years ago, the College began the process of evaluating and planning for an ideal learning environment and experience for students enrolled in our Biology programs. The phased project involves renovating six labs, a prep room, an open lab and faculty office space starting in September, 2016 with completion by December, 2017. A WBE laboratory consultant was hired and throughout the last year

interacted with Biology faculty, the Dean of Math, Science and Health Careers and Facilities staff to refine program definition to include current best practices and pedagogy to better align the College with other universities and colleges' four year degree programs. The consultant developed plans and phasing strategies for the College to use in the hiring of an Architect/Engineering and a Construction Management firm. The Architect (Spiezle Architectural Group) has been approved and is engaged.

As a result of the consultant's efforts, the College compiled requirements for the contracted services of a Construction Management firm and requested proposals. Using PennBid for the means to manage the process, more than ten (10) firms responded to our mandatory pre-bid meeting and of those, four (4) firms responded with formal proposals. They are as follows:

Firm	Base Bid
Hill International	$249,000
Skanska	$398,284
Reynolds	$444,492
MBP	$477,100

The top two (2) firms were interviewed by staff members from Facilities, Procurement and Biology departments for clarity of scope and qualification. The results of these interviews yielded the most responsive proposal. Staff reported that the lowest cost response (Hill International) did not adequately address the expectation of the RFP. The primary and significant issue was the lack of full-time on-site support, which was the result of their misinterpretation of the RFP greatly affecting the cost. A second, also, significant issue was the lack of recent equivalent experiences of similar size and complexity to the CCP Biology project. A tertiary issue was the experience of the proposed team, especially the Project Manager who was unanimously considered not a good match for this project.

The second response (Skanska), was considered unanimously as the stronger technical candidate able to maximize the success of this project. Skanska offered strategies to achieve minority participation at or above the CCP goals and claimed that historically their organization has a documented track record of 15-20% across their company. Skanska's review of our proposed schedule yielded their opinion that it was readily "doable" as the College had suggested, and although not all the team members were present, the expected program manager/superintendent, who was present, was unanimously considered as an effective selection for that role. The selection committee has determined that within the provision of the RFP, Skanska is the most qualified firm and recommended that Skanska be advanced for the Business Affairs Committee to review with expectations of awarding Skanska the contract.

Mr. Herzog moved and Ms. Sparandara seconded the motion that the Committee recommend to the full Board that Skanska be awarded the contract as Construction Manager for the Biology Labs in the amount of $398,294. The motion passed unanimously.

(5)   Garage Repairs – Phase Two (Action Item):

Staff reported that in 2012, the College commissioned a condition survey of the main parking garage by Carl Walker, Inc. The report made recommendations for some immediate repairs to the structure and a phased restoration/repair program for the facility to take place in five phases. The College completed the first phase of the program in 2014. Specifications were developed for the second phase and a pre-bid meeting was held on December 14, 2015. Twenty-two (22) firms attended the pre-bid. Bids were received on January 22, 2016 from seven firms. The bids ranged from $241,340.00 to $329,000.00. After review, staff made the recommendation to accept the proposal of Quinn Construction, Inc. for $241,340.

Quinn Construction, Inc.	$241,340
Schnell Contracting Systems, LLC	$253,211
Watts Restoration, Inc.	$257,442
E.J.W. Restoration, Inc.	$270,345
Mara Restoration	$321,546
Joseph Dugan, Inc.	$326,025
J.P.S. Construction Co, Inc.	$329,000

Ms. Biemiller asked about minority participation during the bid process. Staff responded that they did not have the information with them but would provide it as part of the minutes and follow: Nineteen firms attended the College's Pre-Bid meeting and included three WBE and one MBE firm. The firm that is being recommended for the award, Quinn Construction, Inc., is a WBE firm. One other WBE firm, Mara Restoration, submitted a bid; the MBE firm, Old Philadelphia Associates, did not submit a bid.   As a matter of course, the Purchasing Office provides notice of construction RFPs to the various Philadelphia Chambers of Commerce and advertises in the *Al Dia* and the Philadelphia Sunday Sun newspapers as well as trade publications.

In response to a question, Mr. Spiewak noted that the recommended repairs are being done over a five-year period and that no further improvements are expected for a twenty year period moving forward.

Mr. White moved and Mr. Johnson seconded the motion that the Committee recommend to the full Board that Quinn Construction, Inc. be awarded the contract for garage repairs – phase two in the amount of $241,340.   The motioned passed unanimously with the abstention of Mr. Herzog.

(6)   2015-16 Budget Status Report (Information Item):

Mr. Eapen provided an overview of the College's budget status for fiscal year 2015-16. He reviewed the major changes in revenues and expenses from the originally approved budget. Due to the current uncertainty concerning the State budget, state revenues are show at the same level as that received for fiscal year 2014-15. Student

revenues are lower due to the lower-than-budgeted Spring, 2016 enrollments. Expenses are lower than originally budgeted due to higher-than-anticipated lapsed salaries and lower-than-budgeted medical self-insurance claims. Please refer to Attachment C. Mr. Eapen noted that should the College receive an increase in funding from the State, staff will review existing leases that can be paid off in order to create budget flexibility for future years.

(7)   Reconciliation of 2008 Capital Project Funding. (Information Item):

Mr. Spiewak provided an updated reporting of the costs associated with the capital projects supported with the 2008 bond issue. These projects include the Northeast Regional Center expansion, Pavilion Building, renovations to the Bonnell, West, and Mint Building, and Landscaping efforts. He noted that the College expended funds on $2.5 million on improvements to the original Northeast Regional Center Building and $1.3 million on landscaping on 17th Street. These items were not included in the original budget presented to the Board in 2008. Mr. Eapen stated that $1.5 million of the settlement from Burt Hill, along with $800,000 of settlement funds received from subcontractors are included in the funding source total.

The report, appended as Attachment D, details final costs and the sources of revenues that funded the costs.

(8)   Amendment of JTC Cube Concepts, LLP Contract – Developer for 15th & Hamilton Street Property (Action Item):

The amendment of the JTC Cube Concepts, LLP contract was discussed with Committee members. Please refer to Attachment F.

Mr. Herzog moved and Mr. Johnson seconded the motion that the Committee recommend to the full Board that the amendment of the JTC Cube Contract be approved. The motion passed unanimously.

The remainder of the Executive Session was devoted to real estate matters and fiscal year 2016-17 budget scenarios.

(9)   Next Meeting Date

The next meeting of the Committee is scheduled for **Wednesday, April 20, 2016 at 10:00 A.M.** in the Isadore A. Shrager Boardroom, M2-1.

EXECUTIVE SESSION

Legal, budget and real estate issues were discussed.

JE/lm

ATTACHMENT A

**INFORMATION SECURITY:
A CYBER-SECURITY DISCUSSION**

Information Security

A Cyber-Security Discussion

Information Security/Cyber-Security

– Developing a holistic, agile approach to information security to create a secure network, develop security policies, and reduce institutional exposure to information security threats.

– Security is invisible by default. Identifying legitimate attacks, let alone breaches, is challenging.

– Personally Identifiable Information (PII) - Confidential data may be held in a variety of places. Confidential or Personally Identifiable Data resides in systems, the Cloud, paper, electronic files stored on the network or mobile media.

Information Security Assessment

Balancing security needs with usability.

Trying to align a secure environment with an environment which promotes accessibility, and not stifling the "academic freedom" approach to learning/teaching.

Information Security Assessment Infrastructure

Firewall with Contracted External Monitoring Service that is 24x7x365

External Contracted 24x7x365 Monitoring Service

60% of Cyber Attacks occur from inside

Firewall

How are we protecting our systems?

- Patch/Upgrade meetings bi-weekly – maintaining current patch levels on servers & systems – Key Risk Indicator (KRI) review
- Wi-Fi is public/guest only – No Access to the internal Wide-Area Network permitted
- Vulnerability Scans & Threat Reports monitored monthly
- SAS Team weekly "threat analysis" on all workstations

Vulnerability Protection
CCP Attack Report

16,719,155 Attacks STOPPED in 2015
Denial of Service (DoS/DDoS), Virus threats, Malware, P2P
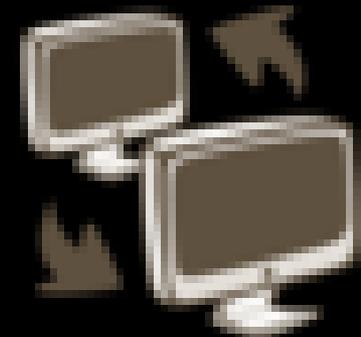
How are we protecting our systems? Active Directory Controls

- Passwords are on a 45-day forced change cycle
- Auto-forwarding of all email in an account has been disabled
- 15 minute timeout period on desktop PC's – password required to access prior session
- Secure policies on workstations to (a) prevent key-logging ; (b) installation of applications; (c) changes to the system configuration; (d) anti-virus updates pushed
- Alerts to Network Team and Account Locked when more than 5 failed login attempts.

How are we protecting our systems? Enterprise System

- Banner User Accounts are audited monthly by DBA/Security Team to ensure that security roles assigned to user are valid.

- Passwords are on a 45-day forced reset cycle.

- Alerts to DBA Team and Account Locked when more than 5 failed login attempts.

- Banner Patch Management is reviewed bi-weekly.

- Banner TESTING is conducted in a protected lower database instance.

How are we protecting our systems? Other Methodology

- Education of the end-user community is ongoing
- A new initiative is a monthly email to the College Community entitled "Lessons on Internet Safety"
- ITS publishes "ITS ALERTS" on phishing schemes and warning of dangerous web-based sites
- Education of Data Stewarts concerning PII protection
- Working to ensure that all data transferred into or out of our institution is encrypted.

Data Breach Committee

- Formed in the Spring of 2015
- Members: VP Business & Finance, CIO, Risk Manager, Internal Auditor, Assoc VP HR, Controller, Dean of Enrollment Management and 1 Faculty member
- Survey Data Stewards – What & Where PII data is being held? Paper and Electronic
- Mitigating Risk Factors

Information Security Issues Under Review by the Data Breach Committee

- Use of Secure/Encrypted file transfer

- Lockdown of USB devices

- BYOD Policy

- Ability to stop forwarding of data

- Controls over PII data requests

- Controls over 3rd-party systems in use

- Controls over Team-Viewer type applications

Information Security Policy

- Draft under review
- First Step is PREVENTION
  - Development of Practices
  - Monitoring is 24x7x365
- Second Step is the development of a Response Plan
  - In progress to ensure the College is ready just in case...

Next Steps

- Proficiency on the next generation of Firewall appliance recently procured by CCP.

- Continuing to enhance our presence in the Cyber-Security arena by hiring a new staff member specializing in this area.

- Developing new and revising exiting policies and procedures, relating to data integrity.

- Review of Cyber-Insurance policy.

Cyber Insurance Current Coverage

National Union Fire

$1,000,000 Policy Aggregate Limit

Privacy Breach Response Services
(Event Management)
250,000 notified individuals– Notification & Credit Monitoring Expenses
$250,000 for Legal & Forensics

Premium: $17,235

Retention
$25,000 Per Claim, Except
$0 Crisis Management
$10,000 Event Management
250 Individuals – Notification
10 Hour Waiting Period for BI Losses

Current Program

- ❑ Policy Term – 7/1/15 to 7/1/16
- ❑ $1M Security and Privacy Liability Aggregate Limit
- ❑ $1M Regulatory Defense & Penalties Sub-Limit
- ❑ $50K Reputation Guard
- ❑ $250,000 Event Management Expense
- ❑ 250,000 Affected Persons
- ❑ $1M Cyber Extortion Insurance
- ❑ $1M Network Interruption
- ❑ Claims-Made & Reported Form (Retro Date 7/1/2011)
- ❑ Liability Retention - $25,000
- ❑ Event Management Retention – $10,000
- ❑ 250 Affected Persons for Privacy Breach Event
- ❑ Annual Premium - $17,235

Community
College
of Philadelphia | 50 YEARS

Coverage Descriptions: 1st PARTY COVERAGES

- **Privacy Breach Response Services**:

  Covers expenses to retain a computer forensics firm to determine the scope of a breach, to comply with privacy regulations, to notify and provide credit monitoring services to affected individuals, and to obtain legal, public relations or crisis management services to restore the organization's reputation.

- **Reputation Guard:**

  Proactive Consultative Costs incurred in connection with a Reputation Threat or the Response Costs (consultative and targeted communication costs) incurred specifically in response to a Reputation Attack

- **Cyber Extortion:**

  Covers extortion monies and associated expenses arising out of a criminal threat to release sensitive information, or bring down a network.

- **Network Interruption:**

  Covers business income and extra expenses resulting from a breach that causes disruption or destruction to an organization's network, to such an extent that the organization is unable to conduct operations. Subject to a waiting period and retention.

Community College of Philadelphia | 50 YEARS

Cyber Coverage Descriptions: 3rd Party COVERAGES

- **Privacy Liability:**
  - Covers loss arising out of the organization's failure to protect sensitive personal or corporate information in any format.
  - Provides coverage for regulatory proceedings brought by a governmental agency alleging the violation of any state, federal or foreign identity theft or privacy protection legislation. Coverage is provided at sub-limit of liability.

- **Network Security Liability:**
  - Covers liability of the organization arising out of the failure of network security, including unauthorized access or unauthorized use of corporate systems, a denial of service attack, or transmission of malicious code.

ATTACHMENT B

RESOLUTION OF SUPPORT FOR
2016-17 PDE CAPITAL APPLICATIONS

A. Mint Main Entrance Masonry Renewal

The main Mint Building entrance steps (on Spring Garden Street between 16th and 17th Streets) have deteriorated to the point that a comprehensive rebuild of the steps is required. The original $_c$1904 steps do not appear to have been renovated since the Mint originally opened. A consultant has worked with the College to develop a comprehensive restoration plan for the steps. The expected cost for the project is $425,000. (State share - $212,500)

Estimated Total Cost of Project $425,000
Initially submitted for Fiscal Year 2010-11

B. West Building Escalator Replacement

The West Building escalators were installed at the time the building was erected in 1981. Six escalators are in place connecting the four principal floors of the building. The escalators are at the end of their life cycle and continued repairs to them are no longer effective. Replacement with fixed stairs at a total cost of $1,800,000 is now essential. (State share - $900,000)

Estimated Total Cost of Project $1,800,000
Initially submitted for Fiscal Year 2010-11

C. Overhaul/Replacement of Mint Building Freight Elevator

Estimated Total Cost of Project $300,000
Initially submitted for Fiscal Year 2014-15

D. Overhaul/Replacement of Bonnell Building Freight Elevator

Estimated Total Cost of Project $225,000
Initially submitted for Fiscal Year 2014-15

These projects involve the overall of existing freight elevators in the Mint and Bonnell Buildings. The elevators are extremely important for moving deliveries from the 16th Street receiving dock to their destination. They are also heavily used by the Facilities and Information Technology staffs in their daily operations. The Mint Building elevator has become increasingly unreliable and a safety concern. The Bonnell Building elevator is the only elevator from the original campus that has not been overhauled.

E.   **Conversion of Ten General-Purpose Classrooms to Smart Classrooms**

This project is a continuation of the College's plan to convert ten general-purpose classrooms to smart classrooms per year. At the same time the basic technology is being introduced into the classroom, the overall classroom environment will be enhanced. This will include new flooring, new classroom furniture designed to support collaborative learning, and new lighting configurations to ensure optimal visibility for digital images.

> **Estimated Total Cost of Project $450,000**
> **Initially submitted for Fiscal Year 2014-15**

F.   **Creation of a Learning Commons on the Main Campus by Consolidating and Redesigning Library and Learning Lab Spaces.**

This project involves renovations to the Mint and Bonnell Buildings in order to accommodate a learning commons. This project requires consolidating the learning lab areas on the Main Campus to the Library area. Improved access, improved tutoring space, including break-out and seminar rooms, and enhanced technology systems will be incorporated into the design. This renovation work includes modifying the existing Library space, building supporting office spaces, adding state-of-the-art technology rich features, renovating vacated spaces to classrooms and offices, and building appropriate spaces for tutoring and related services. (Debt Project)

> **Estimated Total Cost of Project $9,000,000**
> **Initially submitted for Fiscal Year 2015-16**

G.   **Redevelopment of Third Floor of Mint Building to accommodate administrative functions currently housed in leased facilities and the relocation of classrooms in accordance with the Facilities Master Plan.**

This project is relocating the staff from the Offices of Human Resources, Development and Communications to the Main Campus. As part of this process, the third floor of the Mint Building will be renovated into office space. Currently this space is utilized for classrooms that are not of optimum space and configuration.   Classrooms will be relocated to reclaimed or new spaces as identified in the Facilities Master Plan. (Debt Project)

> **Estimated Total Cost of Project $3,600,000**
> **Initially submitted for Fiscal Year 2015-16**

H. **Restorations and improvements to the historic Mint Building including exterior walls, lighting, way finding system, Rotunda murals and Boardroom.**

This project is making improvements and restorations to both the exterior and interior of the Mint Building. The Mint exterior walls will be chemically cleaned, the historic lighting fixtures at the main entrance on Spring Garden Street will be restored and exterior lighting will be installed to brighten the area. Technology will be incorporated into the Boardroom, and the historic Rotunda will be restored including the murals. Additionally, a new way finding system will be incorporated. (Debt Project)

Estimated Total Cost of Project $1,200,000
Initially submitted for Fiscal Year 2015-16

I. **Conversion of Additional Ten General-Purpose Classrooms to Smart Classrooms**

This project is a continuation of the College's plan to convert ten general-purpose classrooms to smart classrooms per year. At the same time the basic technology is being introduced into the classroom, the overall classroom environment will be enhanced. This will include new flooring, new classroom furniture designed to support collaborative learning, and new lighting configurations to ensure optimal visibility for digital images.

Estimated Total Cost of Project $450,000
New Application

J. **Expansion of West Regional Center Automotive Technologies Facility**

This project involves the acquisition of additional property adjacent to the existing Automotive Technologies facility and the building of a new facility that will accommodate the existing programs and enable the department to create new programs related to diesel, electric and hybrid vehicles, among others. In addition to automotive bays and laboratory spaces, classrooms, storage space and student study space will be created. Additional parking capacity will also be added as part of the project.

Estimated Total Cost of Project $20,000,000
New Application

ATTACHMENT C

2015-16 BUDGET STATUS REPORT

Community College of Philadelphia
Enrollment Information (FTEs and Credit Hours)
Fiscal Year 2015-16

	Actual FTEs FY 14-15	Actual Credit Hours FY 14-15	Budgeted FTEs FY 15-16	Budgeted Credit Hours FY 15-16	Actual FTEs FY 15-16	Actual Credit Hours FY 15-16	Credit Hour Variance - Budgeted vs. Actual	% Variance
CREDIT								
Summer 2	1,716	20,591	1,717	20,609	1,730	20,763	154	0.7%
Fall	12,859	158,471	12,976	159,625	12,964	160,215	590	0.4%
Winter	46	546	50	600	47	558	(42)	-7.0%
Spring	12,587	155,231	12,801	157,209	12,182	149,621	(7,588)	-4.8%
Summer 1	2,494	29,926	2,550	30,600				
Credit Year-to-date Totals - Annual FTEs	**14,851**	**364,765**	**15,047**	**368,643**				
NONCREDIT								
Summer 2	54		95		64			
Fall	501		658		384			
Spring	344		615		334			
Summer 1	115		236					
Noncredit Year-to-date Totals - Annual FTEs	**507**		**802**					

Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016
REVENUES		
Student Tuition and Fees	$76,691,245	$75,339,633
Commonwealth of Pennsylvania	30,621,805	28,641,805
City of Philadelphia	23,247,363	23,367,407
Other Income	1,728,720	1,765,830
TOTAL REVENUES	**$132,289,133**	**$129,114,675**
EXPENSES *		
Salaries, Net of Lapsed Funds	$75,642,290	$73,834,290
Fringe Benefits	34,124,000	33,385,738
Other Expenses	22,322,843	21,928,841
Student Financial Aid	200,000	112,000
TOTAL EXPENSES	**$132,289,133**	**$129,260,869**
EXCESS REVENUES (EXPENSES)	**($0)**	**($146,194)**

* Prior to impact of GASB 45 and 64 accruals

Notes:
Staff will employ strategy of paying off longer term leases if there are excess revenues in order to have additional
  flexibility in subsequent budget years.

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016	Comment
OPERATING REVENUES			
State Funding	$30,479,415	$28,499,415	Projection assumes no increase in state funds from the amount received in FY14-15.
State Lease funding	142,390	142,390	
Total State Revenues	**30,621,805**	**28,641,805**	
Tuition - Credit Students , net of write-offs, discounts and other offsets	60,784,200	59,327,553	Based upon lower than budgeted credit hours for the Spring 2016 semester.
Technology Fee	10,631,700	10,445,582	Based upon lower than budgeted credit hours for the Spring 2016 semester.
Course Fees	3,591,490	3,676,068	
Net Contribution from: Contracted Noncredit Instruction; Other Noncredit Instruction; Adult Community Noncredit Instruction	506,500	531,500	
Student Regulatory Fees	1,177,355	1,358,930	
Total Student Tuition & Fees	**76,691,245**	**75,339,633**	
City Operating Funds	**23,247,363**	**23,367,407**	PDE approved 50% debt service funding for the 7 year loan that financed the West Building renovation projects. This translates into additional city funds available for operating budget purposes.
Investment Income	500,000	427,110	
Vocational Education Funding	200,000	275,000	
Indirect Costs, Administrative Allowances	300,000	350,000	
Parking Proceeds & Miscellaneous Income	728,720	713,720	
Total Other Income	**1,728,720**	**1,765,830**	
TOTAL OPERATING REVENUES	**$132,289,133**	**$129,114,675**	

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016	Comment
OPERATING EXPENSES *			
Salaries			
Full-Time Administrative Salaries	17,137,300	17,137,300	
			Higher than anticipated number of unfilled
Less: Projected Lapsed Salaries	(900,000)	(1,450,000)	administrative positions during first half of fiscal year.
Net Full-Time Administrative Salaries	16,237,300	15,687,300	
Full-Time Faculty Salaries	29,086,904	29,086,904	
Less: Projected Lapsed Salaries	(150,000)	(800,000)	More lasped funds than originally projected.
Net Full-Time Faculty Salaries	28,936,904	28,286,904	
Full-Time Classified Salaries	11,052,934	11,052,934	
			Higher than anticipated number of unfilled classified and
Less: Projected Lapsed Salaries	(450,000)	(850,000)	confidential positions during first half of fiscal year.
Net Full-Time Classified Salaries	10,602,934	10,202,934	
Subtotal - Full-Time Salaries	**55,777,138**	**54,177,138**	
Part-Time & Overload Credit Salaries	10,985,389	10,910,389	
Summer Credit Instruction	4,064,938	4,064,938	
Noncredit Instructional Salaries	424,310	424,310	
All Other Salaries	3,940,515	3,807,515	
Early Retirement Incentive Payments	450,000	450,000	
Subtotal - Other than Full-Time Salaries	**19,865,152**	**19,657,152**	
Total Salaries	**75,642,290**	**73,834,290**	

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016	Comment
Fringe Benefits			
Medical Program	22,853,700	22,353,700	Lower than budgeted claims for first six months of year.
Retirement Contributions	5,893,500	5,793,500	Lower than budgeted due to higher than anticipated number of unfilled positions during first half of year.
FICA	3,108,700	3,068,700	Lower than budgeted due to higher than anticipated number of unfilled positions during first half of year.
Tuition Remission	650,000	650,000	
Group Life Insurance	482,200	470,000	
Unemployment Compensation	200,000	200,000	
Workers' Compensation Insurance	346,700	282,838	Lower than budgeted premiums for workers' compensation insurance.
Unused Vacation	100,000	100,000	
Disability Insurance	304,200	302,000	
Forgivable Education Loan	185,000	165,000	
Total Fringe Benefits	**34,124,000**	**33,385,738**	
Facility Expenses			
Utilities	2,004,341	2,027,710	
Contracted Security	1,700,000	1,750,000	
Contracted Cleaning	1,178,760	1,178,760	
All Other Facility Expenses	2,333,717	2,388,480	
Total Facility Expenses	**7,216,818**	**7,344,950**	

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016	Comment
All Other Expenses			
Leased Equipment & Software	5,425,659	4,565,613	Buyout of longer-term leases - Phone Switch, Cisco Equipment, JC Guaranteed Energy Savings Project
Catalogs and Advertising	1,418,856	1,522,154	Additional costs associated with 50th Anniversary Events and Spring 2016 Enrollment advertising
Supplies-Pool	1,395,718	1,436,519	
Contracted Services	1,805,175	1,829,990	
Consulting	538,300	854,862	Additional costs for: Facility Master Plan, Margolis-Healy Security Review, Economic Impact Study, Public-Private Partnership RFP, Hanover Research
Maintenance & Repairs	576,006	591,955	
Postage	315,200	315,200	
Insurance	662,000	662,000	
Legal Fees	322,000	622,000	Additional costs for Burt Hill claim, real estate firm, arbitrations, and negotiations.
Other Expenses	2,647,111	2,183,598	Contingency funds transferred to other budget lines.
Total All Other Expenses	**15,106,025**	**14,583,891**	
Student Scholarships	**200,000**	**112,000**	
TOTAL OPERATING EXPENSES	**$132,289,133**	**$129,260,869**	
Excess Revenues (Expenses)	**($0)**	**($146,194)**	

* Prior to impact of GASB 45 and 64 accruals

^ Assumes no increase in state funds over the amount received for FY 14-15.

Staff will employ strategy of paying off longer term leases if there are excess revenues in order to have additional
flexibility in subsequent budget years.

ATTACHMENT D

RECONCILIATION OF 2008 CAPITAL PROJECT FUNDING

Main Campus and Northeast Regional Center Projects
Sources and Uses of Funds

	Original Budget	Updated Status March 23, 2016
SOURCES OF FUNDS		
Bond Proceeds	74,000,000	74,000,000
Bond Proceeds Interest Earnings	1,699,781	1,079,393
Use of Reserves	5,000,000	
Remaining Proceeds from Real Estate Transactions	374,724	305,000
Capital Campaign Proceeds		
EDA Grant	1,641,473	1,641,473
State Redevelopment Assistance Grant (RCAP)	1,000,000	992,500
Federal SBA Grant	282,000	282,000
Federal SBA Earmark - NERC		10,152
Barnes & Noble Contribution	1,000,000	1,000,000
Other Comprehensive Campaign Contributions	3,076,527	2,343,167 *
Total - Capital Campaign	7,000,000	6,269,292
Financial Transactions related to 5-Star Settlement		491,657
Transfer of Operating Surplus to Plant Fund		3,500,000
Settlement from Subcontractors		800,000
Settlement from Burt Hill		1,527,757
TOTAL SOURCES OF FUNDS	**88,074,505**	**87,973,099**
COSTS		
Northeast Regional Center Expansion	31,649,627	28,481,541
Northeast Regional Center Existing Building Improvements		2,534,198
Pavilion Building	55,502,372	34,189,073
Bonnell/West/Mint Buildings Renovations	included in above	21,138,505
Public Art	included in above	250,000
Landscaping		1,379,782
TOTAL COSTS	**87,151,999**	**87,973,099**

* Includes pledges not yet received.

ATTACHMENT E

WORKFORCE DEVELOPMENT ACTIVITIES 2015-16

Corporate Solutions Client List FY15-16
June 2015 - February 2016 (8 Months)

Company Name	WEDnet PA	Corporate College	Contract Training
AACR			1
Agusta Westland	1		
Albert Einstein Medical Center		1	
Boathouse Sports Inc.	1		
Christoper Company LTD *	1		
Collegiate Consortium			1
Converters Inc. *	1		
David Michael and Co.	1		
Dietz and Watson Inc.*	1		
DIGSAU Architecture	1		
Environmental Construction Services	1		
Fleet Management			1
Global Submit	1		
Honor Foods	1		
Horizon House		1	
Howard McCray Refrigerator Company*	1		
Independence Blue Cross		1	
JEVS Human Services		1	
JRM and Associate, Inc. *	1		
Maternity Care Coalition*			1
Mercy Health System		1	
National Park Services*			1
Northeastern Hospital School of Nursing		1	
Penn Medicine Academy			1
Pennoni	1		
Philadelphia Gas Works		1	1
Philadelphia Housing Authority			1
Philadelphia Water Department			1
Probes Unlimited	1		
RCN Telecom Services*	1		
RevZilla.com	1		
RJ Metrics	1		
SEIU		1	
Scheerer Bearing	1		1
SouthEast Regional Key			1
Southwark Metal Manufacturing Company	1		
Superfit Inc *	1		
Tonic Design Co.*	1		
University of Pennsylvania Health System		1	
USDOL		1	
UPS		1	
Windle Mechanical Solutions Inc.*	1		
Total	**22**	**11**	**11**

As Compared to Last Year Activity

Total Unique Clients (clients that do not overlap programs)	42	93%
Total Clients	44	85%

* New Clients = 11

Workforce and Economic Innovation (WEI)
Student Outcomes Committee Report

3/4/16

Create focused competencies and programs around strategic industry clusters that are reflective of the region's current growth industries, or those industries that are identified as strategic priorities of the State, City and region; Current focus areas:

➢ Advanced Manufacturing, Energy & Construction Trades
  - Program Development with Welding, CNC, Industrial Maintenance; Partnership with School District of Philadelphia Ben Franklin High School's Center for Advanced Manufacturing and Engineering; JOIN Pre-Planning Grant;
  - Green HVAC jobs with ECA – Preliminary stages; in line with Council President Clarke's Green Jobs Plan; evaluating job market in this field.
➢ Health, Wellness, Education
  - Certified Nursing Assistant (CNA) – State approved our application on 2/4/16 and our first class began on 2/22/16 with 7 PHA clients; our second class will be open enrollment and begin in April;
  - Dental Assisting – We started our first class of this new program in Spring 2016 with 15 students, 13 remain enrolled;
  - CommunityWins Grant – Proposed expansion of CDA program in the Promise Zone and South Philadelphia; expansion from 6 to 9 credits and adaptation to online hybrid course (PA Early Learning Keys To Quality mini-grant); business improvement clinic for up to 10 daycare centers to assist with growth plan for new slots created by City and to improve quality.
➢ Technology
  - Bootcamps for java, and cybersecurity to be developed with Division of Business & Technology;
  - Comcast – Met with senior corporate executives from the Talent Acquisition group; interest in corporate college and potential for Customer Service and Call Center Training; also interested in specific activities that align with their Employee Resource Group (ERGs) including an initiative to hire 10,000 Veterans.
➢ Small Business and Entrepreneurship
  - Expansion of Offerings with the Center for Small Business Education, Growth and Training via the City of Philadelphia Business Technical Assistance Program (BTAP) Grant; $50,000 grant to enhance entrepreneurs in the following three target areas aligned with administration priorities: child care centers, food entrepreneurs, and

young men of color; mentoring, workshops and trainings offered at all regional centers and Main Campus;

- Small Business Student Innovation Center Award and grant proposal for Community Foundation Grant for supplemental instruction and mentoring;
- 10KSB pre-program and mini10KSB for non-cohort businesses to be developed.

Serve as a premier provider of career and technical training programs to critical target populations that help uplift those with limited employability options, and/or are repositioning their skill sets due to dislocation (Returning Citizens, ESL/DACE populations, Opportunity Youth, Dislocated workers, PHA, Wanamaker Scholars, etc.), or repositioning themselves professionally.

- Pursue grant opportunities that link WEI to important initiatives within the State, region and City, while allowing CCP to develop important programs that have broader appeal. *In the last four months, WEI has submitted 8 separate grant applications to date.*
  - ➢ **Workforce Innovation Fund (WIF) / MicroCredentials** - $670,000 awarded to Philadelphia from the Commonwealth of Pennsylvania for this four year program to pilot the use of micro-credentials among residents with barriers to employment. ($500,000 to CCP and $170,000 to Philadelphia Works) This project will test whether the use of micro-credentials for populations who have struggled with persistence and academic achievement, might improve outcomes of pursuing further post-secondary education and/or meaningful employment along a career pathway. CCP will target the College's Adult Basic Education, ESL and GED program, the developmental education program, and the Ex-offender program populations for this grant. All participants will receive the three basic work-ready micro-credentials in Phase I: Computer Literacy (may test out of this if already computer proficient), 21st Century Workplace Essentials, and 21st Century Core Communication Skills. Participants will then move into a three-hour Orientation to Careers, a venue for exploring the various career options prior to committing to a particular training path. Following the initial workplace skills micro-credentials, participants will move into the career area of interest, including new and existing certificate programs within Corporate Solutions.

  - ➢ **TechHire** – A $100 million national grant competition available through the U.S. Department of Labor to support innovative approaches to moving lower skilled workers on the fastest paths to well-paying information technology and high growth jobs in industries like healthcare, advanced manufacturing, financial services, and other in-demand sectors. The City of Philadelphia and the City of Pittsburgh are preparing a joint proposal focused on information technology. The College proposed developing two 20-22 week boot camps: junior java developer

and cyber security in the first year based on alignment with Business & Technology offerings; five boot camps serving 12 individuals each will be run over a 2.5 year period for a total of 60 trained individuals. The proposal includes articulation of CCP's bootcamps for credit and review for credit of other Philadelphia bootcamp partners. The current total is approximately $275,000 over a 4 year period. The grant is being coordinated by Philadelphia Works.

Recognized as the leading provider of workforce and economic development solutions and corporate training in the City of Philadelphia by State, City, Corporate and Civic Leaders;

> ➤ Series of Meetings with new City Administration leaders and City Council members:
>   - ▪ Briefing with Otis Hackney, Chief Education Officer; Upcoming Briefing with Director of Commerce Harold Epps; Hosted Anne Gemmel, Director of Pre-K, at the Chamber's Mayoral Luncheon;
>   - ▪ New City Council Member briefing hosted by Councilwoman Jannie Blackwell (Council members: Helen Gym, Alan Domb, Al Taubenberger, Derek Green, Cherelle Parker);
> ➤ VP active member of the Talent Pipeline Initiative of the Chamber;
> ➤ Sponsor of Chamber's Roadmap for Growth in May on Workforce Development;
> ➤ Consistent WEI and CCP Senior Leadership representation at major events;
> ➤ Established Advanced Manufacturing Partnership Advisory Committee with representation from several major manufacturing companies in the Philadelphia region.

Employer Activity

WEI works with employers directly through its Corporate College, contract trainings, and through WEDNet PA. To date, WEI has worked with 42 unique clients, of which 11 are new. Last year, we worked with 45 unique clients. We have already reached 93% of last year's activity with 4 months left in the year. See attached list of 2015/16 clients.

<u>**Contract Training**</u>

- **National Park Service Northeast Regional Office (NERO)** - National Park Service is a bureau of the U.S. Department of the Interior. The Philadelphia regional office requested training with the purpose of providing newly promoted managers and high potential employees with several core leadership development needs that align with NPS' knowledge, skills and abilities expectation for managers. NPS requested a behavioral assessment for their employees as part of the Business Leadership course (the first course in the training program). Training started on February 23rd, 2016 and is expected to end in early July. The expected revenue from this training program is $22,000.

- **Penn Medicine** is one of the world's leading academic medical centers, dedicated to the related missions of medical education, biomedical research, and excellence in patient care. It consists of the Raymond and Ruth Perelman School of Medicine at the University of Pennsylvania (founded in 1765 as the nation's first medical school) and the University of Pennsylvania Health System, which together form a $4.3 billion enterprise. They are the largest private sector employer in Philadelphia with just over 24,000 employees. Our division completed a Business Writing Training for 20 staff in October 2015. This was a supplement to one of Penn Medicine's existing internal training program for its Patient Account Representative Academy. UPHS has asked us to run a 2nd class, and has said it is a good supplement to its program. The two trainings generated $9000 in revenue. The Patient Account Representative program is scheduled to run at least three to four times a year due to the high turnover in their call center positions, so there is potential for additional revenue from this one class.

- **Maternity Care Coalition (MCC)**, founded in 1980, is a nonprofit organization with the mission to improve maternal and child health and well-being through the use of research, public policy initiatives and direct health services for families. MCC has assisted more than 100,000 families throughout Southeastern Pennsylvania since its founding, focusing particularly on neighborhoods with high rates of poverty, infant mortality, health disparities, and changing immigration patterns. Our first training with MCC in the January focused on Business Writing for 25 employees. Based on the success of this first training, MCC has requested a 2nd Business Writing training class. Training is scheduled to start on March 18th and training will be delivered over the course of two-days for 12-hours. Revenue from both trainings is $9000.

- **Scheerer Bearing** is a third-generation, family-owned business, based in Willow Grove that produces and carries a full line of ball and roller bearings. They have approximately 200 employees. They are a WEDnetPA Client, receiving business communication training for Sheerer's large ESL staff contingent. The training was held in October and had 18 participants. We are running Team Building Training for a minimum of 11 participants. Revenue generated for these two training courses is $10,000.

- **American Association of Cancer Research (AACR)**, founded in 1907, is a non-profit organization working toward the prevention and cure of cancer by promoting research, education, communication, and collaboration. The AACR is the oldest and largest scientific organization in the world focused on every aspect of high-quality, innovative cancer research. AACR has close to 200 employees, and requested training for their supervisors and administrative assistants in response to growing concerns about the team culture and a lack of professionalism when interacting with high profile donors and executives. AACR supervisor's participated in The Professional Supervisor training and administrative assistants participated in Skills for the Administrative Assistant. The revenue generated from these two trainings is $6,250.

Pending Training Opportunities
- **Mastery Charter School, Simon Gratz Campus**- WEI is working with Mastery on the development of a Parent Leadership Training program. The primary purpose of this Parent Leadership Program is to help parents examine their school's external environment and take a personal inventory to determine how the parents could make meaningful, empowered choices to have an immediate impact on the school's outcomes and parent involvement. *(Update: This contract was signed on 3/3/16.)*
- **Barnes Foundation**- The Barnes Foundation is seeking Basic and Intermediate Microsoft Excel training. We are awaiting further details on number of employees and timeline.

Corporate College

Corporate College provides employers with the ability to deliver credit courses that lead to an Associate's degree or credit-based certificate for their employees either on-site, or via mainstream classes. CCP has 308 enrolled students through the program in the 2016 Spring Semester. Enrollment for the year to date is 766. Current clients who offer on-site classes: Einstein Health System (38 enrolled, 7 online); Northeastern Hospital (28 enrolled, program closing); Philadelphia Gas Works (12 enrolled); Horizon House (12 enrolled); Clients whose employees are mainstreamed into existing courses on campus or at our regional centers: University of Pennsylvania Health System (133 enrolled); UPS (53 enrolled); Independence Blue Cross (15 enrolled), SEIU (6 enrolled); JEVS (2 enrolled).

This semester Corporate College reinvigorated its program with PGW, which did not run classes in the summer and fall of 2015. Students are pursuing a Business degree and MGMT 121 is currently running on-site at the corporate headquarters. WEI staff have been meeting

with PGW to discuss ways to continue to grow this program for their employees; particularly its field force of 1600 located throughout the City.

WEDNetPA

Established in 1999, the Commonwealth of Pennsylvania's WEDnetPA grant, administered through its Department of Community and Economic Development, is the primary delivery system for Pennsylvania's incumbent workforce training to employers. The program is administered via 27 colleges through the state. The funding is targeted primarily to advanced manufacturing and technology companies for essential skills and advanced technology training. Companies may be reimbursed for internal training, third party training, or via partner training with CCP. CCP receives an 8% administrative fee, plus we are capped at 35% of the training potential.

Last year (2014-15), CCP received its highest review by the program's administrator having "exceeded standards" by invoicing 100% of its total allocation ($219,188), plus increasing its allocation by 27%, an additional $59,593, while invoicing 100% of the increase on time. Total for the year was $278,781 for 25 companies, and 38 contracts. Three companies took advantage of partner training with CCP for a total of $52,782 (19%).

Funding for 2015-16 was held due to the state budget delay. The state contract for funding was signed February 19th. The uncertainty around the funding impacted many clients interest in pursuing training either through CCP or third party vendors. Due to the condensed timeframe to disperse funds, overall allocations were decreased for the year. CCP's initial allocation for this year is $186,285, with an additional allocation request of $29,000 (16% increase) recently approved due to increased demand from employers. Nineteen companies, 76% of last year's total, have contracts against our new total allocation of $215,285. We currently have three proposals out with employers for partner training that will exceed last year's value should we finalize these contract trainings. In addition, we anticipate additional overall allocation increases, and related potential partner trainings, as we continue aggressive outreach to eligible clients for the remainder of the year.

Funding for the State's program was recently increased by DCED from $8 million to $12 million, and we anticipate moving forward additional growth in our overall allocation once the uncertainty from state budget delays is eliminated.

WEI Outcomes

2015/16 Revenue Target:	$ 1,306,500.00	
Net Revenue to Date:	$ 1,011,526.00	(Gross: $1,353,549 - $338,287 Expenses)
% of Goal:	77%	(66% of year complete)
Enrollments To Date:	2115	(Corporate College, Contract trainings, Open Enrollment)
% of Goal:	62%*	*State funding delays for CDA program and WEDNetPA resulted in lower enrollments than normal.
Unique Clients Served To Date:	42	93% of Last Year's Number
# of Contract Trainings To Date:	37	
Contract Training Participant #s To Date:	511	

List of Strategic Partners for Workforce and Economic Innovation*:

1. City of Philadelphia – Mayor's Office and Senior Administration including Mayor's Office of Education, Department of Commerce, Office of Policy and Planning; Managing Director's Office, Chief Administrative Officer
2. Greater Philadelphia Chamber of Commerce (includes Select Greater Philadelphia and CEO Council for Growth), Hispanic Chamber of Commerce, African American Chamber of Commerce, Asian Chamber of Commerce, Northeast Chamber of Commerce
3. Philadelphia Works
4. Industry Partnerships – Southeast Regional Advanced Materials Industry Partnership (Philadelphia Works); Healthcare (1199C); Philadelphia Academies
5. School District of Philadelphia
6. Philadelphia Industrial Development Corporation (PIDC)
7. Pennsylvania Economy League
8. Urban League of Philadelphia
9. Urban Affairs Coalition
10. SCORE Philadelphia
11. Commonwealth of Pennsylvania senior administration including Labor & Industry, Department of Community and Economic Development and its Partnership for Regional Economic Performance (PREP)
12. Philadelphia Job Opportunity Investment Network
13. Local Initiatives Support Corporation
14. Delaware Valley Industrial Resource Center (DVIRC); Manufacturing Alliance of Philadelphia (MAP); Mayor's Advanced Manufacturing Taskforce
15. University City District; University City Science Center; Promise Zone Initiative
16. Collegiate Consortium
17. AACC, and PACC
18. Greater Philadelphia Talent Collaborative
19. University City Science Center
20. Philadelphia Society of Human Resources Management (SHRM)
21. Center City District

* This list is not meant to be all inclusive; with each program there will be certain key partners that play important and invaluable roles necessary for success.

Examples of Offerings that Speak to Employers' Needs:
1. Our Advanced Manufacturing Program has several components built into it that reflect employers' needs. First, we currently have several employers serving on our partnership committee. We are working with three employers on the EDSI job skilldex process that includes interviewing plant managers at each location to identify key skills necessary for the job, which will then be matched to our curriculum. This process will help identify those pieces of the curriculum that are essential, and areas where we will have gaps. In addition, we have built a survey to be sent to the employer membership of DVIRC and MAP to help

gain a better understanding of areas where we need to invest and grow within the program. Finally, because there are several existing partnership groups that cover this area, we have agreed to use both the Southeast Regional Advanced Materials Industry Partnership and the Philadelphia Academies/SDP manufacting advisory group as vehicles for further programmatic feedback.

2. Green HVAC Technician – ECA has asked CCP to partner with them on the creation of this program. ECA convened a meeting of 30 employers (mostly small HVAC businesses) to discuss the program, and important elements of the curriculum, and the demand for the jobs. Since then, CCP convened a meeting with Philadelphia Works to discuss labor market data in this area, and overall market demand. Philadelphia Works will be pulling data to determine if there are jobs in this particular field. The team will also pursue pulling together larger employers to discuss their needs.

3. Certified Nursing Assistant (CNA) – The program includes a clinical agreement with Cliveden Nursing and Rehabilitation Center. As part of the process to get them on board, they met with CCP program development and coordination staff while the course was being created, reviewed the curriculum, came on site to see the facility, and recently the instructors and program coordinator met with them on-site at Cliveden. They have expressed a desire to hire our students who pass the certification process. We are going through the same process with St. Ignatius Nursing and Rehabilitation Center currently.

4. Workforce Innovation Fund/Micro-Credentials – The model for this program requires employer feedback on what skills are essential to receive a "micro-credential" within various fields. The joint grant with Philadelphia Works has Philadelphia Works taking the lead on convening employer partners to provide the necessary feedback and validation. We are just embarking on the start of this program. In addition, we have built into our model a Career Exploration event exposing participants to the fundamentals of what a job in each area entails. CCP will include employer participation in the Career Exploration day, which will include site visits to nearby employers in each industry sector.

ATTACHMENT F

AMENDMENT JTC CUBE CONCEPTS, LLP CONTRACT DEVELOPER FOR 15TH & HAMILTON STREET PROPERTY

AMENDMENT TO ADVISORY SERVICES AGREEMENT

This AMENDMENT to the ADVISORY SERVICES AGREEMENT ("Amendment"), is entered into as of this _ day of April 2016, (the "Effective Date") between Community College of Philadelphia, an instrumentality of the Commonwealth of Pennsylvania with its principal place of business at 1700 Spring Garden Street, Philadelphia, PA (the "College") and JTC CUBE CONCEPTS, LLC a New Jersey limited liability company with an office at 211 Pennsgrove Auburn Road, Pedricktown, NJ 08067 (the "Advisor"), (each a "Party" and together "the Parties").

WHEREAS, the College and Advisor entered an ADVISORY SERVICES AGREEMENT ("Agreement") in or about July 2015;

WHEREAS, the College and Advisor have mutually agreed to a not to exceed fee for the Advisor's Fee, Phase 3, as provided in Exhibit "A" to the Agreement;

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements set forth in the Agreement and this Amendment, the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound, the Parties hereby agree as follows:

1. Exhibit A to the Agreement is hereby amended to provide that, to the extent payable pursuant to the terms of the Agreement, that certain portion of the Advisor's Fee for Phase 3, which is equal to .5% of the overall project cost, shall not exceed two-hundred twenty-five thousand dollars ($225,000).

2. The term "Project Cost" as used in Phase 3 of Exhibit A of the Agreement is defined as the total amount provided in the bidder/developer's final budget for the hard and soft construction costs of the project as set forth in the ground lease or equivalent closing document of the contemplated transaction.

3. The remaining terms and conditions of the Agreement shall remain unchanged.

In WITNESS WHEREOF, the parties, hereto, each by a duly authorized representative, have executed this Agreement as of the date first above written.

COMMUNITY COLLEGE OF PHILADELPHIA

By:_____
    Donald Generals, President

JTC CUBE CONCEPTS, LLC

By:_____
    James R. Tucker, President

MEETING OF AUDIT COMMITTEE
Community College of Philadelphia
Tuesday, March 29, 2016 – 12:00 p.m.

Present: Mr. Anthony J. Simonetta, Mr. Jeremiah White, Mr. Matthew Bergheiser, Dr. Donald Generals, Jr., Mr. Jacob Eapen, Mr. Todd E. Murphy, Mr. James P. Spiewak, Victoria Zellers, Esq., Mr. Robert Lucas, Dr. Samuel Hirsch; and representing Grant Thornton: Mr. Brian Page

AGENDA – PUBLIC SESSION

(1) **Approve Minutes of Audit Committee Meeting on September 29, 2015 (Action Item):**

Mr. Simonetta noted that a correction was needed to add Mr. Jacob Eapen to the list of attendees at the September 29, 2015 Audit Committee meeting.

Action: Mr. Simonetta asked for a motion to recommend acceptance of the September 29, 2015 Audit Committee meeting minutes. Mr. White made the motion. Mr. Bergheiser seconded the motion. The motion passed unanimously.

(2) **2014-2015 A-133 Audit Report (Information Item):**

Mr. Brian Page reviewed the results of the 2014-2015 A-133 Audit using the draft audited financial statements and supplementary information in Attachment A to these minutes. He explained that the audit is a compliance audit, which examines Federal Funding. Page 59 of the report provides a schedule of the College's federal awards expenditures. The College had $99.3 million in Federal expenditures of which $92.4 million was in Student Financial Aid. Student Financial Aid is comprised of primarily Pell Awards and Direct Loans. The single audit process for determining programs to audit will result in the auditors including the Student Financial Aid Cluster, which leaves a base of about $7 million in smaller programs from which they are to select programs for audit. The auditors use a risk-based approach in selecting the major programs for audit. Certain programs are audited primarily on their dollar value in meeting a threshold, while smaller programs are audited based on risk.

Mr. Brian Page reviewed the two specific programs that were audited: The Student Financial Aid Cluster and the Research and Development Cluster as stated on page 59 of the report. Student Financial Aid tests for eligibility and cash management in drawing the federal funds. Specifically, the auditors look at payroll expenditures and other direct expenditures, review supporting documentation and ensure they are allowable costs. Regarding the Research and Development programs, mostly the equipment purchased was reviewed and tested. Mr. Page noted that there were no findings with respect to either program.

Mr. Bergheiser asked that since some of the programs are passed through other organizations, does the College have any risk. Mr. Page explained that since the College is not passing the funds to anyone as a subrecipient, there is no exposure. The only risk would be if the company passing through the funds to College was to go out of business. Mr. Simonetta noted that those pass through agencies are also required to complete an A-133 audit.

In reviewing both programs, the auditors are required to understand the College's internal controls. Although no opinion is issued on this aspect, the auditors are required to do walkthroughs and testing of appropriate approvals. For example, in the packaging of student Financial Aid, they will ensure adequate controls are in place.

Mr. Page then discussed the two types of opinions that Grant Thornton issued beginning on pages 61 and 63 in the A-133 Audit. First, is a yellow book opinion relating to the financial statement audit, which was discussed at the September 29, 2015 Audit Committee Meeting. The second is a compliance opinion related to Student Financial Aid and the Research and Development Program.

Mr. Page noted that there were no compliance audit findings in this year's A-133 Audit Report.

Action: Mr. Simonetta asked for a motion to recommend acceptance of the June 30, 2015 A-133 Audit Report. Mr. Bergheiser made the motion. Mr. White seconded the motion. The motion passed unanimously.

(3)   **2015-2016 Budget Update (Information Item):**

Mr. Eapen and Mr. Spiewak provided a brief overview of the College's budget status for fiscal year 2015-16. Attachment B to these minutes contains the handout provided to the Committee at the meeting, which provides projected year end balances and reasons for the variances in revenue and expense categories. Due to the current uncertainty concerning the State budget, state revenues are shown at the same level as that received for fiscal year 2014-15. Student revenues are lower due to the lower-than-budgeted spring 2016 enrollments. Expenses are lower than originally budgeted due to higher-than-anticipated lapsed salaries and lower-than-budgeted medical self-insurance claims. Mr. Bergheiser asked if the College's fringe benefit expense had gone down every year since the election to go self-insured. Mr. Spiewak indicated that last year there was an increase due to two large claims that were in excess of the College's stop loss coverage.

Mr. Eapen noted that should the College receive an increase in funding from the State, staff will review existing leases that can be paid off in order to create budget flexibility for future years.

Mr. Simonetta asked if there was anything in the Mayor's budget that concerned the College. Mr. Eapen stated that this year's City appropriation appears to be flat with no increase in funding.

(4) Internal Audit Update (Information Item):

Mr. Lucas provided an update on the 2014-2016 Internal Audit Plan. He provided a copy of a summary report and a copy of the audit plan for the remainder of the two-year period ending June 2016 to the Committee members. Mr. Lucas stated that, since the last meeting, he had: 1) issued two draft audit reports to management; 2) completed another special project requested by senior management; and 3) finalized the four draft audit reports issued before the last Committee meeting.

Mr. Lucas noted that the special project completed by the prior meeting was related to an attempted theft of student funds in the library. The initial project was an investigation to verify the student accusations and to try to determine if there was evidence that the accused employee had committed similar acts. The initial project resulted in the termination of that employee. (He resigned prior to a meeting requested by Human Resources to discuss the information complied during the investigation.)

Mr. Lucas explained that the second special project completed since the last Committee meeting, was designed to determine if there was any evidence to show whether any other College employees in the library had committed the same type of acts. A report was issued to management noting that it could not be factually determined whether any such acts occurred based solely on the review of online records in the Banner system and the Millennium (separate library) system.

Mr. Lucas stated that senior management requested that he conduct a full audit of the internal controls (specifically related to the problematic function) in the library which may have allowed the inappropriate actions to take place. This audit was not included in the 2014-2016 Internal Audit Plan but senior management of the affected areas believed an immediate audit was necessary to identify any weaknesses in the existing internal controls, with corresponding recommendations by the Internal Auditor.

Mr. Lucas also noted that he continues to work with management to obtain the statuses of previously issued audit comments. As noted at the previous meeting, the Internal Audit Follow Up Matrix was provided to the Audit Committee members. He noted that management has made progress clearing open items since the last meeting and that there are currently 10 audit report recommendations which are not yet fully addressed by management's action plans. Mr. Lucas noted that an additional 35 recommendations have been fully addressed by management since the implementation of this tracking tool in 2013.

Mr. Lucas stated that he has continued making presentations of his internal controls overview to additional managers and staff including nearly all of the staff who report to the Vice President for Finance and Business. Mr. Lucas noted that a number of staff in others departments have attended as well and he continues to work with other Vice Presidents to allow him to make the presentation to staff in other divisions.

Lastly, Mr. Lucas stated that he will be developing the 2016-2018 Internal Audit Plan in the near future and will present that plan at the next scheduled Audit Committee meeting in June 2016.

(5) <u>**Next Meeting**</u>:

The next meeting of the Committee will be held on Wednesday, June 15, 2016 at 12:00 noon in the Isadore Shrager Boardroom, M2-1.

<u>**EXECUTIVE SESSION**</u>

An Executive session was held with Board members and College staff.

TEM/lmh
Attachments

cc: Dr. Donald Generals, Jr.
         Mr. Jacob Eapen
         Mr. Robert Lucas
         Mr. Jim Spiewak
         Victoria Zellers, Esq.
         Dr. Samuel Hirsch
         Representing Grant Thornton: Mr. Brian Page

ATTACHMENT B

2015-2016 Budget

Community College of Philadelphia
Enrollment Information (FTEs and Credit Hours)
Fiscal Year 2015-16

	Actual FTEs FY 14-15	Actual Credit Hours FY 14-15	Budgeted FTEs FY 15-16	Budgeted Credit Hours FY 15-16	Actual FTEs FY 15-16	Actual Credit Hours FY 15-16	Credit Hour Variance - Budgeted vs. Actual	% Variance
CREDIT								
Summer 2	1,716	20,591	1,717	20,609	1,730	20,763	154	0.7%
Fall	12,859	158,471	12,976	159,625	12,964	160,215	590	0.4%
Winter	46	546	50	600	47	558	(42)	-7.0%
Spring	12,587	155,231	12,801	157,209	12,182	149,621	(7,588)	-4.8%
Summer 1	2,494	29,926	2,550	30,600				
Credit Year-to-date Totals - Annual FTEs	**14,851**	**364,765**	**15,047**	**368,643**				
NONCREDIT								
Summer 2	54		95		64			
Fall	501		658		384			
Spring	344		615		334			
Summer 1	115		236					
Noncredit Year-to-date Totals - Annual FTEs	**507**		**802**					

Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016
REVENUES		
Student Tuition and Fees	$76,691,245	$75,339,633
Commonwealth of Pennsylvania	30,621,805	28,641,805
City of Philadelphia	23,247,363	23,367,407
Other Income	1,728,720	1,765,830
TOTAL REVENUES	**$132,289,133**	**$129,114,675**
EXPENSES *		
Salaries, Net of Lapsed Funds	$75,642,290	$73,834,290
Fringe Benefits	34,124,000	33,385,738
Other Expenses	22,322,843	21,928,841
Student Financial Aid	200,000	112,000
TOTAL EXPENSES	**$132,289,133**	**$129,260,869**
EXCESS REVENUES (EXPENSES)	**($0)**	**($146,194)**

* Prior to impact of GASB 45 and 64 accruals

Notes:
Staff will employ strategy of paying off longer term leases if there are excess revenues in order to have additional
 flexibility in subsequent budget years.

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016	Comment
OPERATING REVENUES			
State Funding	$30,479,415	$28,499,415	Projection assumes no increase in state funds from the amount received in FY14-15.
State Lease funding	142,390	142,390	
Total State Revenues	**30,621,805**	**28,641,805**	
Tuition - Credit Students , net of write-offs, discounts and other offsets	60,784,200	59,327,553	Based upon lower than budgeted credit hours for the Spring 2016 semester.
Technology Fee	10,631,700	10,445,582	Based upon lower than budgeted credit hours for the Spring 2016 semester.
Course Fees	3,591,490	3,676,068	
Net Contribution from: Contracted Noncredit Instruction; Other Noncredit Instruction; Adult Community Noncredit Instruction	506,500	531,500	
Student Regulatory Fees	1,177,355	1,358,930	
Total Student Tuition & Fees	**76,691,245**	**75,339,633**	
City Operating Funds	**23,247,363**	**23,367,407**	PDE approved 50% debt service funding for the 7 year loan that financed the West Building renovation projects. This translates into additional city funds available for operating budget purposes.
Investment Income	500,000	427,110	
Vocational Education Funding	200,000	275,000	
Indirect Costs, Administrative Allowances	300,000	350,000	
Parking Proceeds & Miscellaneous Income	728,720	713,720	
Total Other Income	**1,728,720**	**1,765,830**	
TOTAL OPERATING REVENUES	**$132,289,133**	**$129,114,675**	

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016	Comment
OPERATING EXPENSES *			
Salaries			
Full-Time Administrative Salaries	17,137,300	17,137,300	
Less: Projected Lapsed Salaries	(900,000)	(1,450,000)	Higher than anticipated number of unfilled administrative positions during first half of fiscal year.
Net Full-Time Administrative Salaries	16,237,300	15,687,300	
Full-Time Faculty Salaries	29,086,904	29,086,904	
Less: Projected Lapsed Salaries	(150,000)	(800,000)	More lasped funds than originally projected.
Net Full-Time Faculty Salaries	28,936,904	28,286,904	
Full-Time Classified Salaries	11,052,934	11,052,934	
Less: Projected Lapsed Salaries	(450,000)	(850,000)	Higher than anticipated number of unfilled classified and confidential positions during first half of fiscal year.
Net Full-Time Classified Salaries	10,602,934	10,202,934	
Subtotal - Full-Time Salaries	**55,777,138**	**54,177,138**	
Part-Time & Overload Credit Salaries	10,985,389	10,910,389	
Summer Credit Instruction	4,064,938	4,064,938	
Noncredit Instructional Salaries	424,310	424,310	
All Other Salaries	3,940,515	3,807,515	
Early Retirement Incentive Payments	450,000	450,000	
Subtotal - Other than Full-Time Salaries	**19,865,152**	**19,657,152**	
Total Salaries	**75,642,290**	**73,834,290**	

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016	Comment
Fringe Benefits			
Medical Program	22,853,700	22,353,700	Lower than budgeted claims for first six months of year.
Retirement Contributions	5,893,500	5,793,500	Lower than budgeted due to higher than anticipated number of unfilled positions during first half of year.
FICA	3,108,700	3,068,700	Lower than budgeted due to higher than anticipated number of unfilled positions during first half of year.
Tuition Remission	650,000	650,000	
Group Life Insurance	482,200	470,000	
Unemployment Compensation	200,000	200,000	
Workers' Compensation Insurance	346,700	282,838	Lower than budgeted premiums for workers' compensation insurance.
Unused Vacation	100,000	100,000	
Disability Insurance	304,200	302,000	
Forgivable Education Loan	185,000	165,000	
Total Fringe Benefits	**34,124,000**	**33,385,738**	
Facility Expenses			
Utilities	2,004,341	2,027,710	
Contracted Security	1,700,000	1,750,000	
Contracted Cleaning	1,178,760	1,178,760	
All Other Facility Expenses	2,333,717	2,388,480	
Total Facility Expenses	**7,216,818**	**7,344,950**	

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2015-16

	Original Budget	Current Projection as of March 23, 2016	Comment
All Other Expenses			
Leased Equipment & Software	5,425,659	4,565,613	Buyout of longer-term leases - Phone Switch, Cisco Equipment, JC Guaranteed Energy Savings Project
Catalogs and Advertising	1,418,856	1,522,154	Additional costs associated with 50th Anniversary Events and Spring 2016 Enrollment advertising
Supplies-Pool	1,395,718	1,436,519	
Contracted Services	1,805,175	1,829,990	
Consulting	538,300	854,862	Additional costs for: Facility Master Plan, Margolis-Healy Security Review, Economic Impact Study, Public-Private Partnership RFP, Hanover Research
Maintenance & Repairs	576,006	591,955	
Postage	315,200	315,200	
Insurance	662,000	662,000	
Legal Fees	322,000	622,000	Additional costs for Burt Hill claim, real estate firm, arbitrations, and negotiations.
Other Expenses	2,647,111	2,183,598	Contingency funds transferred to other budget lines.
Total All Other Expenses	**15,106,025**	**14,583,891**	
Student Scholarships	**200,000**	**112,000**	
TOTAL OPERATING EXPENSES	**$132,289,133**	**$129,260,869**	
Excess Revenues (Expenses)	**($0)**	**($146,194)**	

* Prior to impact of GASB 45 and 64 accruals

^ Assumes no increase in state funds over the amount received for FY 14-15.

Staff will employ strategy of paying off longer term leases if there are excess revenues in order to have additional
   flexibility in subsequent budget years.